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FROM THE AMERICAN PEOPLE



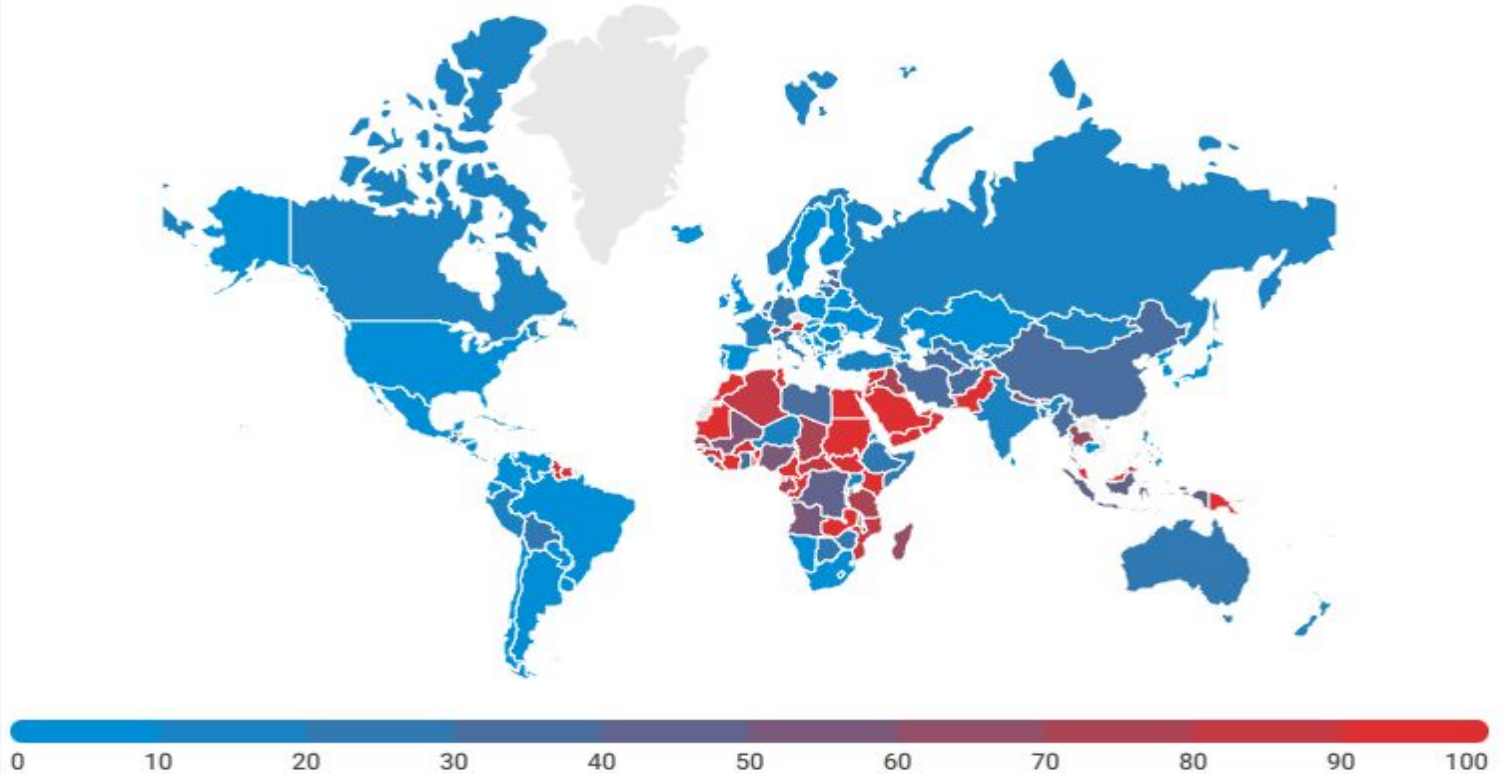
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Research in Education

Language of Instruction Transitions

Factors that predict multilingual literacy transition and cross-linguistic skills transfer

Percent of children whose first language is not a language of instruction in their country, 2021

**35% of
children
globally
begin their
education
in an
unfamiliar
language**



LITES Key Terms and Concepts



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- **Language of Instruction (LOI):** The language used as the medium for teaching.
- **L1 / L2+:** L1 refers a language that students use and understand, L2+ refers to students' second or later acquired languages.
- **Transition:** The policy and processes in which children are taught in one LOI and then move a new LOI or add an LOI.
- **Transfer:** A cognitive process through which a child transfers reading and other skills across language(s).



Run of Show



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Introduction

- Damalie Nsangi, RAN

Presentation 1: LITES Lessons and Key Descriptive Findings

- Carlos Manuel, Eduardo Mondlane University
- Anthony Ssebagereka, RAN

Presentation 2: Transfer Effects

- Pooja Nakamura, AIR
- Annie Conaghan, UND

Presentation 3: Sub-group analysis from Kenya

- Anthony Ssebagereka, RAN
- TJ D'Agostino, UND
- Caroline Freeman, UND

Presentation 4: Key teacher and classroom factors

- Carlos Manuel, Eduardo Mondlane University
- TJ D'Agostino, UND

Sustaining Holistic and Actionable Research in Education



- Cooperative agreement between USAID and the University of Notre Dame, implemented alongside partners in higher education (2020-2025)
- SHARE gathers, translates, and produces data and evidence that are accessible to inform decision making in global education.
- Guided by USAID's Learning Agendas, SHARE provides access to exceptional evaluation, research design, and research expertise to support USAID programs around the world.





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NOTRE DAME



UNIVERSITY OF NAIROBI



UNIVERSIDADE
**EDUARDO
MONDLANE**



Philippine
Institute for
Development
Studies



ASSOCIATES IN RESEARCH AND
EDUCATION FOR DEVELOPMENT



Language of Instruction Transitions in Education Systems (LITES): RESEARCH GOAL



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GOAL

To fill the evidence gap in LMICs regarding effective language of instruction transition policy and the factors that enable learners' second language reading skills by the time of transition.



MOZAMBIQUE



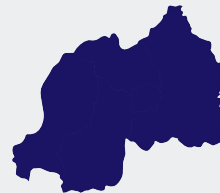
MALI



SENEGAL



THE PHILIPPINES



RWANDA



KENYA

LITES Overarching research question



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How do different LITES policy approaches, system factors, and local-level conditions and practices explain variations in key language and reading outcomes in target languages in primary grades?

Conceptual Framework



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Policy Prioritization

Policy
Implementation

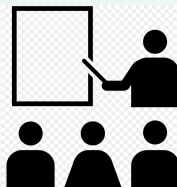
Policy
Appropriation

School
Conditions

Student
Outcomes



RQ 1
Qual



RQ 2
Qual



RQ 3
Qual



RQ 1
Quant

L1 and L2+



Speaking



Writing



Reading



Listening

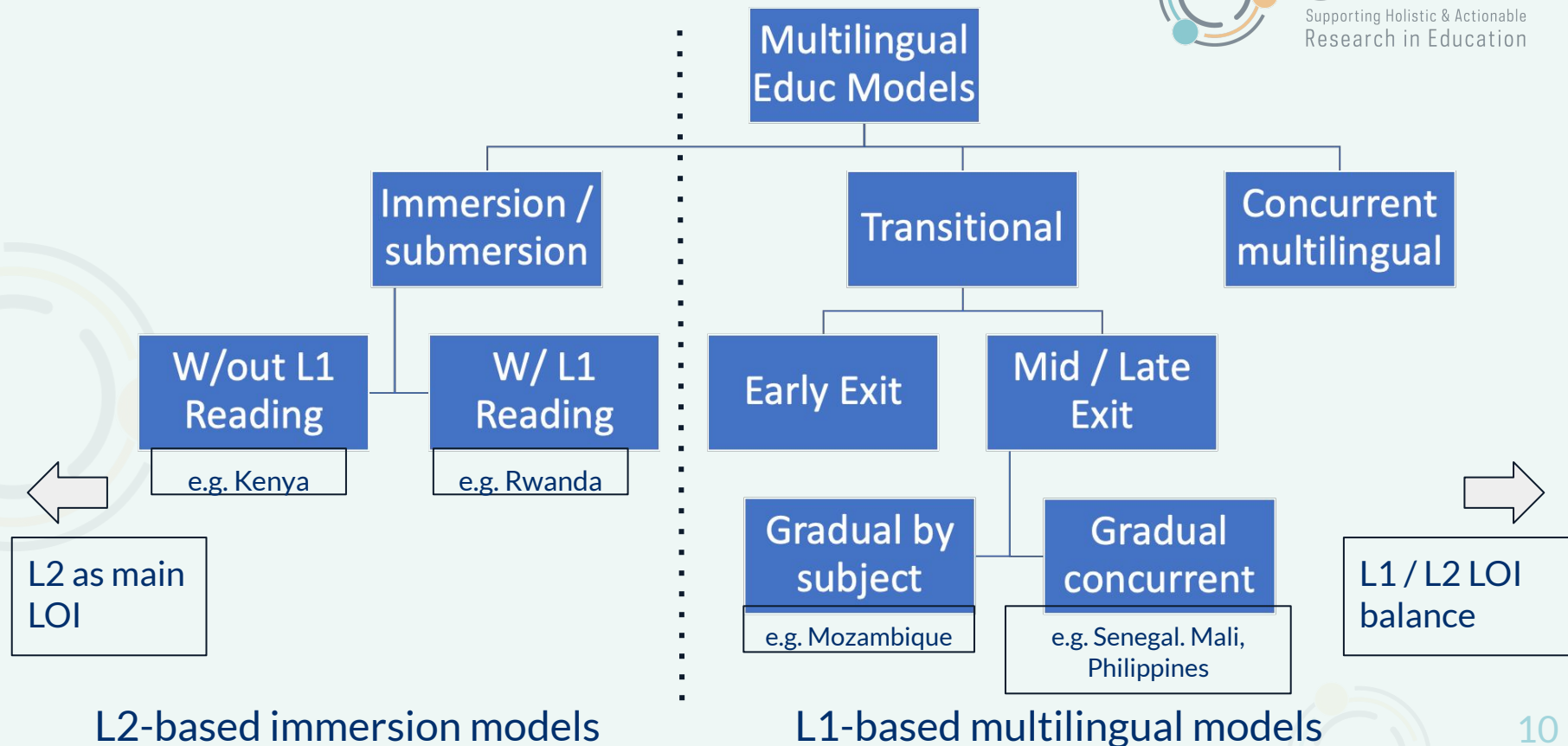
RQ 2/3
Quant



Lol Transition Models



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Lessons and key descriptive findings from a cross-national study on language of instruction transitions.

Carlos Manuel // Anthony Ssebagereka

LITES Quantitative Methods



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- Sample of 3rd and 4th grade students
 - Reading skills in L1 / L2+
 - Language skills in L1 / L2+
 - Student background survey;
- Teacher survey
- Teacher classroom observations

LITES Quantitative Sample

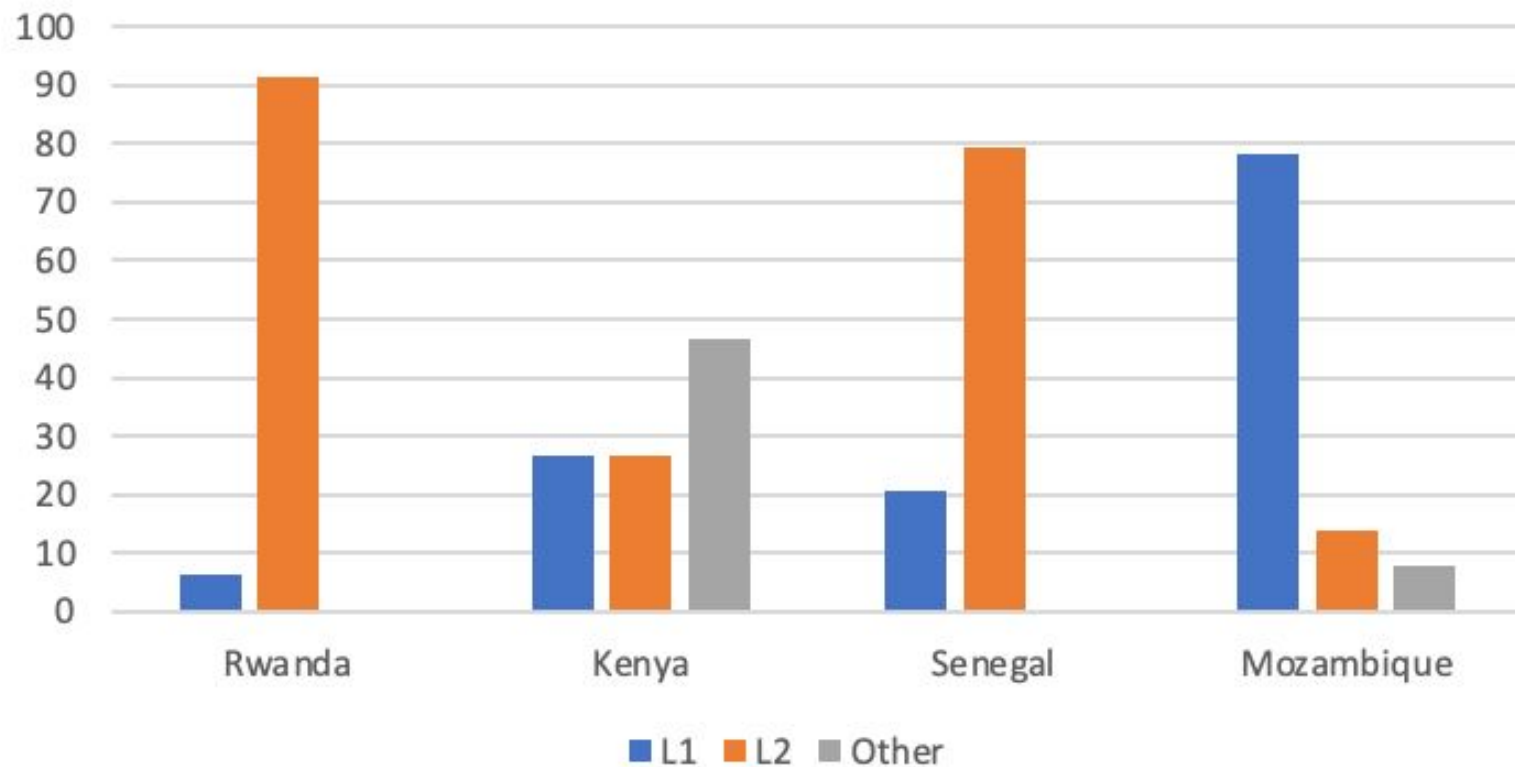
Country	Kenya	Mozambique	Senegal	Mali	Rwanda	Philippines
Languages tested	4	4	3	3	2	4
Schools sampled	60	60	60	60	75	60
Students assessed 50% 3rd / 50% 4th gr	1,200	1,200	1,200	1,200	1,200	1,200
Teachers surveyed	120	120	120	120	150	120
Teachers observed	120	120	120	120	150	120



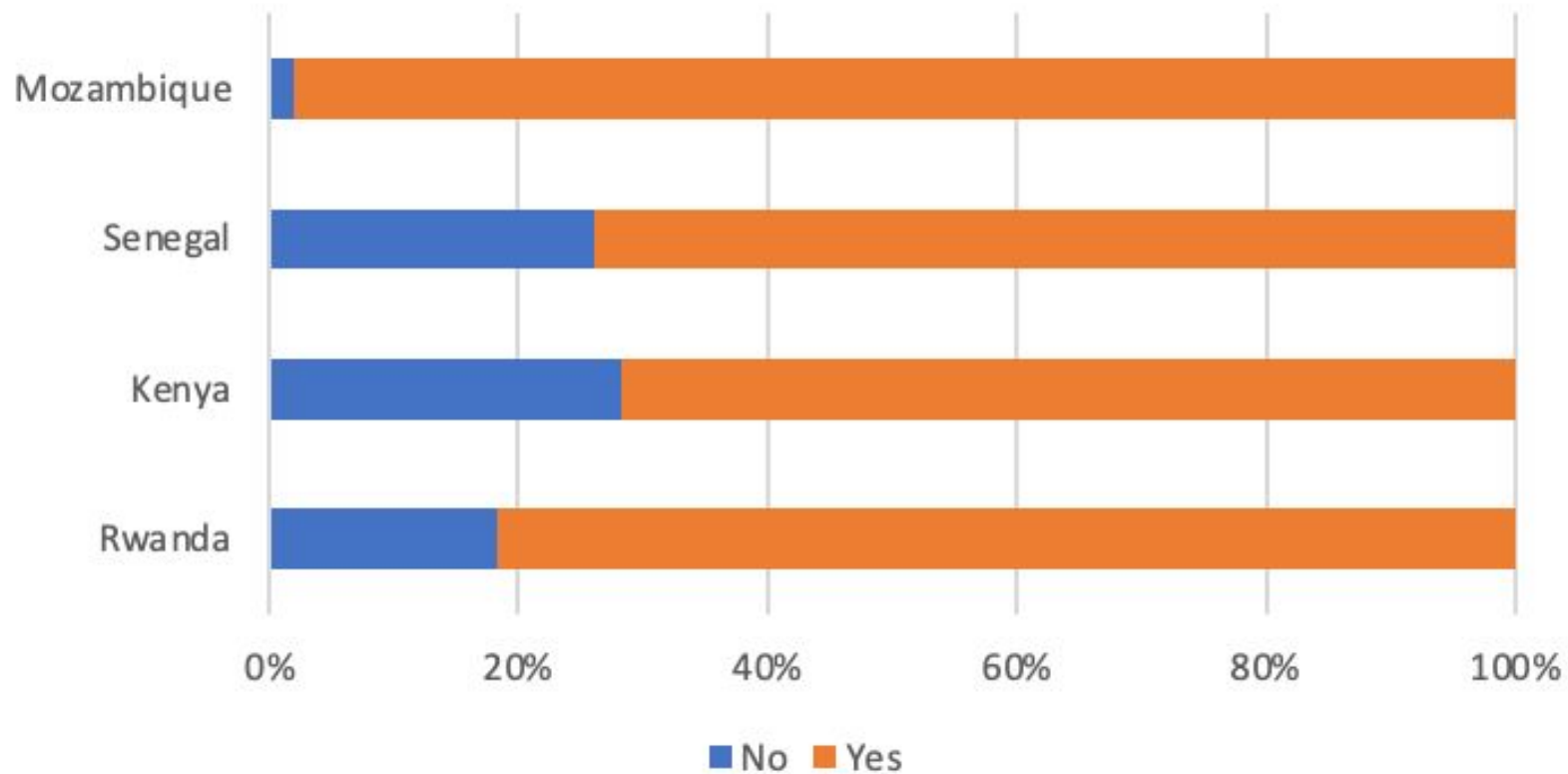
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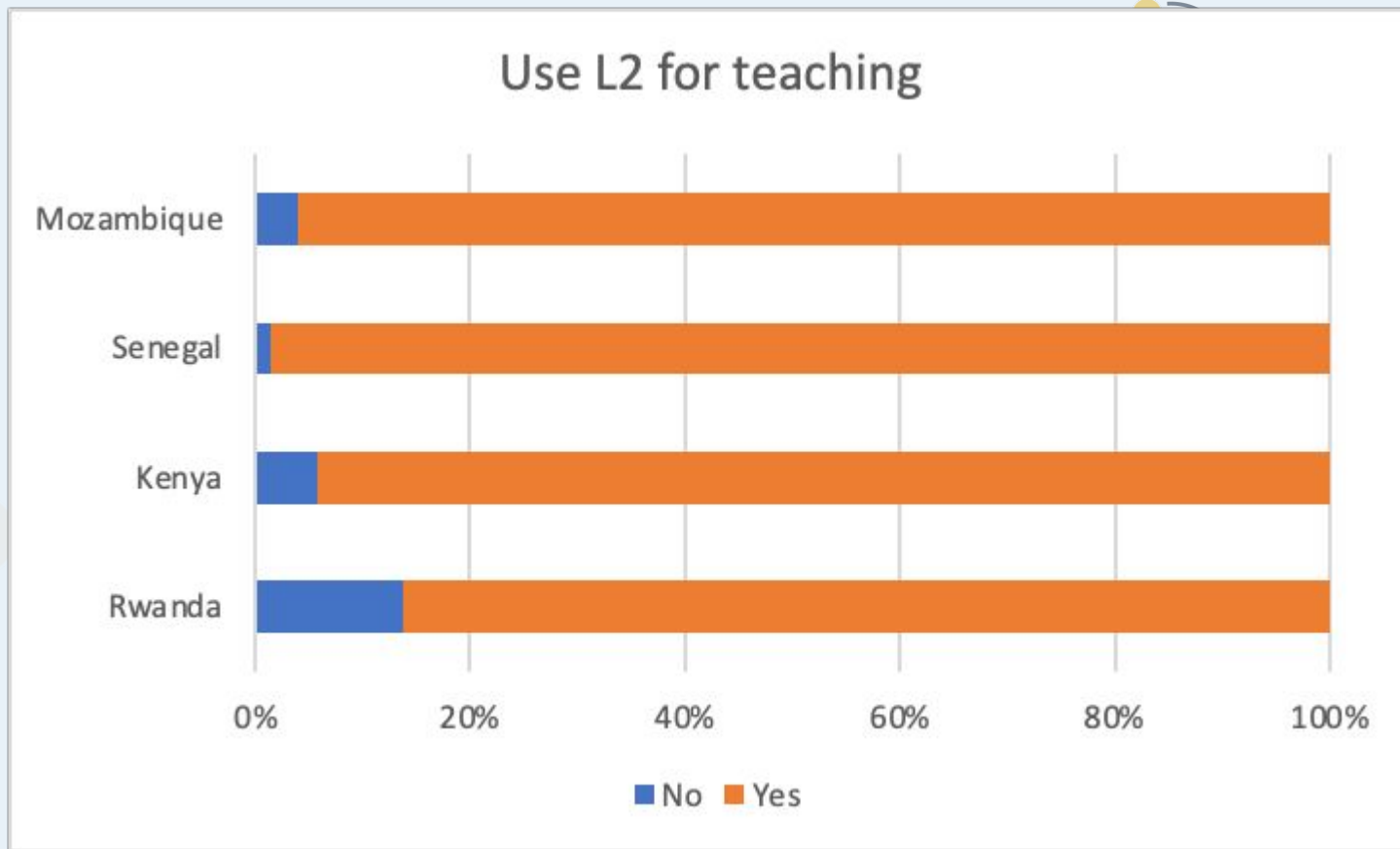
Language of Instruction (LOI) and Teacher / Student Comfort with LOIs

