

| 2022 LEAP CHALLENGE

LEAP Final Deliverable(s)

Project Host:

Street Child



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Executive Summary

Introduction

Street Child runs Community Based Education Programs in remote and crisis-affected regions of Afghanistan with a strong focus on improving foundation literacy skills among the Out-of-School-Children. They recruit and train teachers, as well as coaches to support them. A 3rd party Early Grade Reading Assessment showed that the “Street Child programme is doing very well in ensuring that reading skills of students are improving compared to other reading programmes in Afghanistan” (End Line Evaluation Report of Multi Year Resilience Programme-Uruzgan)

Organization	Before or during intervention	Grade	Language	Benchmark category
CIC/SC	During	1	Pashto	Average
CIC/SC	During	2	Pashto	Average
CIC/SC	During	3	Pashto	Average
RCS	Before	2	Dari	Weak
RCS	Before	2	Pashto	Weak
ACR	Before	2	Dari	Weak
ACR	Before	3	Dari	Weak
ACR	Before	2	Pashto	Weak
ACR	Before	3	Pashto	Weak
BEACON	During	2,3	Dari	Weak
BEACON	During	3	Pashto	Weak
ACR	During	2	Dari	Weak

Table 11 Overview of Different EGRA Conducted in Afghanistan

However, Street Child’s evaluations have also shown that there is low fidelity to prescribed teaching practices especially among novice teachers in hard to reach districts of provinces like Zabul; they are determined to address this.

Through the LEAP Project, Street Child and the LEAP team are seeking to understand the challenges community-based education teachers in Afghanistan face in translating professional development into practice. Together our goal is to identify strategies to better support Street

Child’s teachers to apply what they have learned and to translate these practices with fidelity and quality into improved student learning.

Organization’s role & strength

Street Child ensures that children are safe, in school and learning even, and especially, in low resource environments and emergencies. The scale and scope of challenges affecting children in emergencies and low resource environments, especially in the era of the COVID-19 crisis necessitates agile and ambitious action. Street Child is committed to confronting these challenges through purposeful programmes, and pledges to make a meaningful, material contribution to increase safety, access to schooling and learning for a million children during 2021-24 and millions more through its powerful partner network. By targeting the most marginalized, tailoring and integrating its response for them, accelerating local level action and by assessing impact, Street Child is on an illuminated path to redeem its pledge.


[Street Child Afghanistan](#) works across 15 provinces in Afghanistan providing humanitarian relief and response. In 2022, Street Child made up 13% of all community-based education (CBE) centers across the country. In 2022-23, more than 10% of learners in community-based classes in Afghanistan were attending Street Child run classes.


Street Child uses the Early Grade Reading (EGR) curriculum developed by the Ministry of Education (MoE) of Afghanistan in collaboration with the USAID funded Afghan Children Read initiative (ACR). An important aspect of this work is improving teachers’ instructional practices at scale to improve student learning.

Need summary

It is widely recognized that teachers are the strongest school-level predictor of student learning (Scwille et al., 2007). The critical role that teachers play in delivering quality education is amplified in humanitarian crises, and yet teachers in these contexts face some of the most difficult teaching conditions. Moreover, these teachers often have little to no teaching experience, work in under-resourced environments, and receive professional development support that is uneven, inadequate and fails to meet their needs ([INEE, 2015](#)).

problem

 **Low Fidelity to Prescribed Practices**
“more than 60% of the teachers missed some, most, or all steps when teaching the core components” -End Line Evaluation (Zabul)

 **Weak evidence of Impact of Coaching Services** -Feedback + Demonstration of effective teaching practices

Several of these challenges are relevant to Street Child’s EGR intervention in Afghanistan: teachers often have no teaching experience; resources are limited; and, while they are

supported by teacher coaches, coaches are often new to teaching themselves and struggle to model prescribed practices and support teachers to improve.

Program evaluations of Street Child’s EGR intervention in three provinces highlighted a common issue: low fidelity to prescribed teaching practices compounded by weak evidence of the impact of coaching.

