



USAID
FROM THE AMERICAN PEOPLE



SHARE
Supporting Holistic & Actionable
Research in Education

Education Systems Strengthening in Indonesia and Colombia

CIES 2024 - Miami
March 11, 2024

March 15, 2024

Agenda



SHARE
Supporting Holistic & Actionable
Research in Education

1. What is SHARE?
2. What was SHARE's approach to engaging and strengthening ecosystems?
3. Case Studies
 - a. Colombia
 - b. Indonesia

What is SHARE?



SHARE
Supporting Holistic & Actionable
Research in Education

Outcome #1:

Targeted research to advance implementation of USAID education sector learning priorities conducted.

Outcome #3:

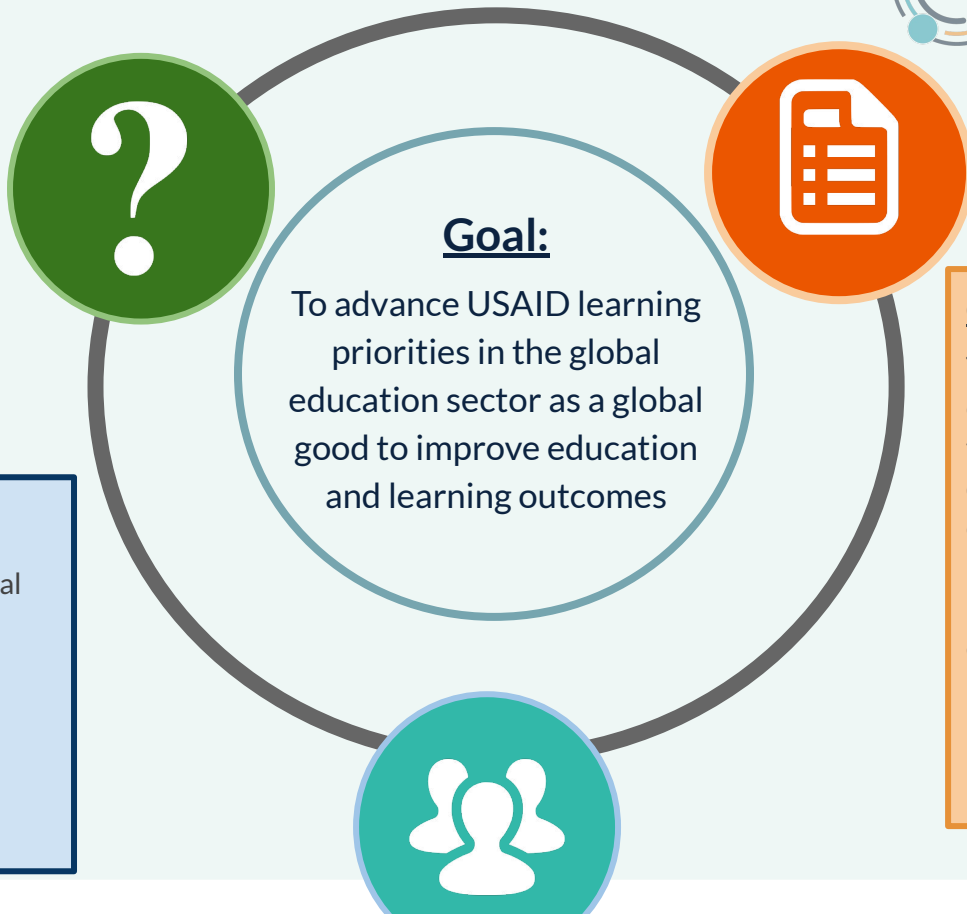
Highly specialized technical assistance to design and implement education research that supports country-specific priorities through providing buy-in services.

Goal:

To advance USAID learning priorities in the global education sector as a global good to improve education and learning outcomes

Outcome #2:

The capacity of the ecosystem to generate, translate, and use high quality, actionable data and evidence to inform programmatic and investment decisions in the course of addressing USAID learning priorities at the local, regional, and/or global levels, as relevant.