Primary LOI from Grade 1

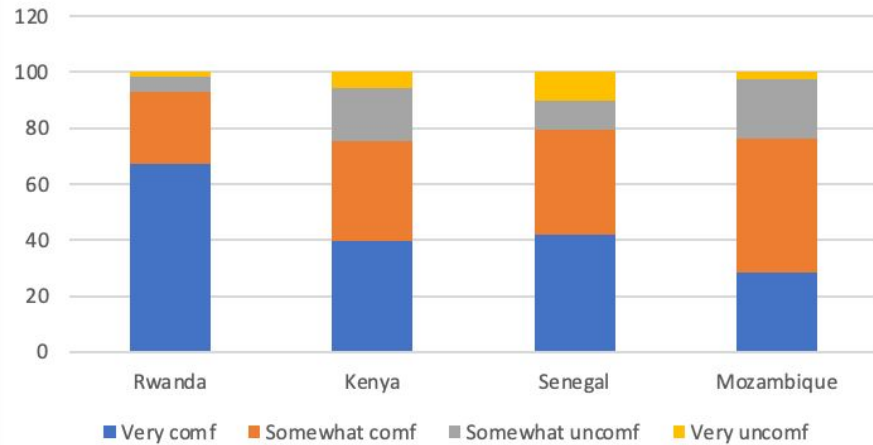


Use L1 for teaching

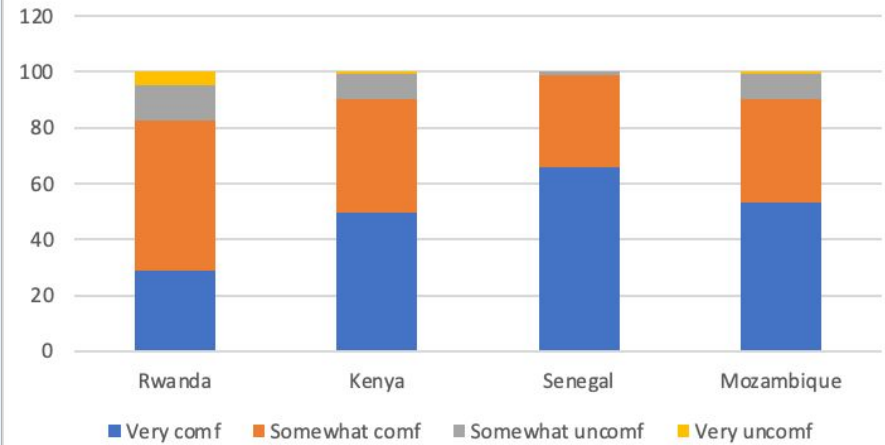




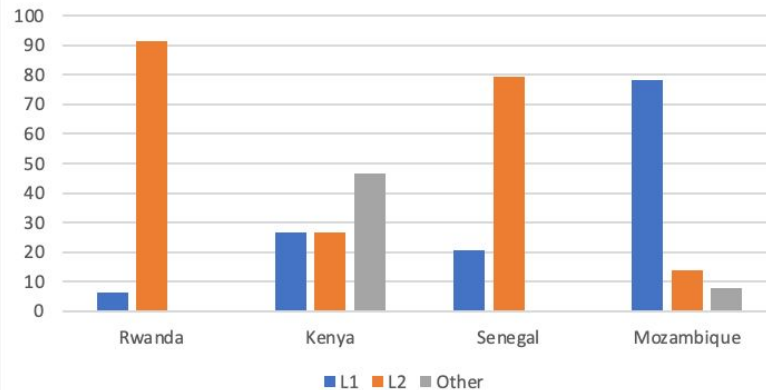
How comfortable teaching in the L1



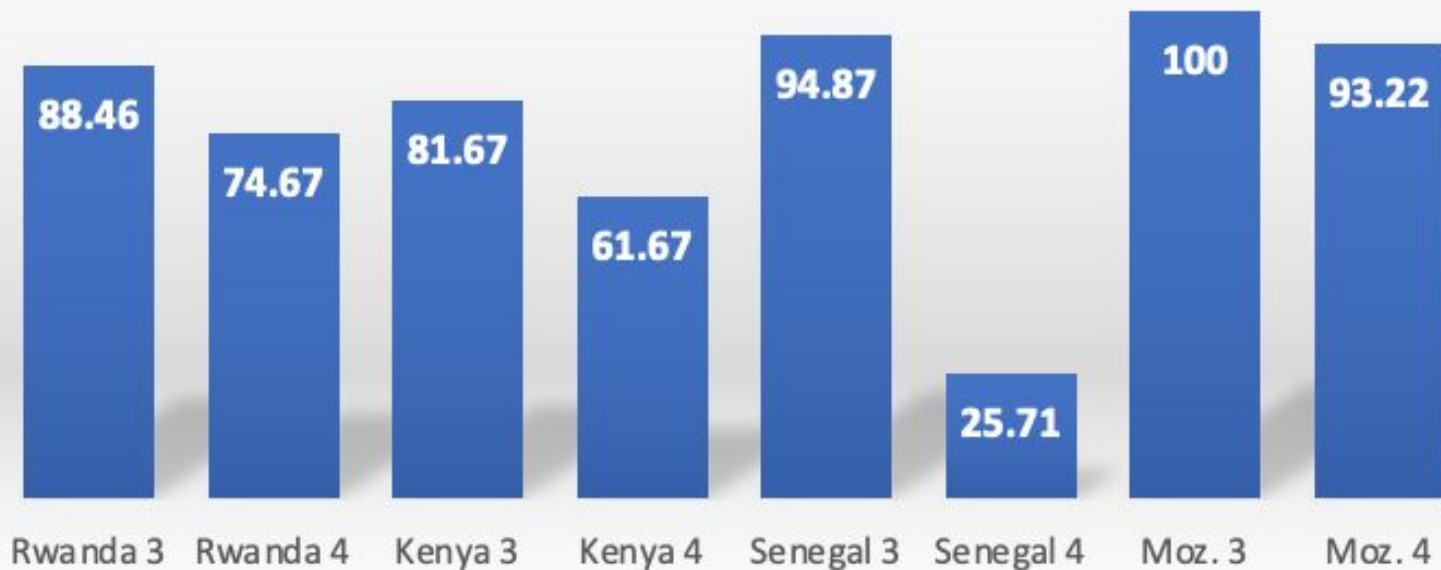
How comfortable teaching in the L2



Primary LOI from Grade 1

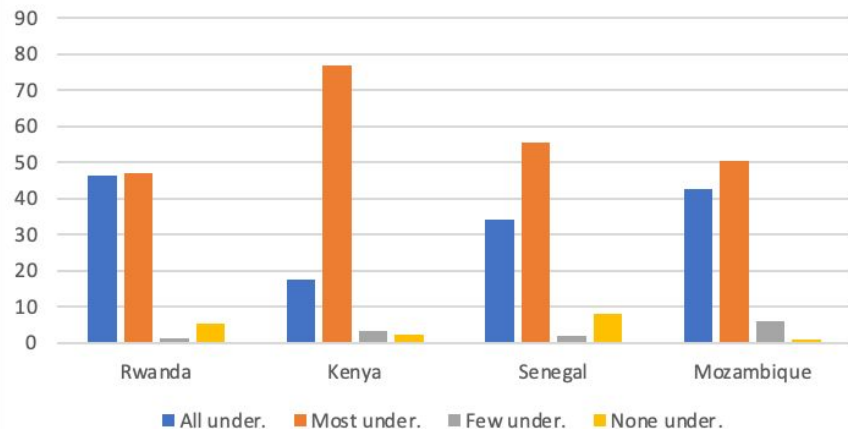


Use L1 for teaching

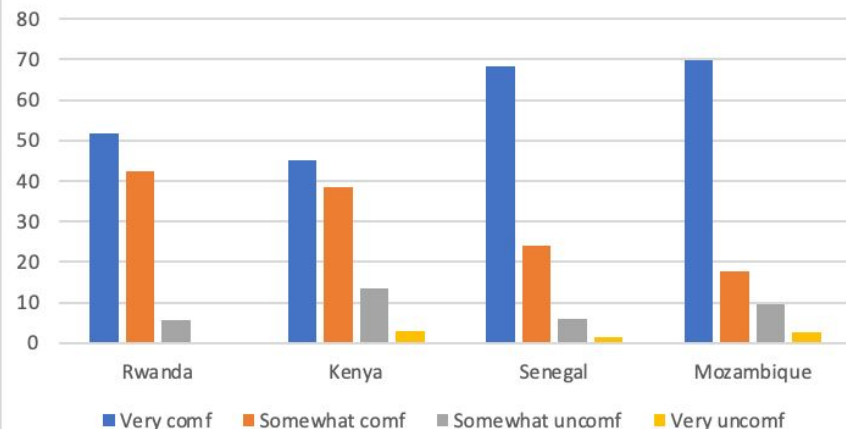


Use L1 for teaching

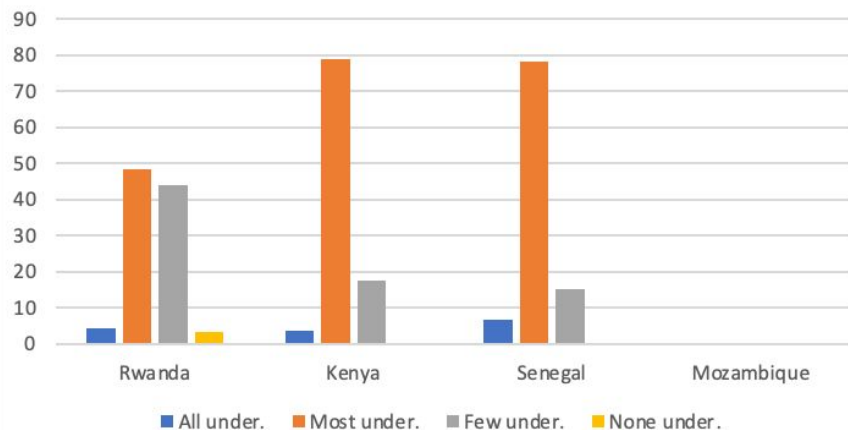
Teachers' view of students' L1 understanding



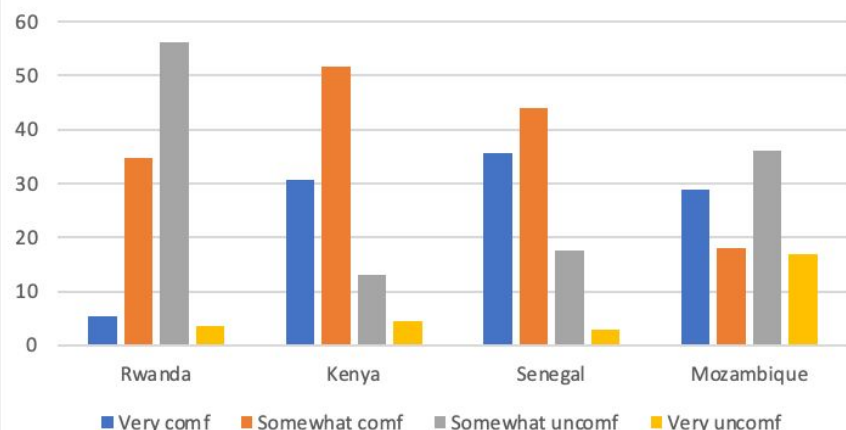
Learner's self-reported comfort w/ L1



Teachers' view of students' L2 understanding



Learners' self-reported comfort with L2





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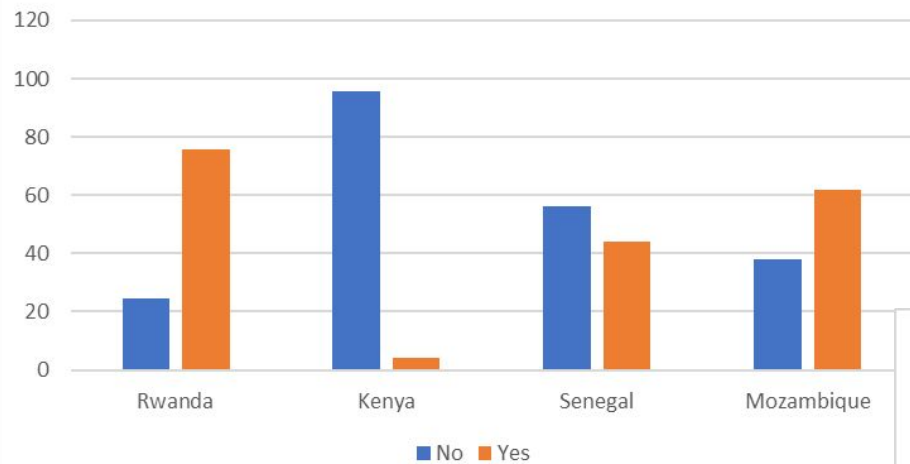
Teaching and Learning Materials



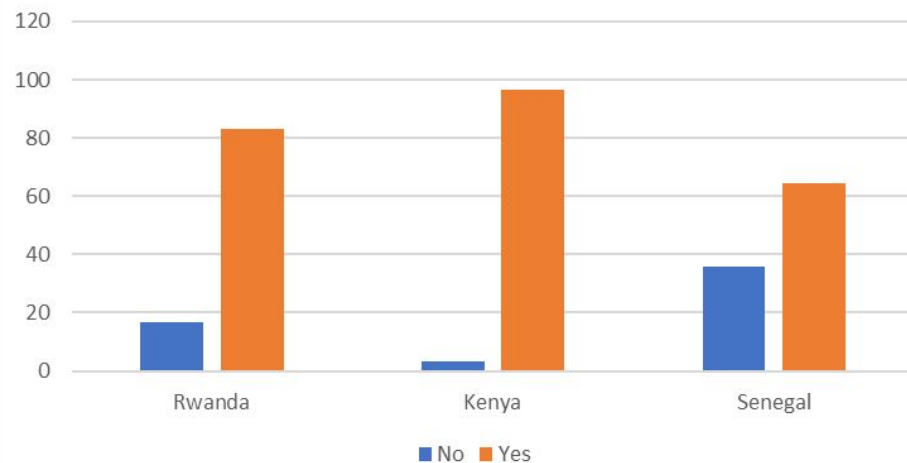
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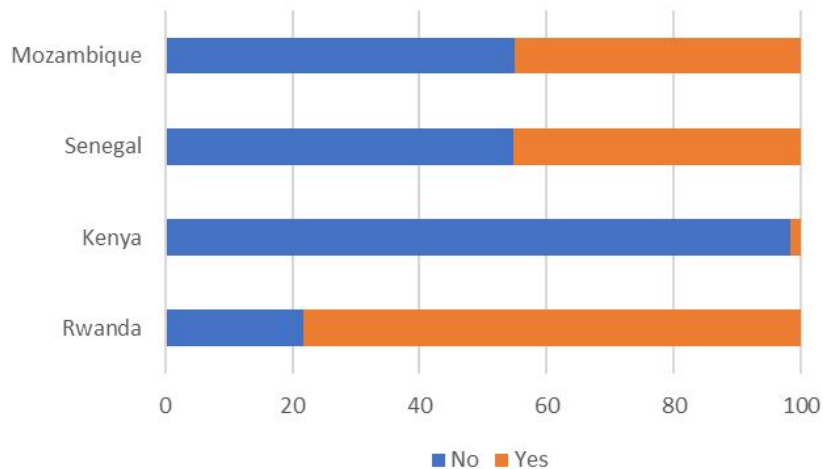
Access to L1 Books



