

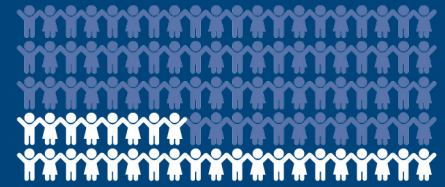
Enabling Education Systems to Improve Learning for All Students

Providing equitable, high-quality education is a challenge for all school systems. Too often, levels of quality and outcomes vary between schools, usually disproportionately disadvantaging certain groups.

RTI’s Education Policy, Systems, and Governance team works with education systems to provide a high-quality education for all students. We recognize that for most education systems, improving equity and quality is less about reforming policy and more about effectively implementing existing policies. RTI therefore works with education systems to ensure that (1) implementation leads to improved learning outcomes and (2) school environments are responsive to the needs of students and families.



76 of 100 children from wealthier families would get to complete primary school



28 of 100 children from poorer families would get to complete primary school¹

To do this, RTI supports education systems to strengthen three core functions:

1. Set Expectations

We help education leaders create and articulate tangible learning goals. This includes defining and communicating expectations for how all education staff—not only teachers—should contribute to learning outcomes.

In Practice

In **Tanzania**, a joint capacity assessment revealed strong support for curriculum delivery. But it also found a lack of well-defined and broadly understood expectations for learning. This discovery led the government to better define standards for reading and math in grade 2.

2. Monitor Progress

Schools and teachers vary in how well they use the support they receive. We enable education systems to track the supply of basic inputs. More importantly, we enable the systems to monitor whether those inputs contribute to learning outcomes, to better hold schools accountable. In turn, we also work with schools and communities to hold the education system accountable for providing the resources needed to boost achievement.

In Practice

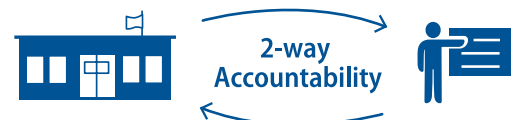
The Early Grade Reading and Mathematics Initiative in **Jordan** established a method for monitoring learning outcomes at the field directorate level. The Ministry of Education can now regularly track reading and math outcomes and identify which field directorates are meeting set expectations, and which are not.

3. Target support for low performers

We help education systems track and analyze progress so they can provide support where it is most needed. We know teachers are most effective when their instruction is responsive to the diverse needs of their students. Education systems will be more effective and more equitable when they echo this approach for lower-performing schools.

In Practice

In **Kenya** and **Cambodia**, data from coaches’ school visits revealed areas of instruction in which teachers needed additional support. Those topics were then addressed in subsequent training sessions and through more frequent, targeted visits.

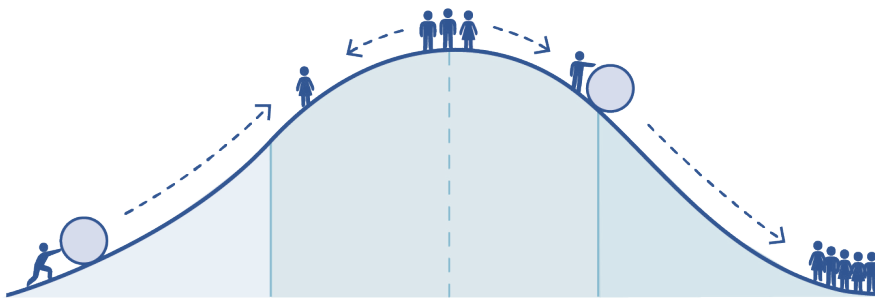


We apply **behavioral science** and **change management principles** to support ministries of education to improve their core set of system functions.

RTI recognizes that knowledge alone does not change behavior. Knowledge is only the first step in a process of change. Education reform is a disruptive and emotional journey for most stakeholders, but particularly for teachers, who are asked to undergo considerable changes in behavior and practice. Unless the classroom environment shifts to support new ways of teaching, innovative practice will not take root. One effective method for facilitating change is to identify and highlight “bright spots”—the schools and teachers who are successfully using improved methods to achieve better results.

Teachers need to believe new practices:

- are better than their own familiar practices
- align with their values and experiences
- will be practiced in a “safe space”
- will have a positive impact



Early Adopters

Teacher motivation is high and they're willing to try out new ideas

Early Majority

Teachers are willing to try if conditions are supportive and they've been shown it works

Late Majority

Teacher resistance to change is high and adopting new practices is slow

Getting to scale

Early adopters will try new approaches. The early majority will begin to test new methods if they receive appropriate support. As the system successfully shifts the environment, tipping the normative balance in favor of the change, the late majority will begin to adopt new practices—as long as they are adequately supported.

We use a 3-step process for capacity development

Step 1

Jointly conduct an organizational capacity assessment in the core function areas.

Step 2

Identify the organizational culture, the political economy, and the social and institutional norms that influence decision making.

Step 3

Jointly plan capacity development and behavior change strategies that address technical, behavioral, and normative constraints

Partner with us

Joe DeStefano
Senior Director for Policy, Systems, and Governance
jdestefano@rti.org

Learn more about our work

RTI International
www.rti.org/international-education
<http://SharEd.rti.org>

Follow [@RTI_INTL_DEV](https://twitter.com/RTI_INTL_DEV)

www.rti.org/idg

RTI International is both a global research institute and a leading international development organization. We combine these powerful capabilities with those of our partners to co-create smart, shared solutions for a more prosperous, equitable, and resilient world. For more information visit, www.rti.org/idg.

RTI International is a trade name of Research Triangle Institute. RTI and the RTI logo are U.S. registered trademarks of Research Triangle Institute.
RTI 14468 0422