Evidence Ecosystem Strengthening: Key Actors



SHARE
Supporting Holistic & Actionable
Research in Education

DATA AND EVIDENCE USERS

- Donors
- Government Entities
- Implementing Partners
- Education Service Providers
- Families, Students, Youth, and Communities
- Non-State Actors
- Educators

DATA AND EVIDENCE ECOSYSTEM

DATA AND EVIDENCE GENERATORS

- Research Institutions
- Academia
- Implementing Partners
- Education Service Providers
- Government Research Units
- Educators
- Youth
- Non-State Actors

DATA AND EVIDENCE TRANSLATORS

- Research Institutions
- Media and Civil Society
- Non-State Actors
- Implementing Partners/NGOs
- Think Tanks
- Academia
- Government Entities

Case Studies:

Indonesia – Questions



SHARE
Supporting Holistic & Actionable
Research in Education

HE 1: What types of investments, policies, and approaches are governments, the private sector, and HEIs in LMIC pursuing to enhance HEI engagement in innovation ecosystems? What factors determine the success of these investments, policies and approaches?

HE 4: What strategies are HEIs in LMIC implementing to promote their own financial sustainability? What strategies are regarded to be the most effective contextually?

1. Indonesia

2. Colombia

Case Studies:

Indonesia – Process



SHARE
Supporting Holistic & Actionable
Research in Education

Phase 1: Surveys and KIIs to understand roles, relationships, resources and rules of domain-specific system (DSS) and evidence ecosystem (EE)



Phase 2: Workshops to further deepen understanding of current DSS and EE around the nature of relationships, existing norms or rules, roles of actors, and available resources.



MEL: Establish mechanisms for evaluating and learning and further system strengthening as needed



The capacity of the ecosystem to generate, translate, and use high quality, actionable data and evidence to inform programmatic and investment decisions in the course of addressing USAID learning priorities at the local, regional, and/or global levels, as relevant.

1. Indonesia

2. Colombia

Case Studies:

Indonesia – Advisory Group Role



SHARE
Supporting Holistic & Actionable
Research in Education

Design

Consult on Inception Report

1. Indonesia

Data

Assist data collection stakeholders

2. Colombia

Analysis

Share recommendations on findings

Recos

Share recommendations on dissemination plan

Case Studies:

Colombia – Questions



SHARE
Supporting Holistic & Actionable
Research in Education

EiCC 1: How can we develop a contextually-relevant measure of teacher's wellbeing and social and emotional skills in crisis-affected and conflict settings and how can the findings from using these measures be integrated/used within teacher professional development approaches?

EiCC 3: How can measures of children and adolescents' social and emotional learning be designed and adapted to meet context-specific needs and priorities?

1. Indonesia

2. Colombia

Case Studies:

Colombia – Process

Ecosystem Actors

- Ministry of Education
- ICFES
- USAID/Colombia
- World Bank
- NGO
- Academics
- Teach for All

1. Indonesia

2. Colombia

Case Studies:

Colombia – Process



SHARE
Supporting Holistic & Actionable
Research in Education

Bottom-up:

- 3 very different regions and contexts
- 9 public, private, rural schools
- Interviews with 65 teachers, 79 parents, 137 students
- Challenging situations
- Open coding, prevalent categories and subcategories

Top-down:

- Socio-emotional competencies needed for challenging situations identified
- Ecosystem advisory group
 - Engaged to vet items, particularly for TW study

1. Indonesia

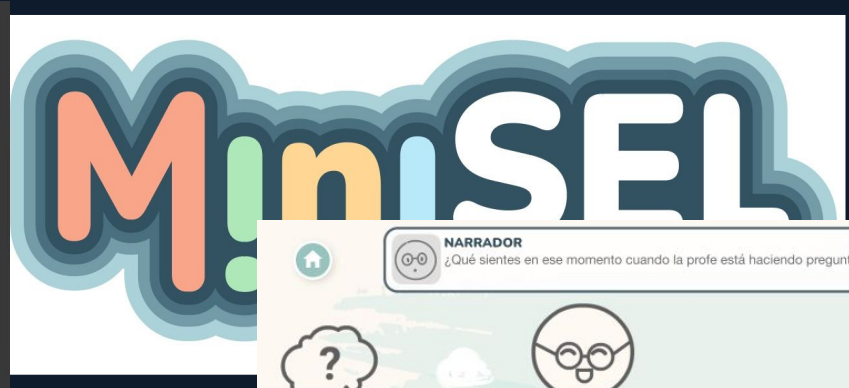
2. Colombia

Case Studies:

Colombia – Process



SHARE
Supporting Holistic & Actionable
Research in Education



1. Indonesia

2. Colombia

Challenges and Opportunities



Challenges

- Changing the mindset of our researchers
- Improving understanding our partners and their relationships within the ecosystem

Opportunities

- Secured time and resources from USAID - including for systems strengthening in relation to each study and capacity exchange
- Engaged with global education donor community to coordinate efforts and learnings
- Created Advisory Boards in most countries