Access to L2 Books

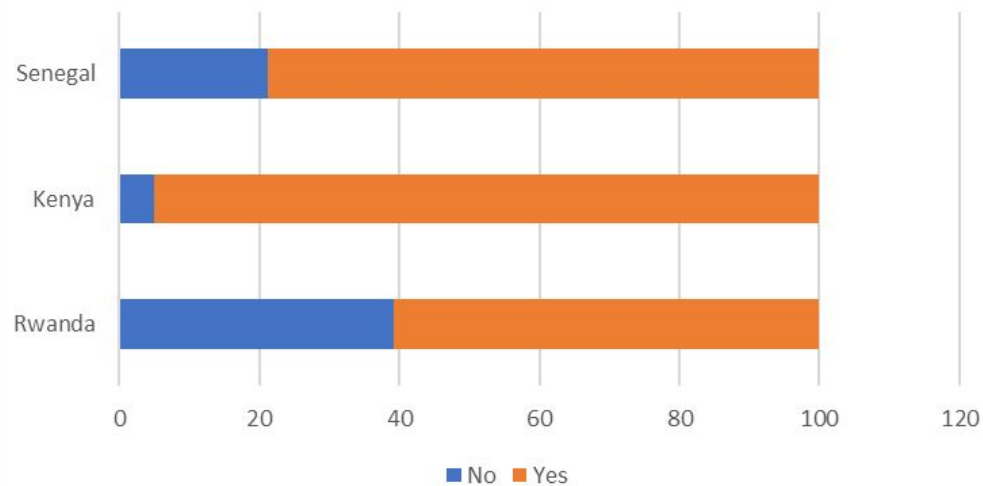


Access to L1 Teachers' Guides



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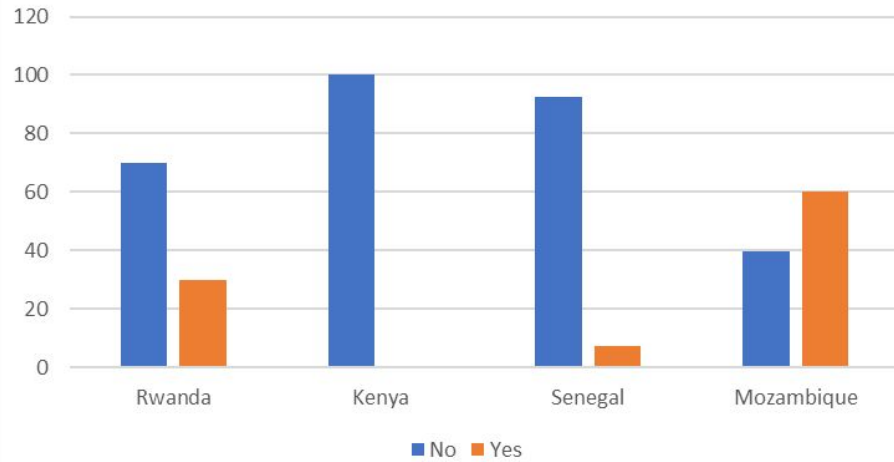
Access to L2 Teachers' Guides



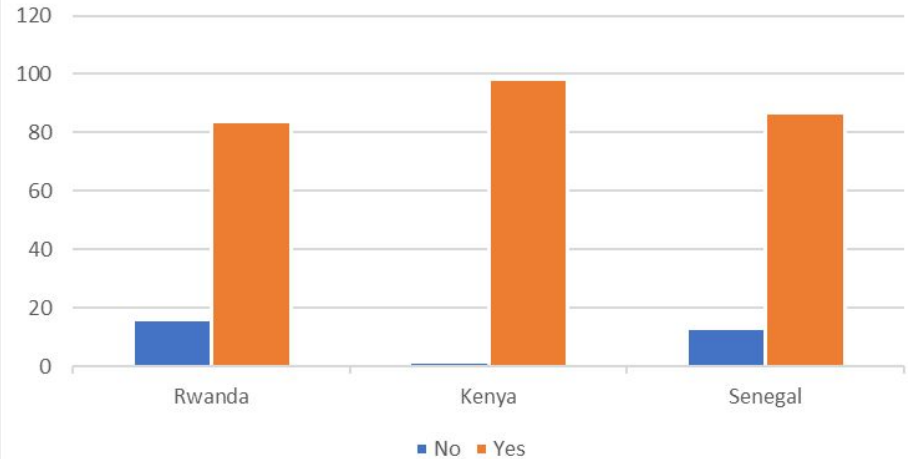


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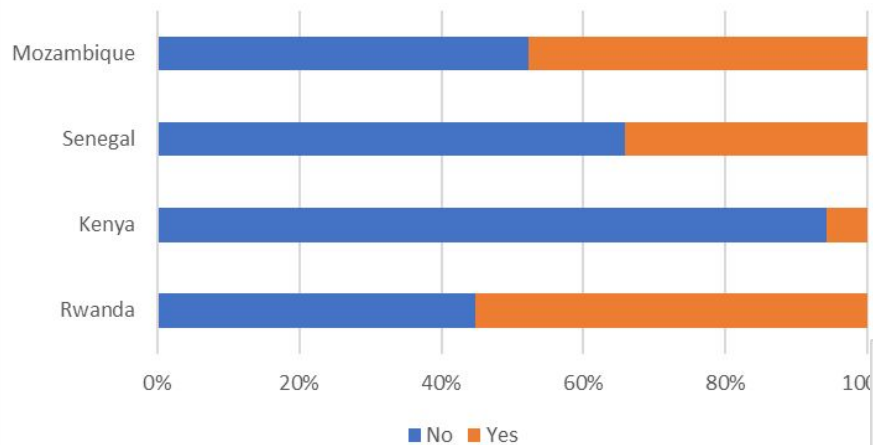
Access to L1 Textbooks in Other Subjects (e.g math)



Access to L2 Textbooks in Other Subjects (e.g. math)

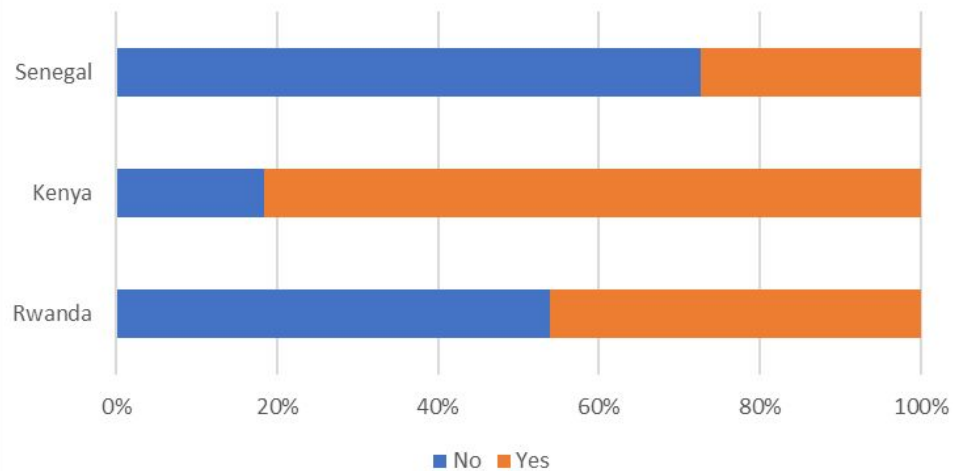


Access to L1 Supplemental Reading Materials



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Access to L2 Supplemental Reading Materials





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Thank you!



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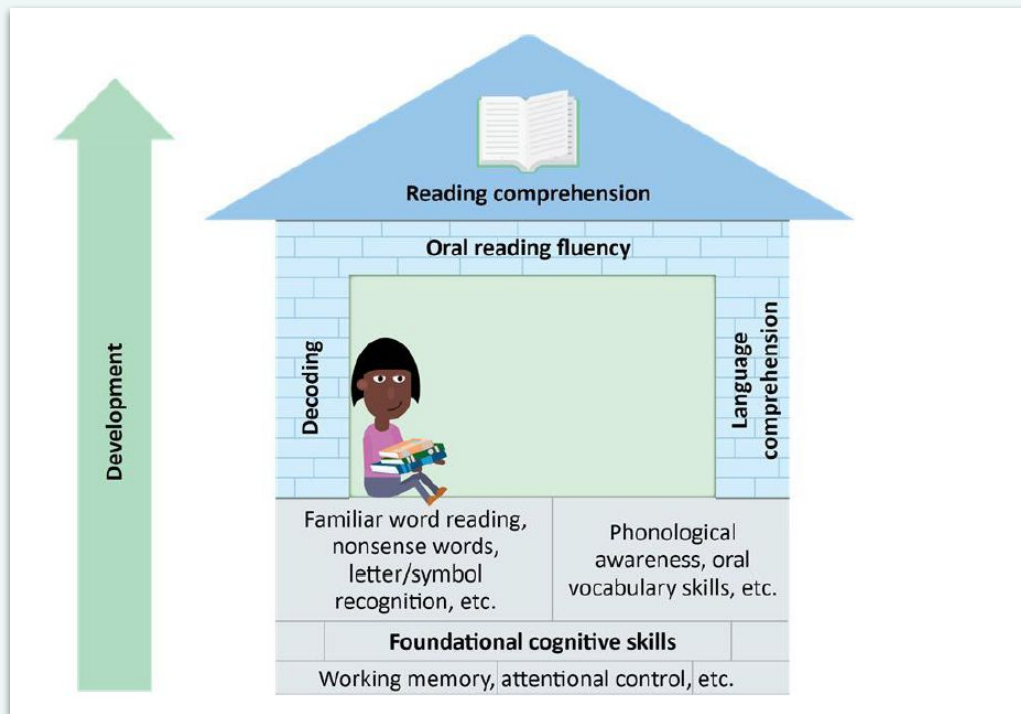
Patterns of cross-linguistic transfer of language and reading skills in multilingual contexts

Pooja Nakamura // Annie Conaghan

What is Reading?



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Source: American Institutes for Research, 2023



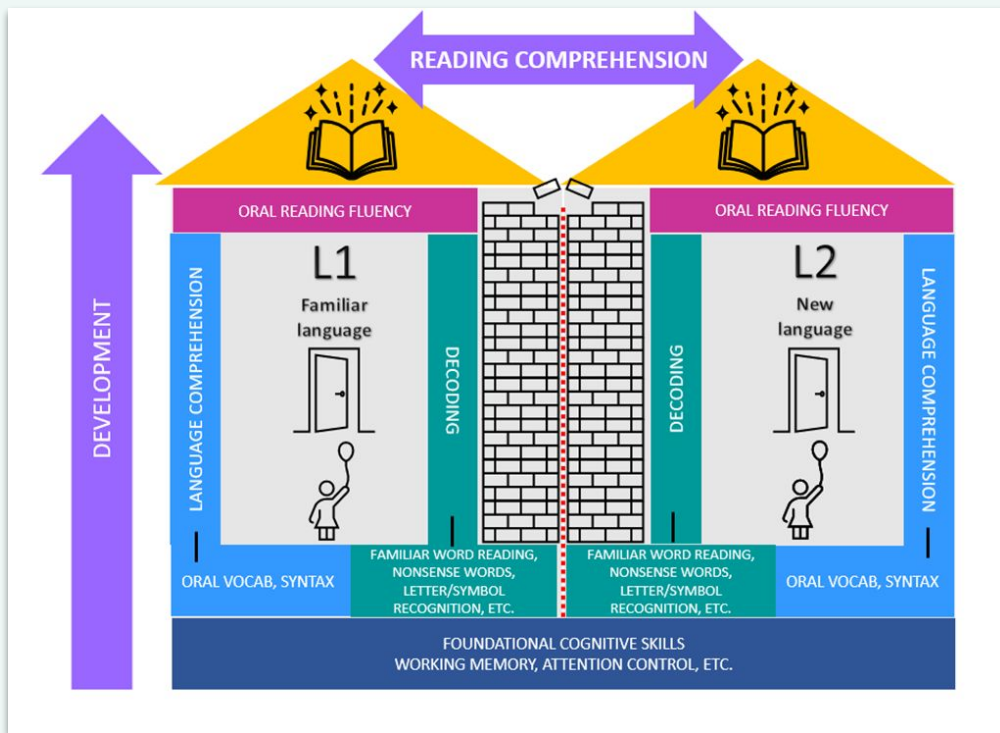
Reading in an L2+

- Reading in an L2+ is different from L1 reading
- Characterized by dual language involvement and **cross-linguistic transfer**
- L2+ reading is predicted by:
 - L1 reading skills, especially through shared metalinguistic skills
 - L2+ (target language) linguistic skills
 - Moderated by Age, L1-L2 distance, L2 proficiency, language majority/minority status

Reading in an L2+



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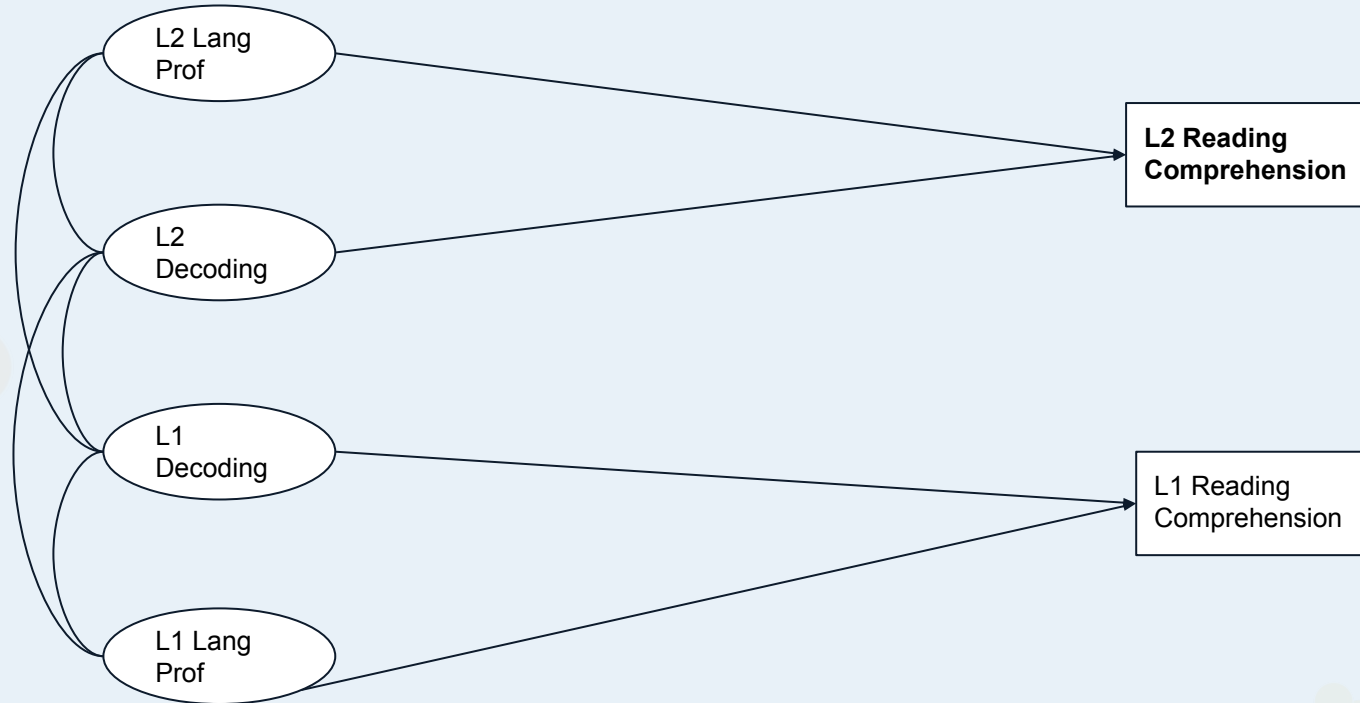


Source: American Institutes for Research, 2023

Analytic approach

- Structural equation modeling (SEM)
- Test the relationships between:
 - Reading skills (decoding and language proficiency) in each language and reading comprehension
 - Across languages to explore transfer relationships
- LISREL was used for SEM modeling

Transfer Effects Model (Proctor, August, Snow, & Barr, 2010)



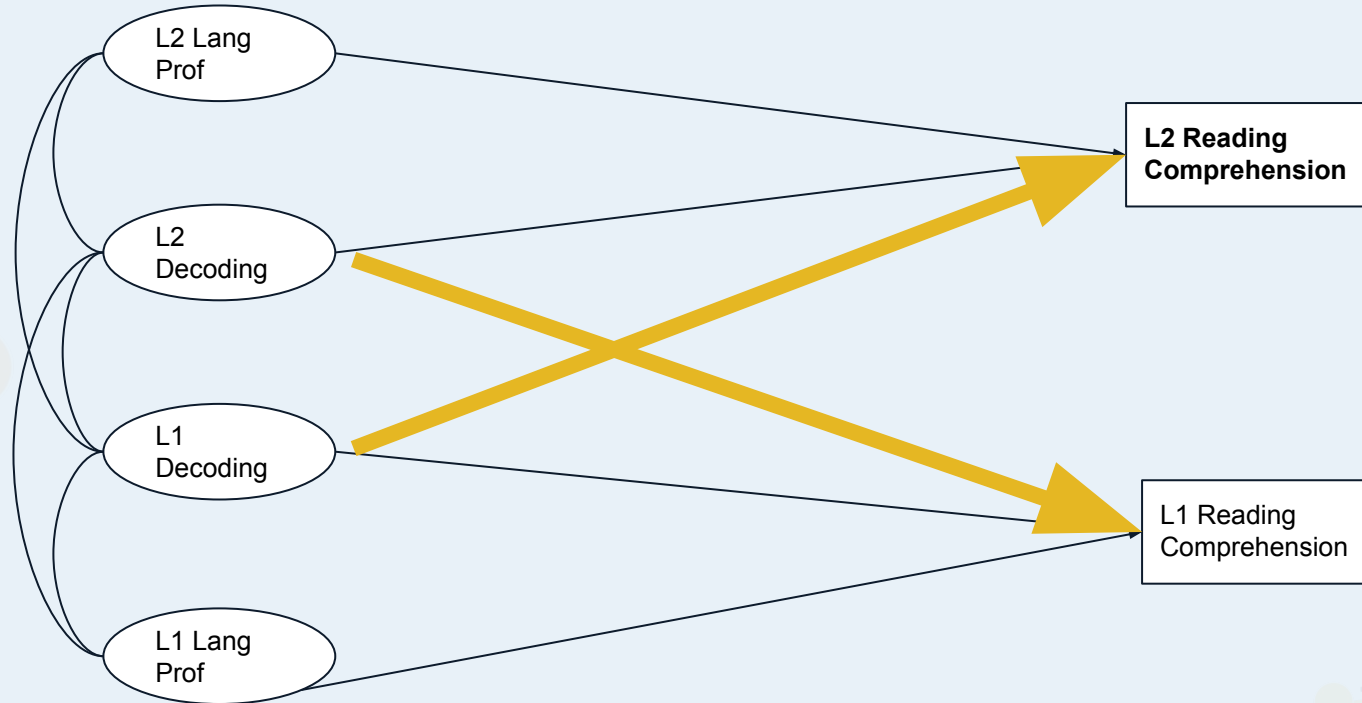
Transfer Effects Model (Proctor, August, Snow, & Barr, 2010)



Cross-Transfer Effects Model (Proctor, August, Snow, & Barr, 2010) Without Beta



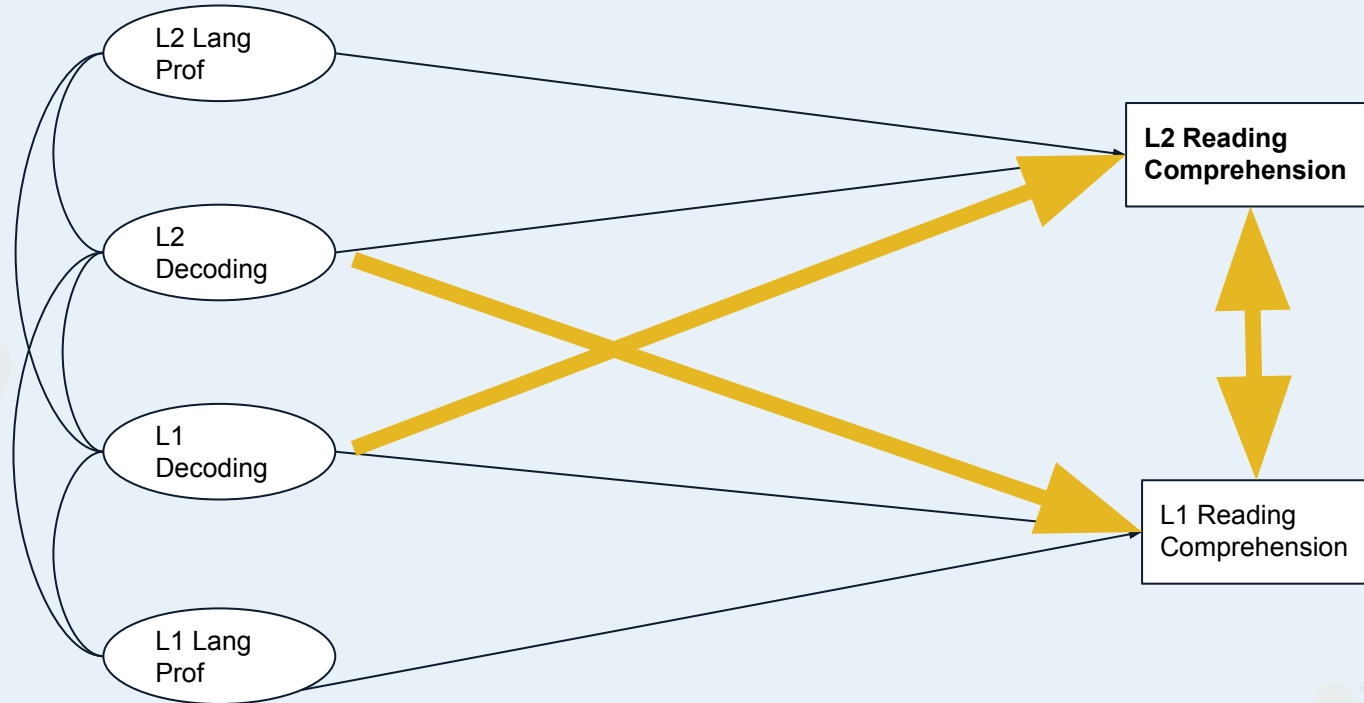
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Cross-Transfer Effects Model (Proctor, August, Snow, & Barr, 2010) With Beta



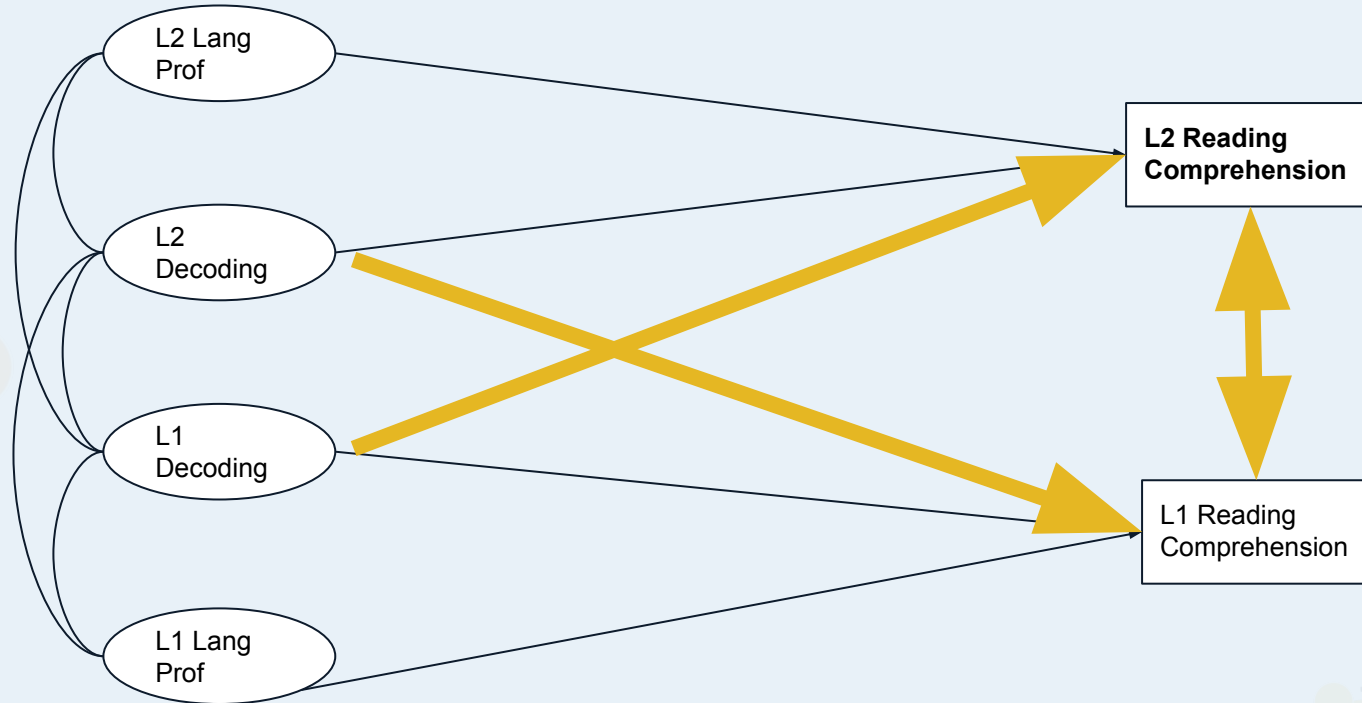
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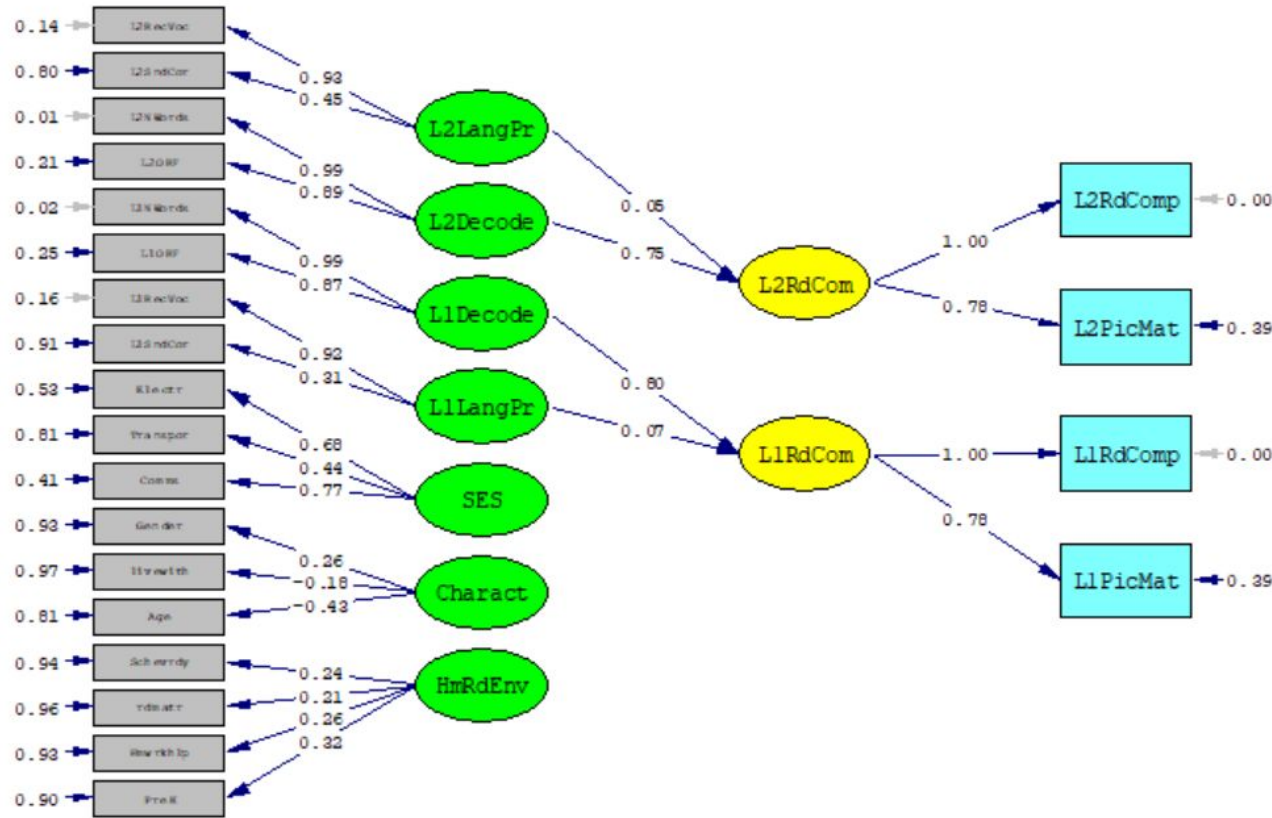


Cross-Transfer Effects Model (Proctor, August, Snow, & Barr, 2010) With Beta



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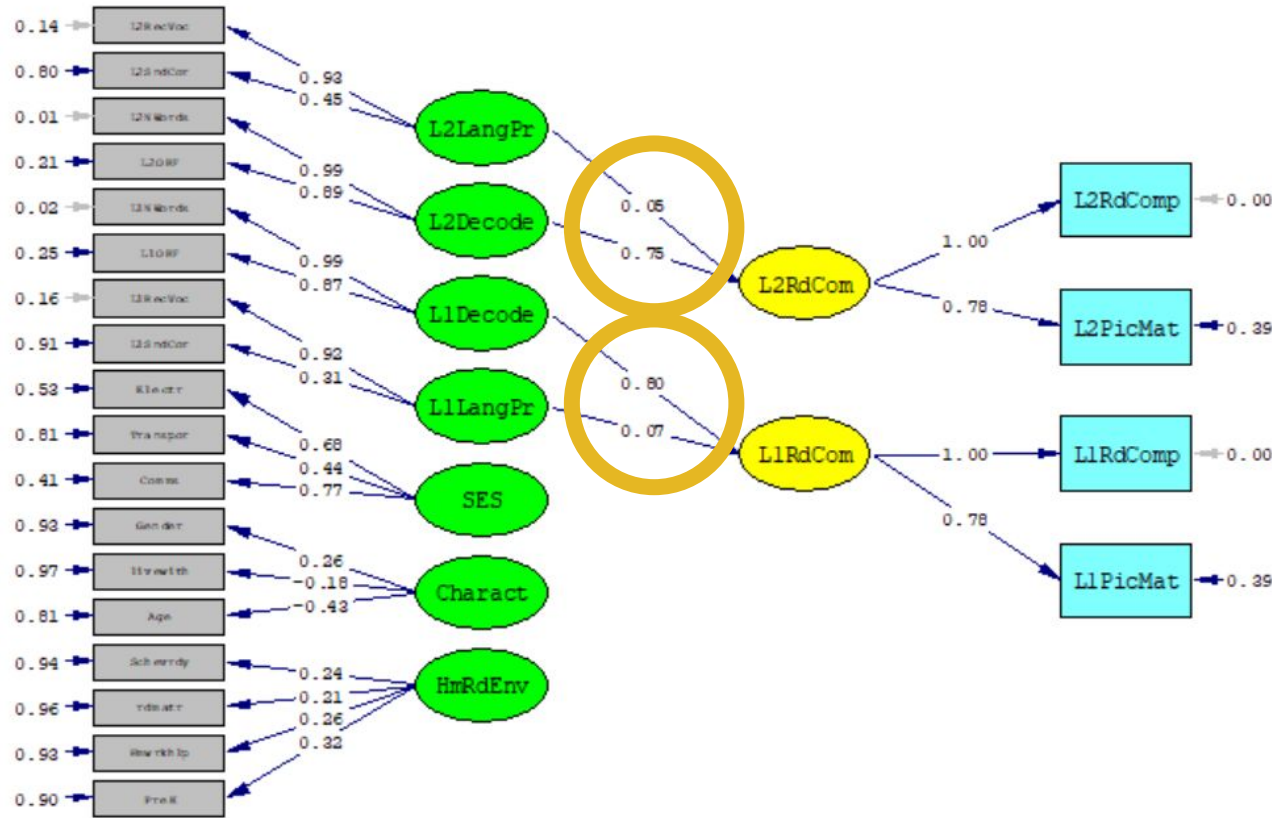


Chi-Square=2439.01, df=190, P-value=0.00000, RMSEA=0.141

Mozambique

Macua

No
Cross-transfer



Chi-Square=2439.01, df=190, P-value=0.00000, RMSEA=0.141

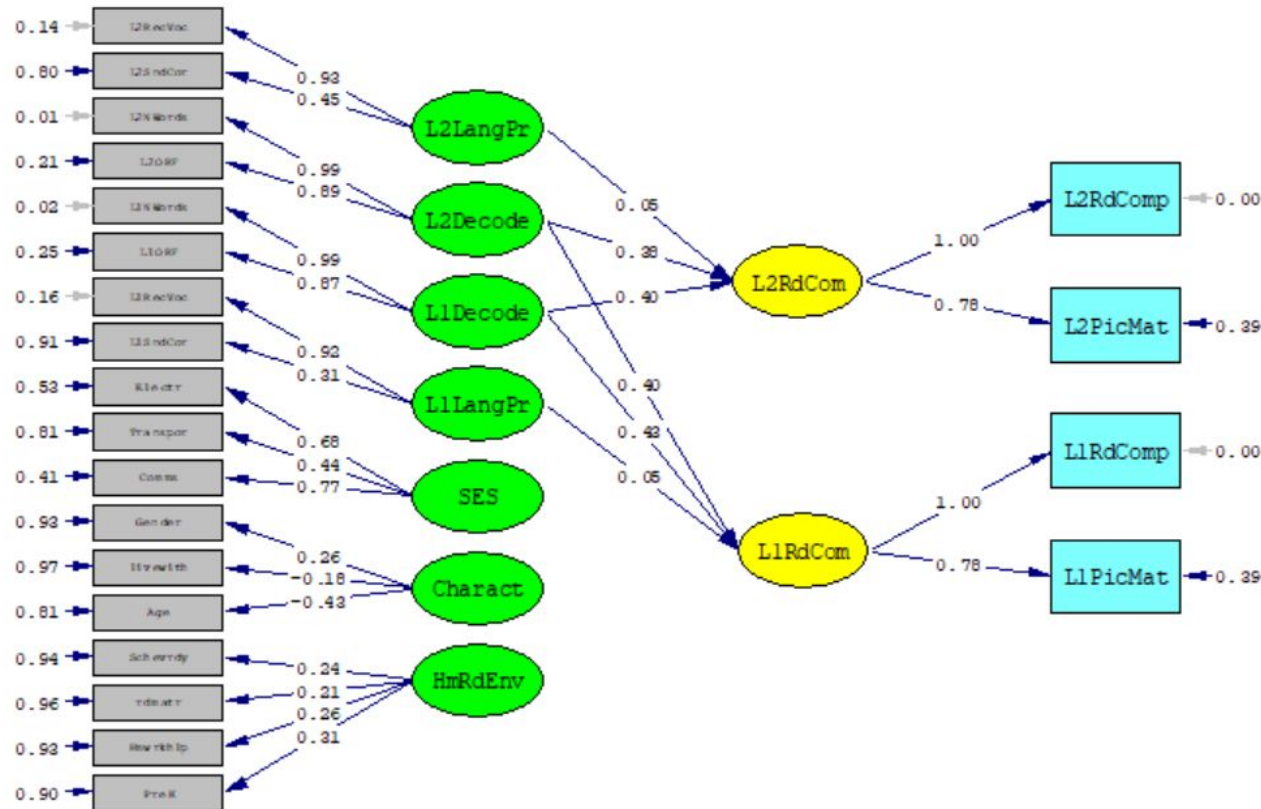
Mozambique

Macua

No
Cross-transfer



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Chi-Square=2416.22, df=188, P-value=0.00000, RMSEA=0.141

Mozambique

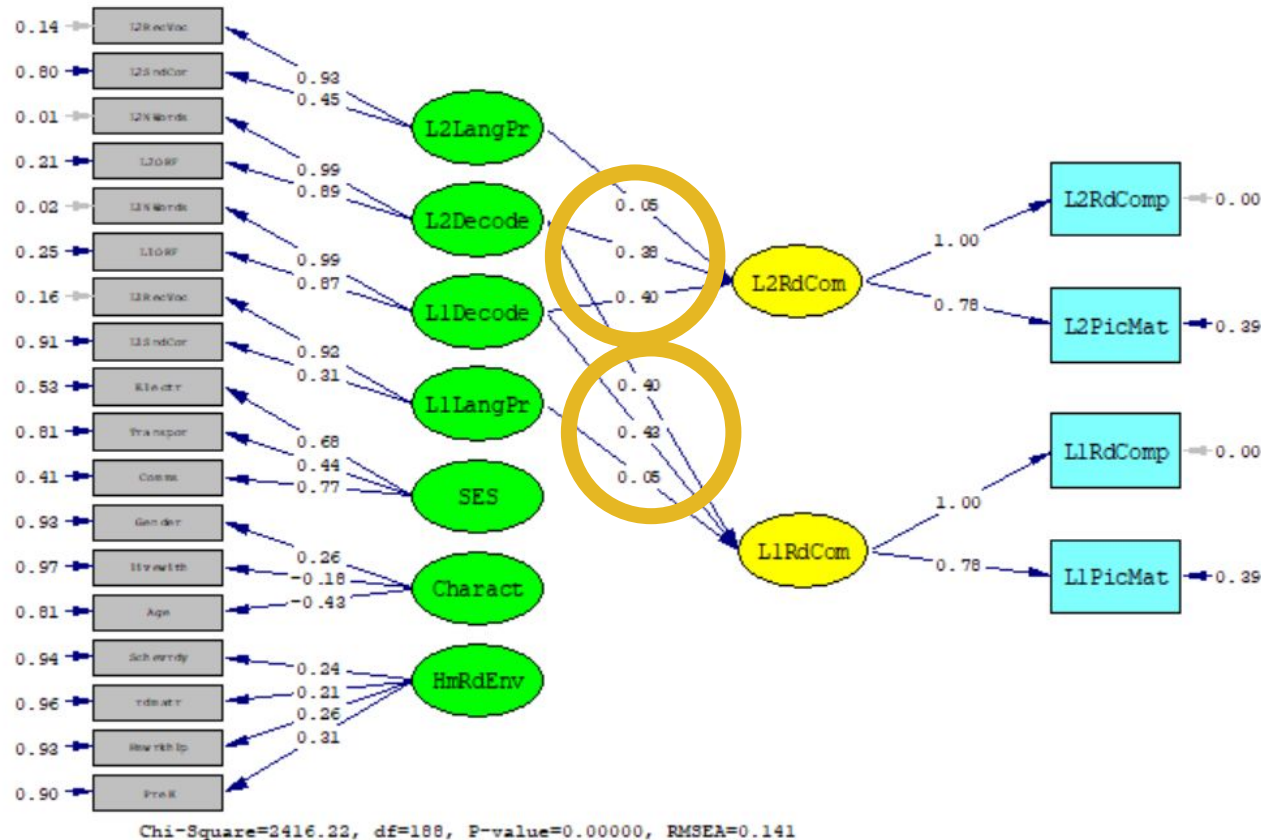
Macua

Cross-transfer

Without Beta



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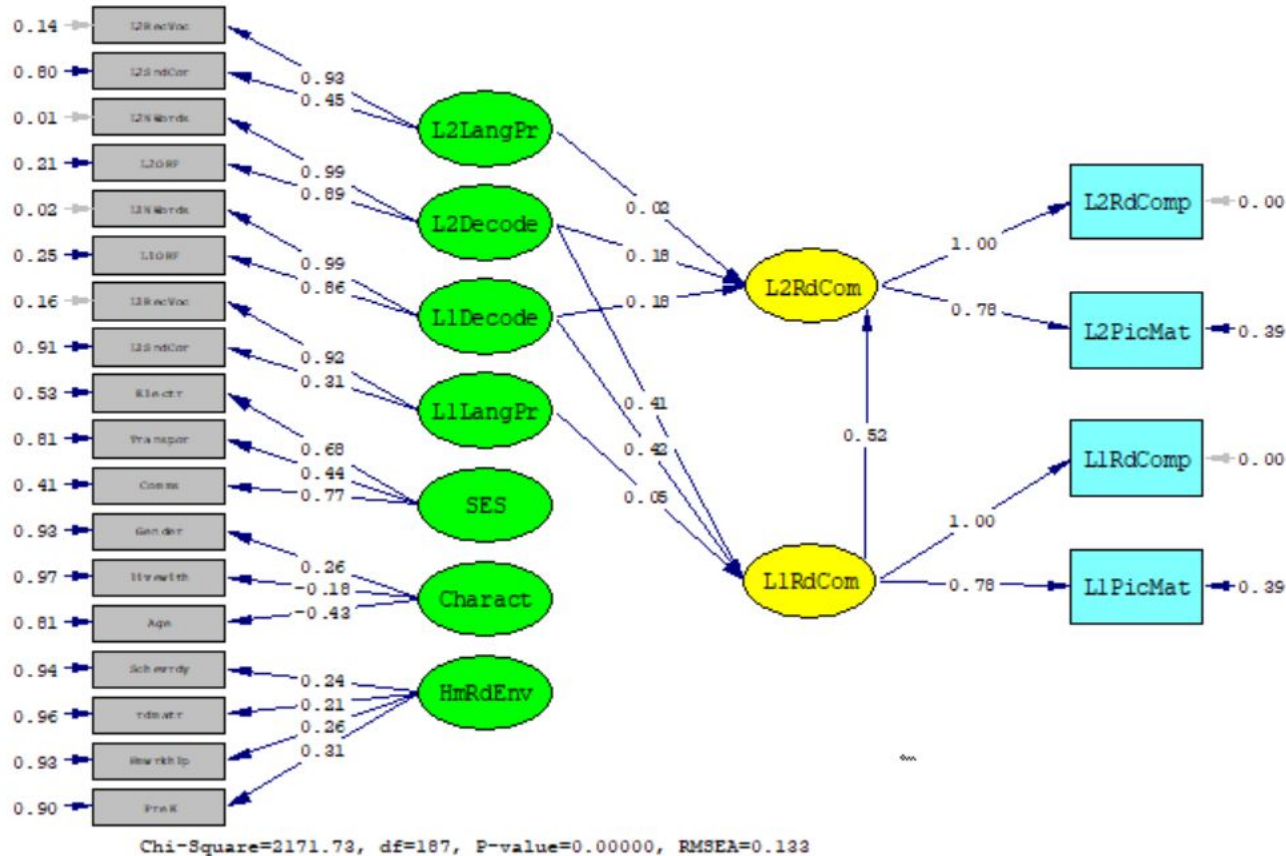


Mozambique

Macua

Cross-transfer

Without Beta

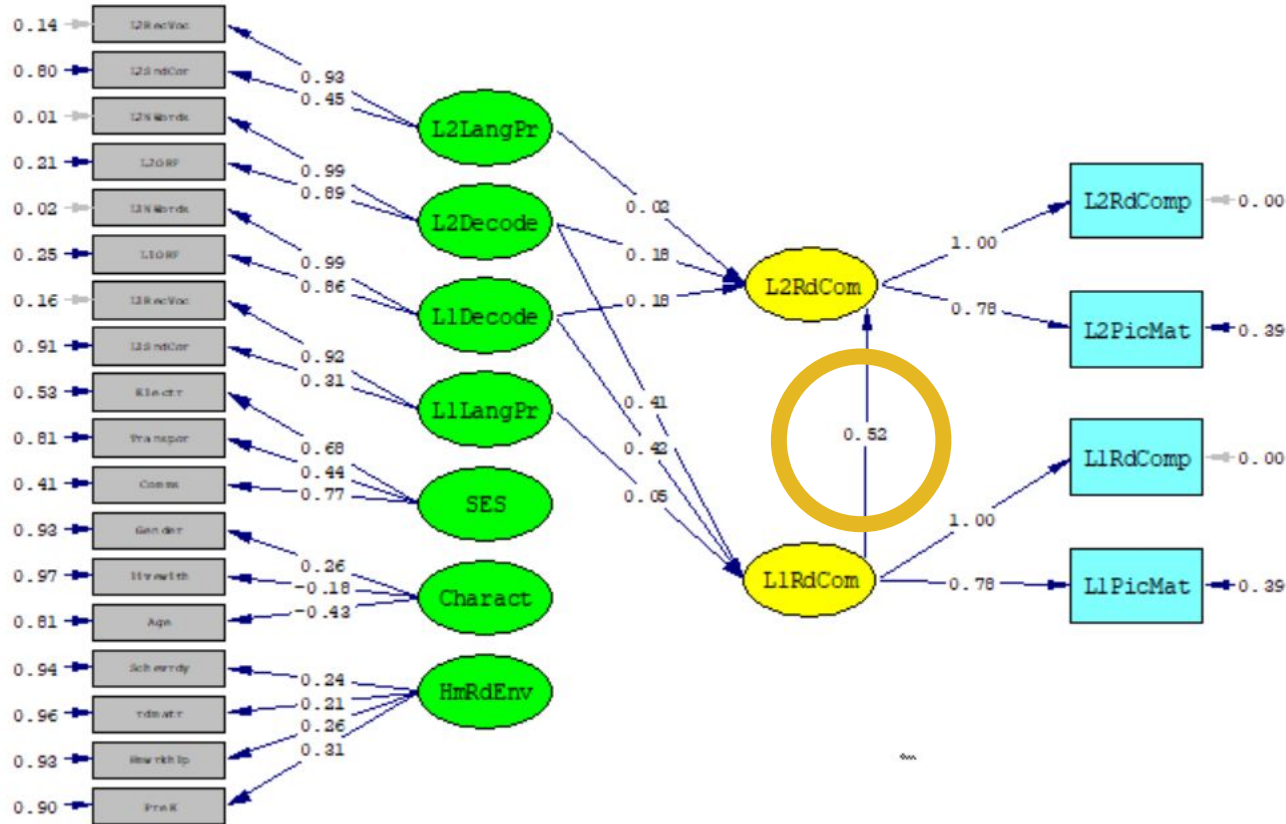


Mozambique

Macua

Cross-transfer

With Beta



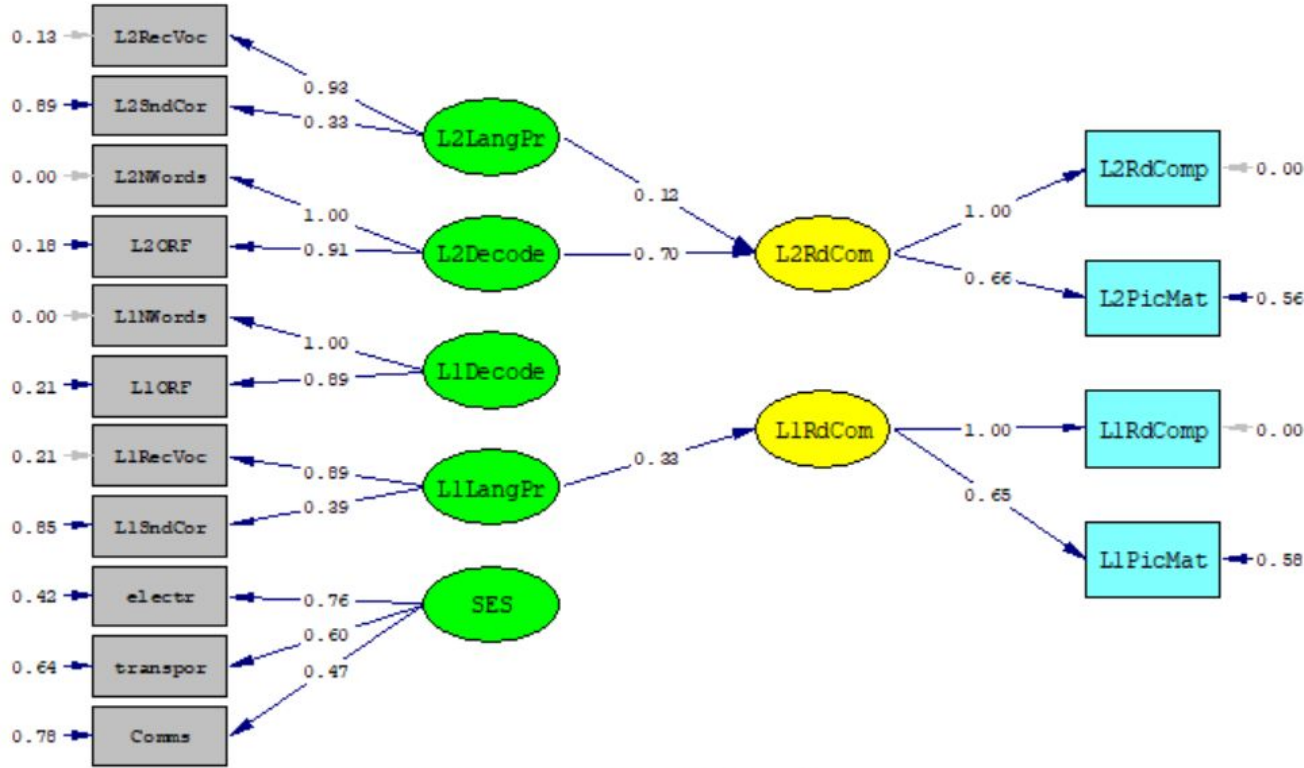
Chi-Square=2171.73, df=187, P-value=0.00000, RMSEA=0.123

Mozambique

Macua

Cross-transfer

With Beta



Chi-Square=1735.04, df=83, P-value=0.00000, RMSEA=0.201

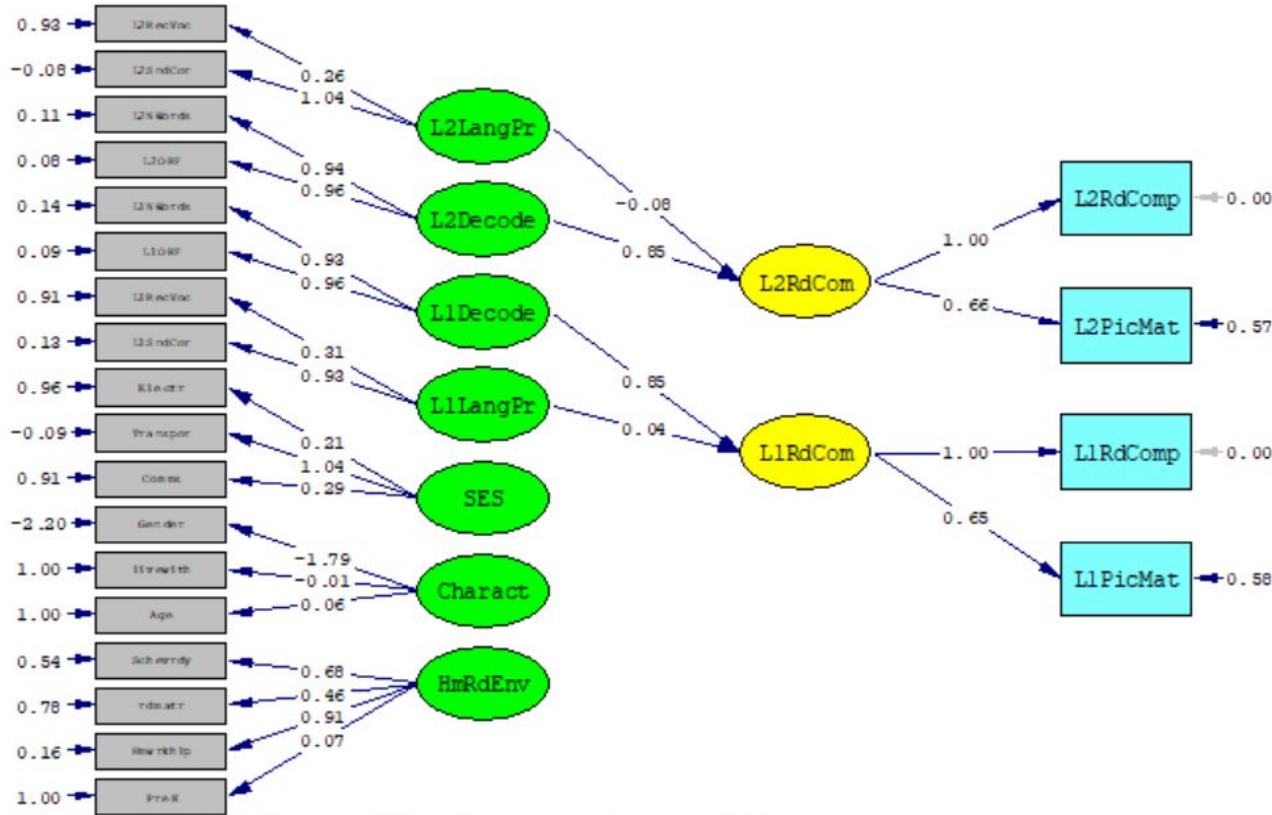
Mozambique

Changana

No
Cross-Transfer



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Chi-Square=870.56, df=186, P-value=0.00000, RMSEA=0.086

Mozambique

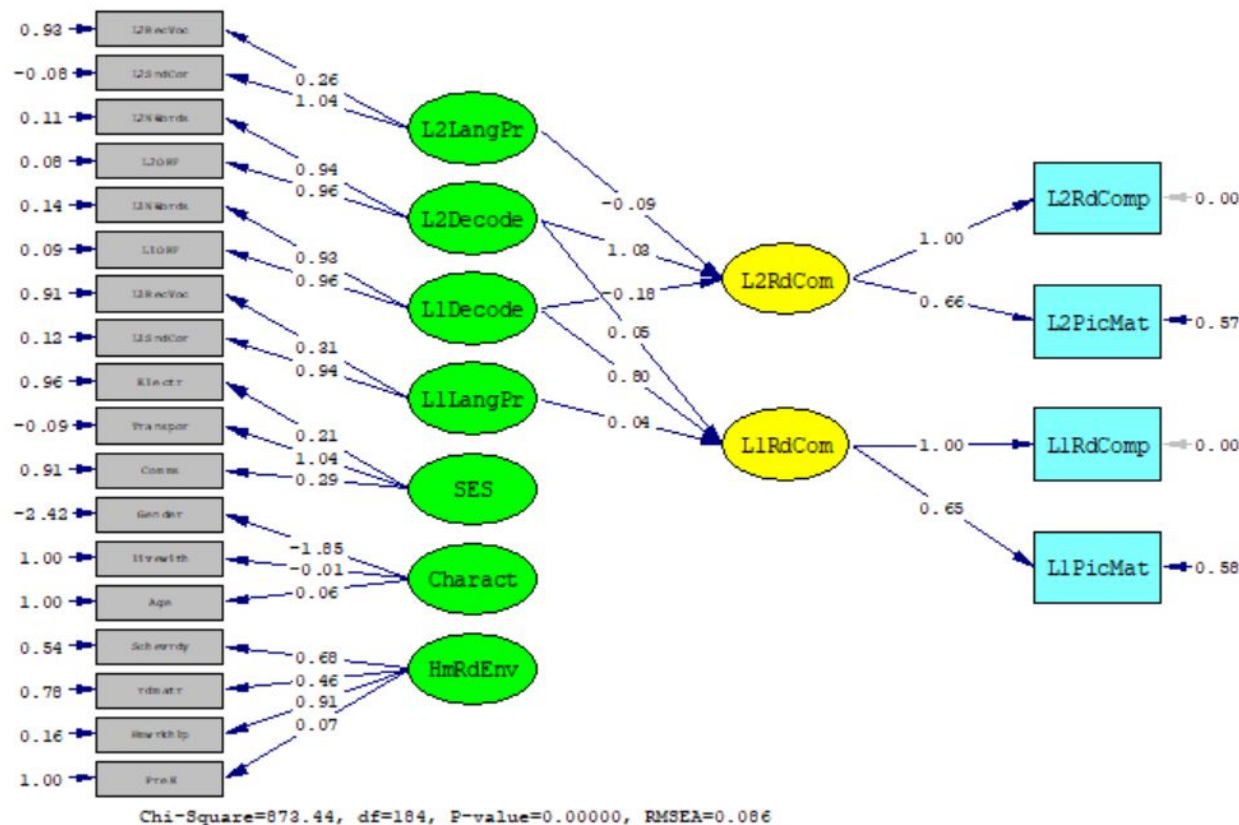
Changana

No
Cross-Transfer



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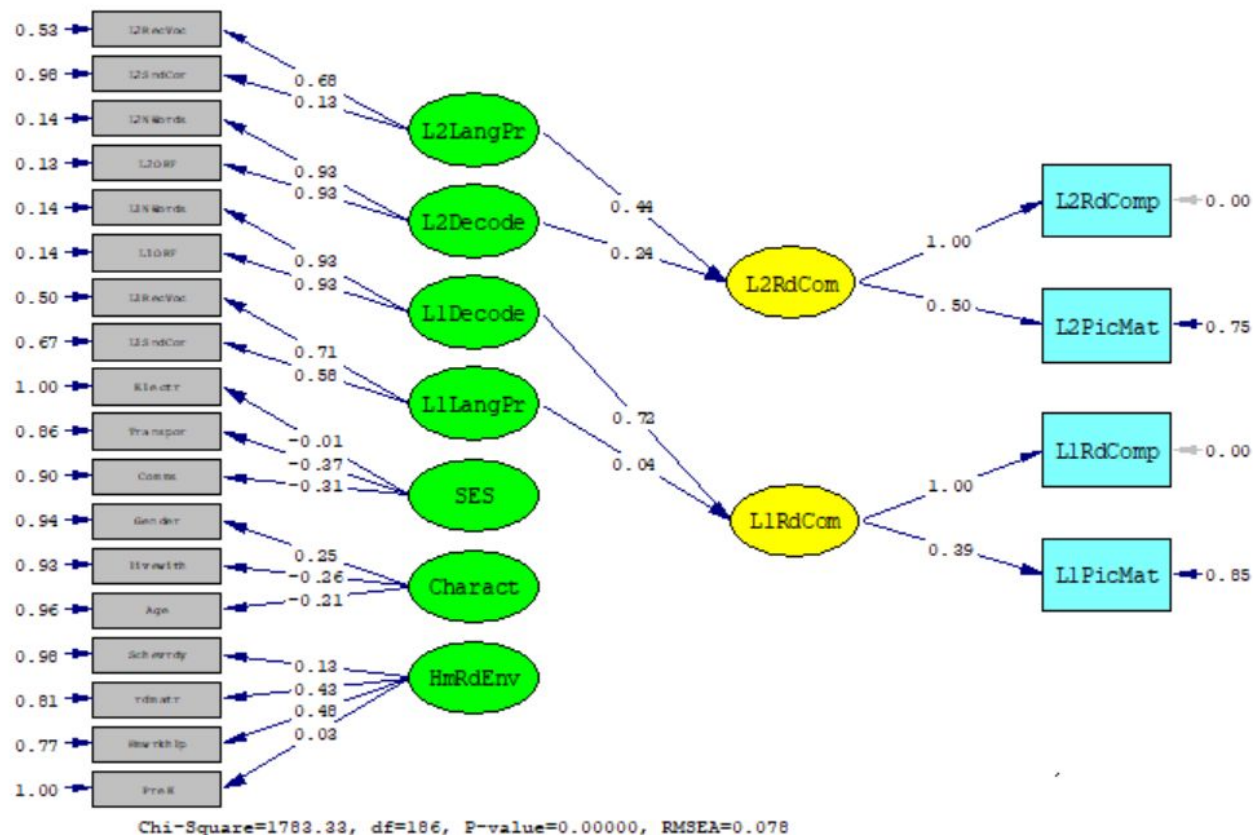
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Mozambique

Changana

Cross-Transfer



Rwanda

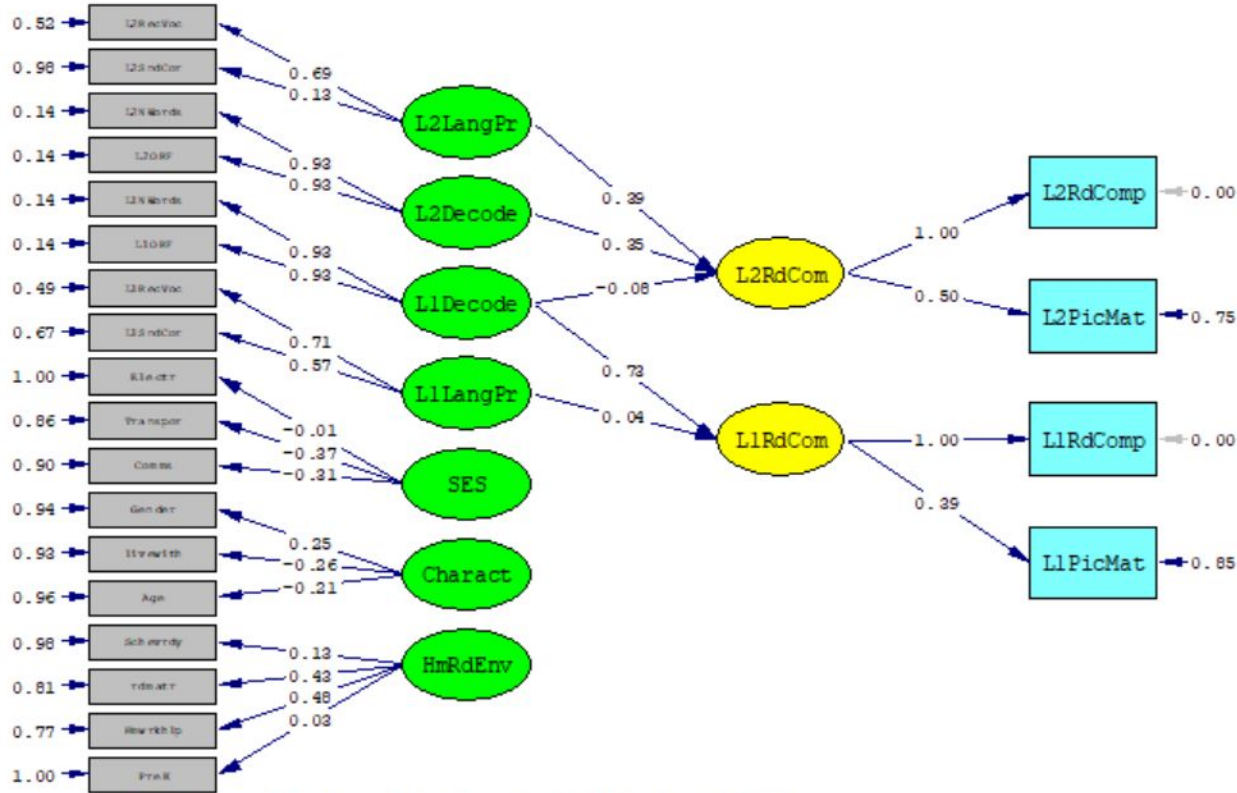
No Cross Transfer



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Rwanda

Cross
Transfer



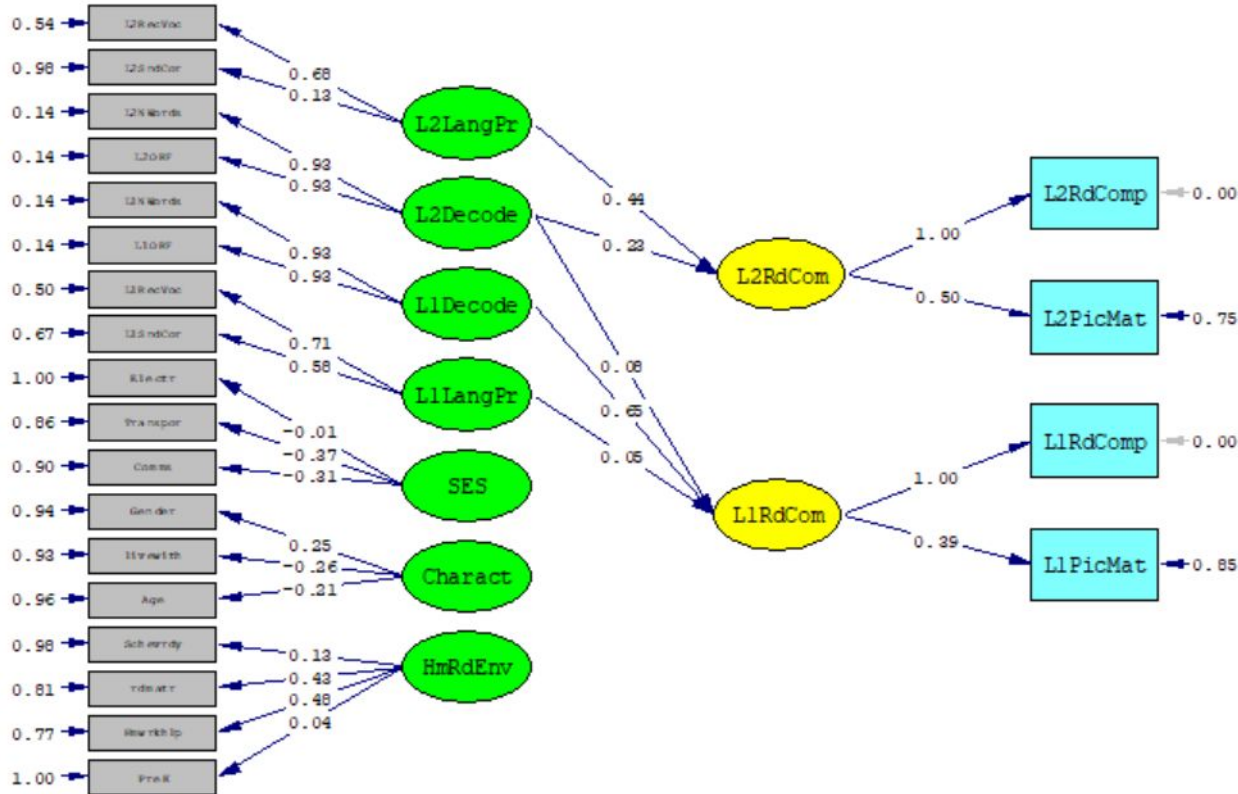
Chi-Square=1776.13, df=185, P-value=0.00000, RMSEA=0.078



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Rwanda

Cross
Transfer



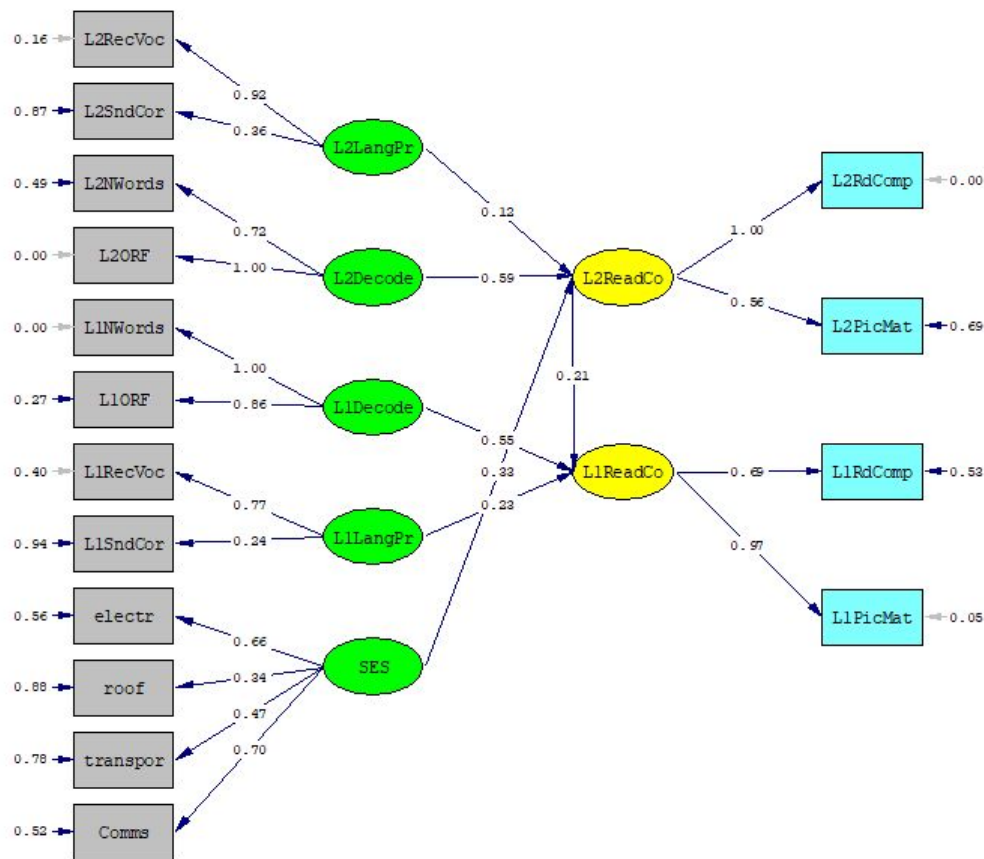
Chi-Square=1782.45, df=185, P-value=0.00000, RMSEA=0.078



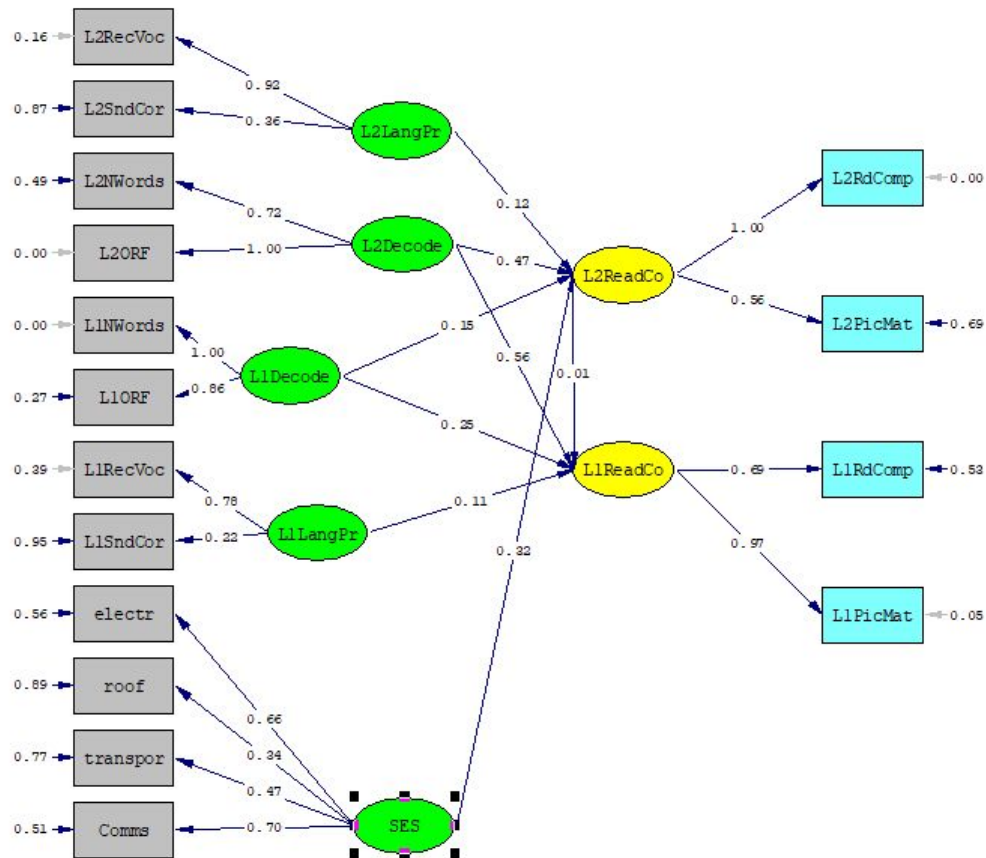
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Kenya - Combined L1s



Chi-Square=3614.86, df=94, P-value=0.00000, RMSEA=0.174



Chi-Square=3053.89, df=92, P-value=0.00000, RMSEA=0.161



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Kenya -
Combined
L1s



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Thank you!



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Student subgroup analysis

TJ D'Agostino and Caroline Freeman

Methods slide

- We conducted a latent class analysis to classify students into profiles based on student scores in L1 and L2 language and decoding skills with similar sets of skill characteristics.
- We then conducted regression analysis, controlling for relevant background variables, to explore the extent to which sub-group inclusion explained differences in L2 reading comprehension.
- Finally, we matched sub-groups based upon background characteristics and L2 decoding abilities but with different levels of L2 reading comprehension and conducted T-tests of L2 language abilities to explore the extent to which language skills explain gaps in L2 reading comprehension beyond decoding skills.

Codes

- L2_RVOC - Number of receptive vocabulary words correct in English
- L1_RVOC - Number of receptive vocabulary words correct in Kiswahili / Dholou / Ekegusii
- L1_ORF - Total number of words read correctly in Kiswahili / Dholou / Ekegusii
- L2_NonW - Total number of invented words / nonwords read correctly in English

Model and Profiles	Count (<i>n</i>)	Prop.	Entropy	AIC	BIC	BLRT	BLRT (<i>p</i>)
Two Profiles							
1	285	0.437	0.812	6896.61	6954.85	526.57	<.001
2	367	0.563					
Three Profiles							
1	42	0.064	0.887	6553.38	6634.02	353.24	<.001
2	291	0.446					
3	319	0.489					
Four Profiles							
1	191	0.293	0.870	6296.03	6399.07	267.35	<.001
2	39	0.060					
3	271	0.416					
4	151	0.232					
Five Profiles							
1	40	0.061	0.884	6119.05	6244.49	186.98	<.001
2	144	0.221					
3	192	0.294					
4	206	0.316					
5	70	0.107					
Six Profiles							
1	143	0.219	0.896	6018.25	6166.10	110.80	<.001
2	9	0.014					
3	83	0.127					
4	38	0.058					
5	186	0.285					
6	193	0.296					



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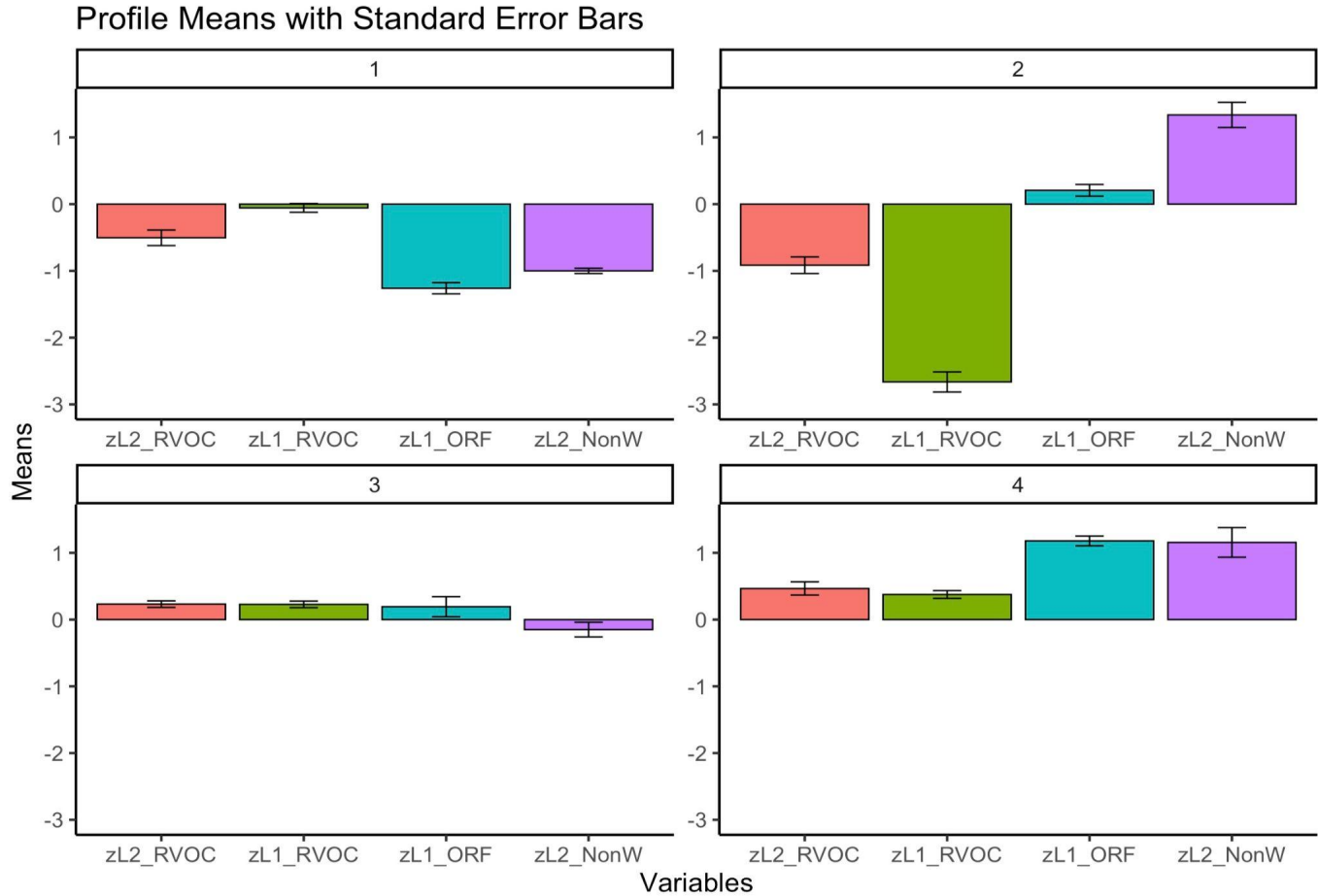
L1 - Kiswahili

L2 - English



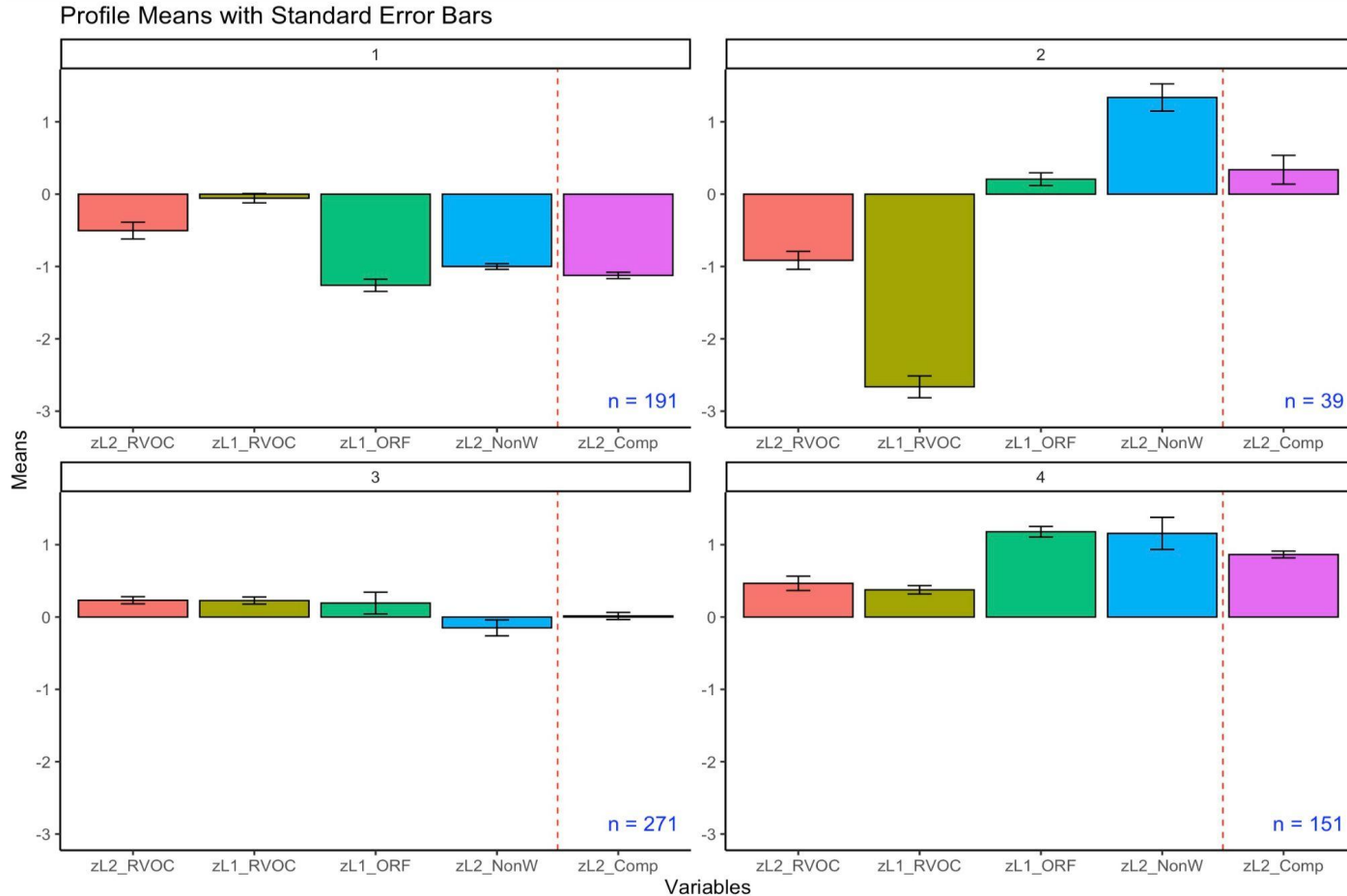
L1 - Kiswahili

L2 - English



L1 - Kiswahili

L2 - English



Multinomial Logistic Regression using the Four Profile Model

```
multinom(formula = Class ~ z_age + Attend + gender + HomeL1 +  
  SchEv + z_SES + zL2_Comp, data = GroupMembership)
```

Coefficients:

	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	-1.356248	0.02250644	1.2216943	-0.7446044	0.4454570	-0.113460	0.03552729	-3.7448029
2	-12.023022	-1.42950848	-2.3519035	-1.2480068	-0.3731211	8.280242	2.06595453	0.8063138
3	1.450162	-0.01153860	0.2949083	-0.3687494	0.1440325	-0.143210	0.17836545	-1.7687454

Std. Errors:

	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	1.089315	0.1849405	1.0084859	0.3611015	0.4498852	0.4220197	0.1920046	0.2968666
2	53.146120	0.8323634	1.7327267	1.1385350	1.2017549	53.1153845	0.7721432	1.2411951
3	0.730970	0.1377277	0.6719384	0.2500422	0.2848769	0.2852698	0.1266363	0.2012898

P values

> p

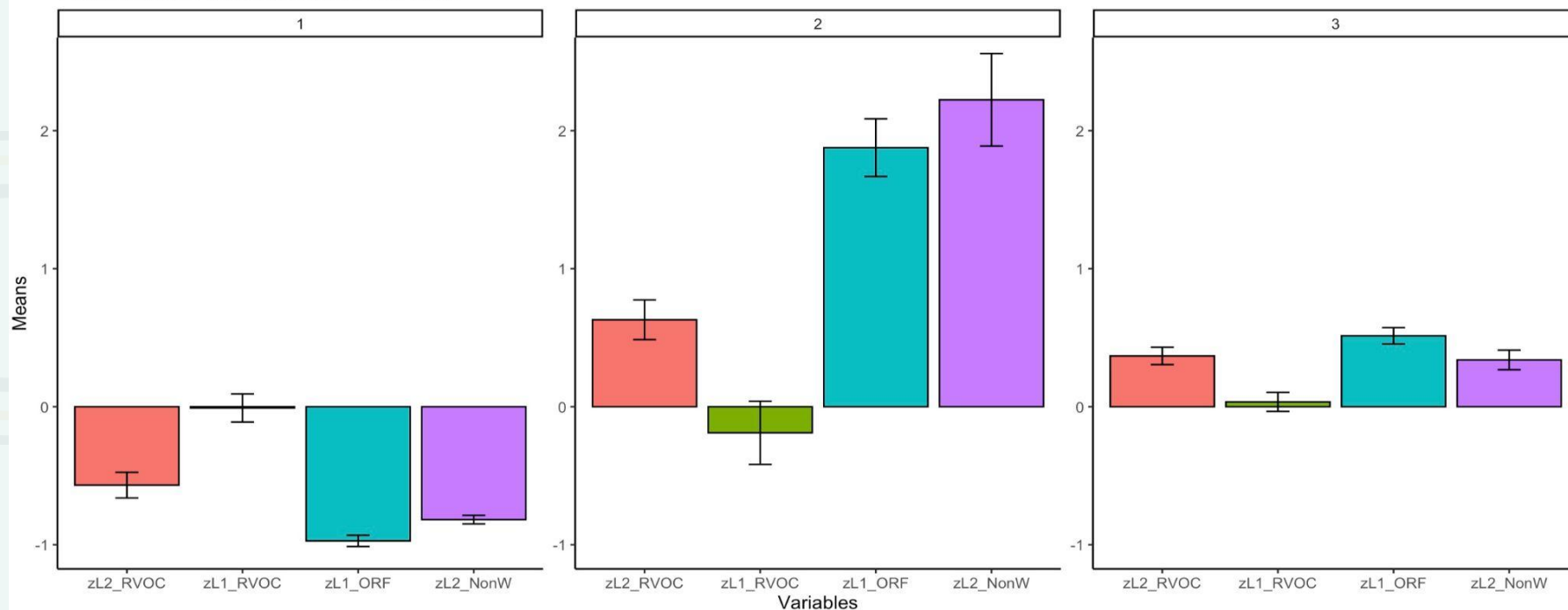
	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	0.21311490	0.90314012	0.2257366	0.03920425	0.3220973	0.7880450	0.853202757	0.0000000
2	0.82102582	0.08590445	0.1746724	0.27301251	0.7561958	0.8761185	0.007459327	0.5159332
3	0.04726841	0.93323267	0.6607398	0.14028009	0.6131407	0.6156563	0.158987267	0.0000000

L1 - Ekegusii; L2 - English

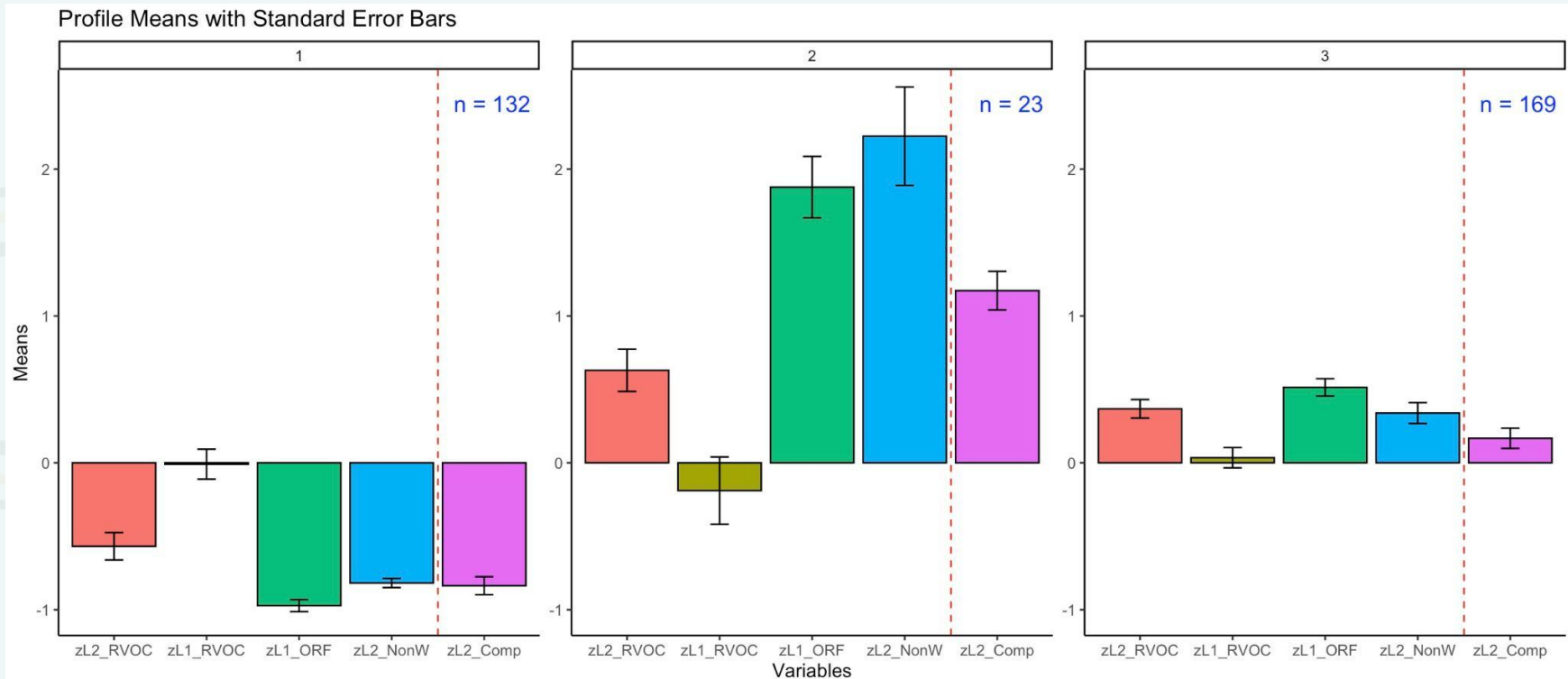


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Profile Means with Standard Error Bars



L1 - Ekegusii; L2 - English



Multinomial Logistic Regression using Three Profile Model

Call:

```
multinom(formula = Class ~ z_age + Attend + gender + HomeL1 +  
SchEv + z_SES + zL2_Comp, data = GroupMembership)
```

Coefficients:

	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	2.413889	-0.1988259	-1.3349798	-1.3257164	1.4064548	0.9904099	-0.4293703	-3.136713
3	3.701738	-0.4552413	-0.1987053	-0.5105472	0.4695271	-0.1828515	-0.2867136	-1.297618

Std. Errors:

	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	1.783235	0.3822771	1.459500	0.6619719	1.437474	0.9435319	0.3189562	0.4732030
3	1.497271	0.3380745	1.157316	0.5552675	1.182889	0.7658545	0.2513328	0.3649528

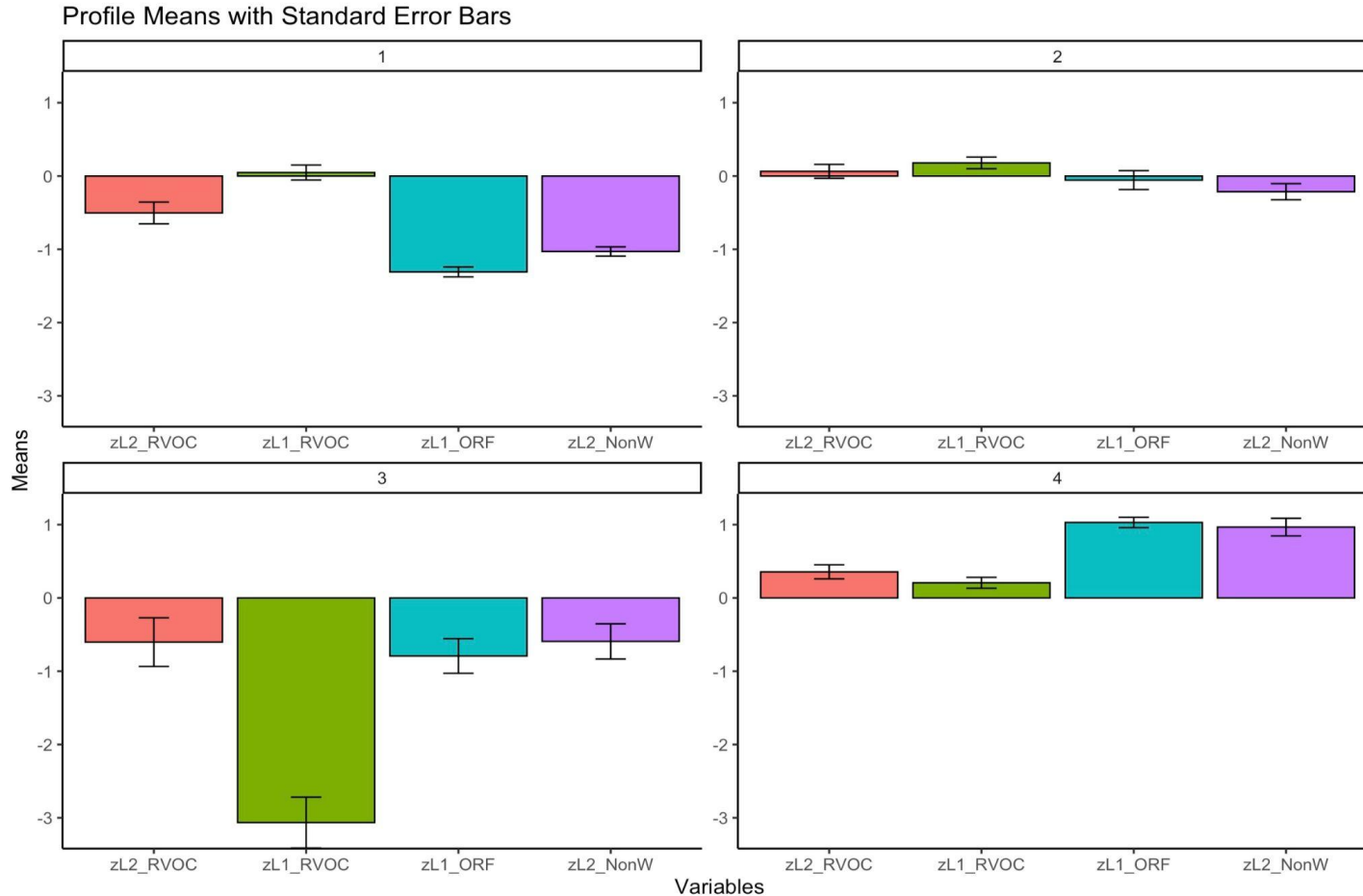
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	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	0.17584581	0.6029873	0.3603580	0.04521188	0.3278662	0.2938636	0.1782467	3.386935e-11
3	0.01342377	0.1781185	0.8636773	0.35785413	0.6914171	0.8112957	0.2539646	3.771496e-04



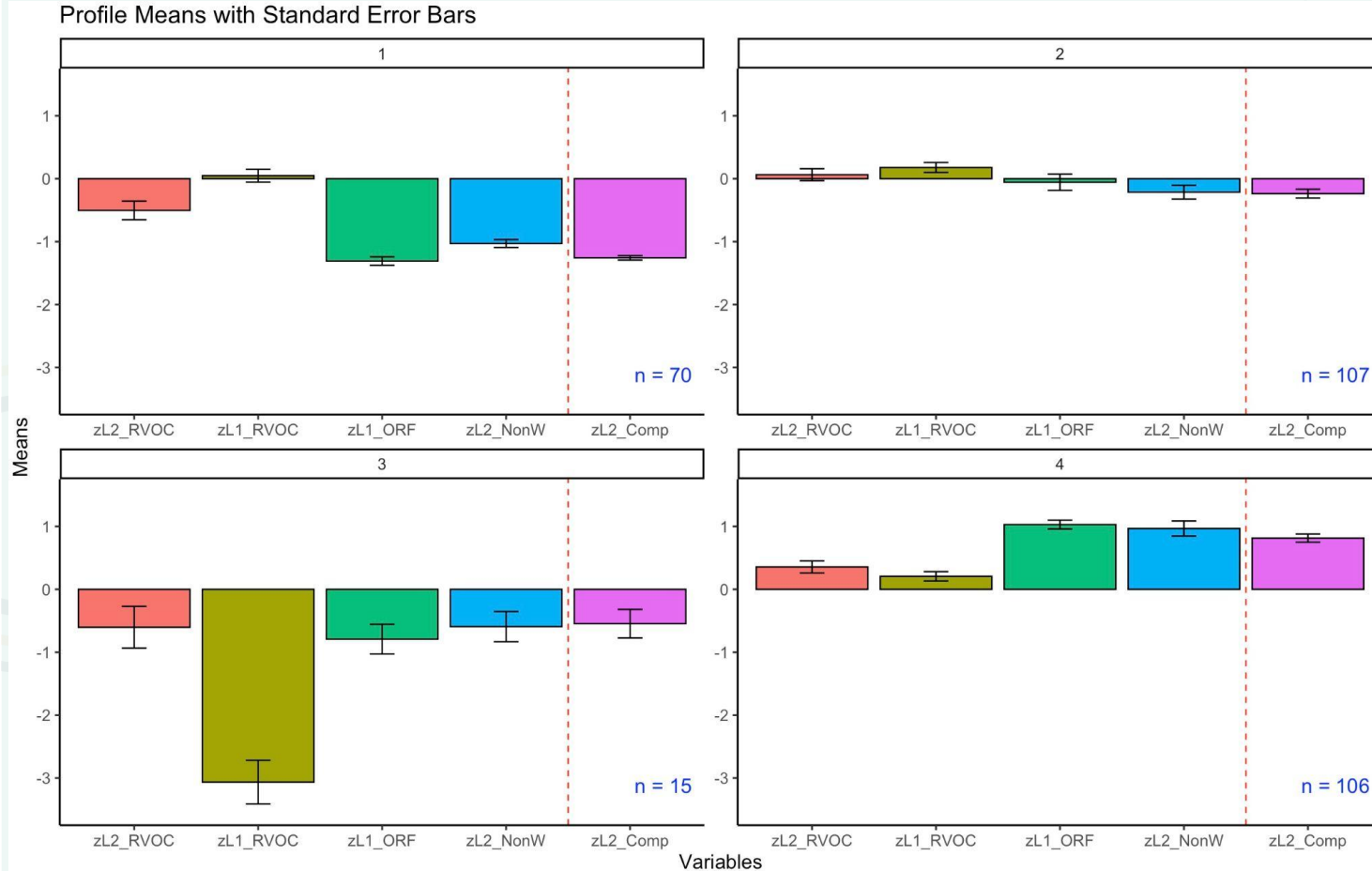
L1 - Dholou

L2 - English



L1 - Dholou

L2 - English



Multinomial Logistic Regression using Four Profile Model



Call:

```
multinom(formula = Class ~ z_age + Attend + gender + HomeL1 +  
  SchEv + z_SES + zL2_Comp, data = GroupMembership)
```

Coefficients:

	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	-14.05483976	0.1330322	12.0677997	-0.3064629	-1.5013184	-1.1870123	3.718107	-5.772271
2	-0.16243485	-0.1752321	1.7122602	-0.4371991	-0.4027015	-0.4130832	3.663392	-2.076900
3	-0.01306567	-0.6175063	-0.9488799	-0.3979791	-1.3574398	-0.4164224	3.614057	-2.573022

Std. Errors:

	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	126.510401	0.3229249	126.501654	0.5879871	0.8937801	0.6681024	11.83254	0.7420909
2	2.085844	0.1902290	1.729547	0.3616268	0.4624180	0.3843967	11.83169	0.2919556
3	2.225894	0.3904729	1.802260	0.7244059	1.2249778	0.7924957	11.83797	0.5262706

> p

	(Intercept)	z_age	Attend1	gender1	HomeL11	SchEv1	z_SES	zL2_Comp
1	0.9115400	0.6803686	0.9240000	0.6022227	0.09300787	0.07561892	0.7533484	7.327472e-15
2	0.9379276	0.3569648	0.3221716	0.2266710	0.38383040	0.28254166	0.7568458	1.129319e-12
3	0.9953166	0.1137793	0.5985446	0.5827400	0.26780385	0.59926555	0.7601425	1.012666e-06



Measuring language skills – RELM



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- To assess pertinent aspects of learners' **language skills** in pre-primary and primary grades across low- and middle-income countries.
- RELM is proposed as an additional module for The Early Grade Reading Assessment (EGRA) but can also be implemented as a standalone assessment for language skills.
- RELM provides a tool to help policymakers to disentangle reading difficulties



RELM Sub-tasks



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Receptive Vocabulary

- 12 items total

Expressive Vocabulary

- 12 items total

Listening Comprehension

Short story listening comprehension

- 12 items total: two passages, six items each

Short story picture-matching

- 12 items total

Semantic Fluency

- Up to three items, in three different languages, depending how many the student uses

Core Subtasks

Supplemental Subtask

	Kenya			Rwanda			Mozambique		
	Low reading comp.	High reading comp.	Diff. (H-L)	Low reading comp.	High reading comp.	Diff. (H-L)	Low reading comp.	High reading comp.	Diff. (H-L)
	n = 57	n = 57		n = 63	n = 63		n = 9	n = 9	
Age	10.39 (0.94)	10.17 (0.91)	-0.22**	11.71 (1.45)	11.59 (1.39)	-0.13	12.22 (2.22)	12.22 (2.44)	1
SES	1.10 (0.39)	1.11 (0.43)	0	1.07 (0.51)	1.10 (0.49)	0.03	0.29 (0.30)	0.34 (0.29)	0.06
Invented Words	9.43 (6.26)	9.57 (6.23)	0.15	15.11 (8.11)	15.27 (8.18)	0.16	4.22 (3.35)	4.33 (3.43)	0.11
Reading Comprehension	5.52 (1.97)	9.43 (0.50)	3.91	2.24 (1.03)	5.68 (0.74)	3.44	1.00 (1.12)	5.78 (0.83)	4.78
Receptive Vocabulary	9.94 (1.52)	10.72 (1.23)	0.78**	6.35 (2.41)	8.03 (1.45)	1.68	8.67 (2.29)	9.22 (1.48)	0.56
Expressive Vocabulary	6.53 (2.50)	9.14 (1.96)	2.36**	1.82 (1.51)	4.14 (2.63)	1.45**	3.22 (2.54)	4.22 (1.79)	1
Listening Comprehension	9.50 (1.56)	10.35 (1.34)	0.88	3.26 (1.68)	4.78 (2.07)	1.14*	3.44 (2.07)	3.56 (2.19)	0.11

Note: * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$



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Thank you!



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Key teacher and classroom factors that predict students' language and literacy skills in multilingual contexts – findings from a multi-country study

Carlos Manuel; TJ D'Agostino

Research Question

- How do key classroom/teacher factors predict multilingual literacy outcomes? What is the relative strength of the relationships?

Background



- Key inputs to schools in LMICs are associated with higher learning, including: higher levels of teacher education, textbooks, and instructional time (Fuller and Clarke, 1994; Hanushek, 1995; Scheerens, 2000).
- Studies rarely explore the classroom based processes, methods, and mechanisms by which these inputs may affect student outcomes.
- Students' are rarely tested in both L1s and L2s and for both language and reading skills, making it difficult to unpack the full scope of students' linguistic and literacy skills and their relationship to inputs and processes.

Instruments – Teacher Survey



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- Teacher attitudes
- Teacher knowledge (language proficiency)
- Teacher practices (pedagogical, linguistic)
- Classroom language usage patterns
- Access to TLMs

L1-based ME Motivation

1. **Self-efficacy** - Ex. “I am confident about teaching in L1 / L2”
2. **Expectancy** - Ex. “Teaching students to read in L1 will help them learn in L2.”
3. **Value** - Ex. “It is important for students to learn to read in L1.”
4. **Cost** - Ex. “I would teach more in L1 if I had teaching and learning materials.”
5. **Extrinsic motivation** - Ex. “Parents prefer to have their children learn in L2.”

Instruments – Teacher Survey



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- **Teacher knowledge (language proficiency)**
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- Classroom language usage patterns
- Access to TLMs

Instruments – Teacher Observation



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- Teacher attitudes
- Teacher knowledge (language proficiency)
- **Teacher practices (pedagogical, linguistic)**
- Classroom language usage patterns
- Access to TLMs

Pedagogical practices



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- Teachers frequency of code switching
 - How often did the teacher switch from one language to another, formally or informally, at any time or for any purpose?
- Teachers use of “sheltered” language supportive pedagogy practices
 - If the children did not understand what the teacher was saying, did the teacher use non-linguistic aids like pictures, objects, hand gestures, etc. to support the students’ understanding in the language of instruction?
 - If the children did not understand what the teacher was saying, did the teacher repeat instructions or content or rephrase the instructions in the same language of instruction?

Instruments – Teacher Observation



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- Teacher attitudes
- Teacher knowledge (language proficiency)
- Teacher practices (pedagogical, linguistic)
- **Classroom language usage patterns**
- Access to TLMs

Instruments – Teacher Observation



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- Teacher attitudes
- Teacher knowledge (language proficiency)
- Teacher practices (pedagogical, linguistic)
- Classroom language usage patterns
- **Access to TLMs**

RQ 1 – Predictors of L1 skills



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Endogenous Factors

SES

Use
L1 @
Grd 1

L1
Books

Train
in L1

Teach
RC L1

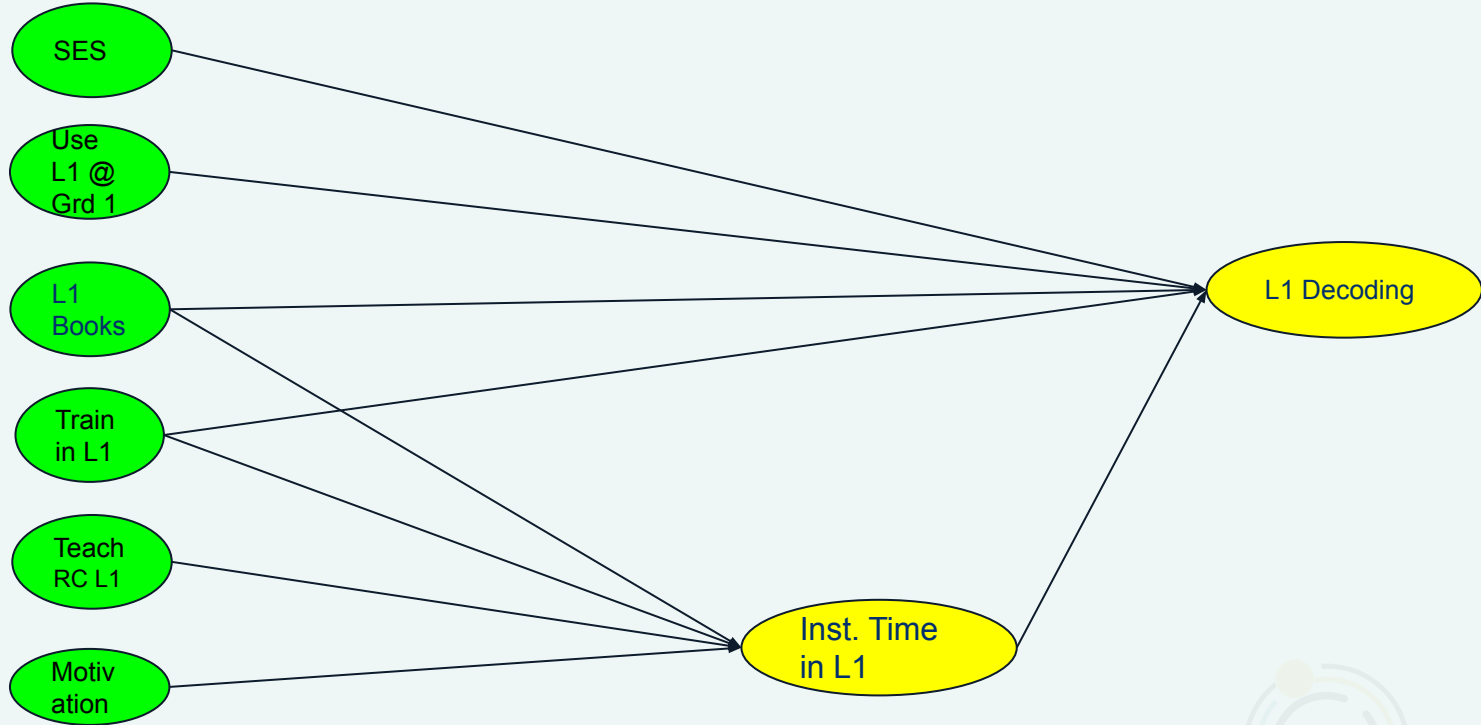
Motiv
ation

Mediating Factors

Inst. Time
in L1

Outcome Factors

L1 Decoding





Regional	School level	Classroom level	Student level	Outcome - Y
Fixed effect	School fixed effects	LOI1 usage	SES	L1 decoding
	LOI 1 from 1st grade	L1 books	Home language match_L1	
	Urban / rural	Teacher motivation	Help at home (item)	
		Teacher L1 Read comp	Age	
			Attendance	
			Gender	
			Pre-school	

RQ 1 – Predictors of L2 skills

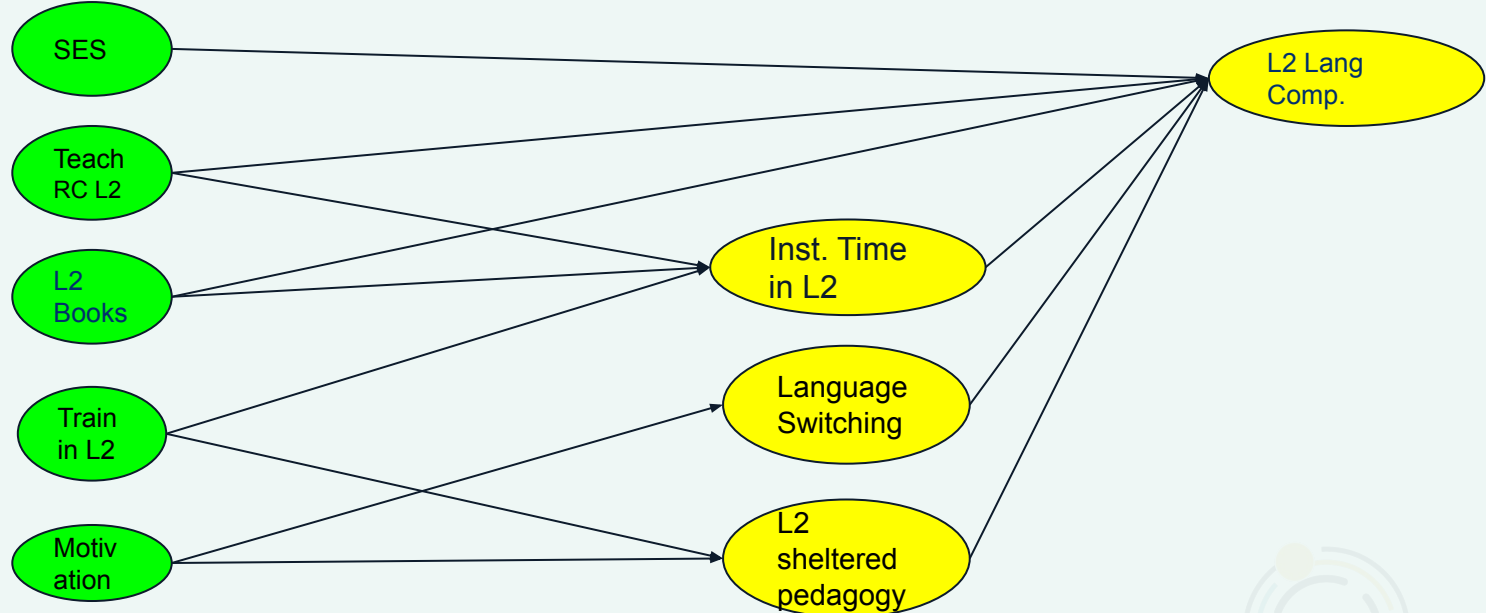


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Endogenous Factors

Mediating Factors

Outcome Factors





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Questions & Comments?

For more information about LITES, please contact TJ D'Agostino at adagosti@nd.edu

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