Given the layered nature of Street Child’s intervention (working with teachers, teacher coaches and coordinators at the provincial level) identifying at which levels of the program leakages and barriers to implementation were occurring required investigation.

The LEAP project team’s approach was to work with Street Child to review the wider evidence base and gather insights from Key Informants (KI) involved in the program with the goal of locating where the main barriers to fidelity might exist and identifying strategies that will have the greatest impact on improving teachers’ uptake of the prescribed teaching practices.

Solution summary & next steps

We anchored the project in a simple problem statement agreed with Street Child:

There is low-fidelity to prescribed teaching practices among novice teachers in the targeted hard to reach districts.

And we set the following simple objectives to guide us:

To increase:

- Fidelity to prescribed teacher practices
- And effectiveness of coaching services

By:

- Identifying the root causes of low fidelity and ineffective coaching.
- Developing a set of recommendations drawn from relevant research and best practice.
- Creating a feasible implementation and evaluation roadmap for the Street Child team.

Our team used a strategic problem solving framework to structure our work. We adapted the framework developed by the Yale Global Health Leadership Institute (GHLI) which offers a “rigorous and systematic approach to finding practical, focused solutions to complex problems.” (see Annex 1)

We organized our process according to four sequential phases:

1. Define the problem and Gather Evidence
2. Conduct a root cause analysis
3. Generate and Compare Strategic Options
4. Create an Implementation Framework

Each of these phases produced their own set of deliverables and outcomes that informed the phases that followed.

During “Phase 1: Define the Problem” our team conducted a **literature review** to synthesize the available evidence. We developed a **survey tool** to gather insights from Key Informants involved in the program and for Street Child to use in any future data gathering efforts.

In “Phase 2: Conduct a Root Cause Analysis,” our team used the evidence from our literature review to develop different categories that are known to influence teacher fidelity and used this to map the different factors that could be contributing to the problem in a **root cause analysis**.

In “Phase 3: Generate and Compare Strategic Options” our team developed a **table of strategic options** grounded in evidence. We then designed a **decision making matrix** to perform a side-by-side comparison of the alternatives with Street Child, using evaluative criteria to select the best option - restructuring the coaches’ training to increase coaching efficacy and provide improved ongoing support to teachers.

Lastly, in “Phase 4: Select the Best Intervention,” our team developed an **implementation framework** that outlined key steps and considerations towards increasing coaches’ efficacy through improving their practical training.

The result is a research-based roadmap for the Street Child team on improving teacher fidelity that highlights key evidence and strategies on teacher professional development and coaching in international development and education in emergencies (EiE) and contains tools that other organizations can draw from when embarking on similar evidence gathering and strategic problem solving efforts.

Phase 1 - Define the Problem and Gather Evidence

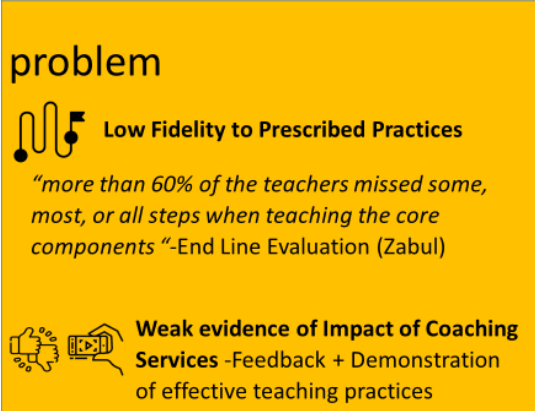
In this section we lay out the evidence we gathered from a literature review and key informant interviews and provide an overview of our key takeaways for the project.

Introduction

The Street Child team came in with a strongly defined problem statement as shown in the figure to the left.

During phase one, our team focused on gathering and synthesizing evidence related to the program context to further substantiate our understanding of the problem, and the broader literature to inform possible solutions.

This was grounded in a review of relevant programmatic documents from Street Child including program evaluations and coaching and teaching training manuals.



problem

Low Fidelity to Prescribed Practices
"more than 60% of the teachers missed some, most, or all steps when teaching the core components"-End Line Evaluation (Zabul)

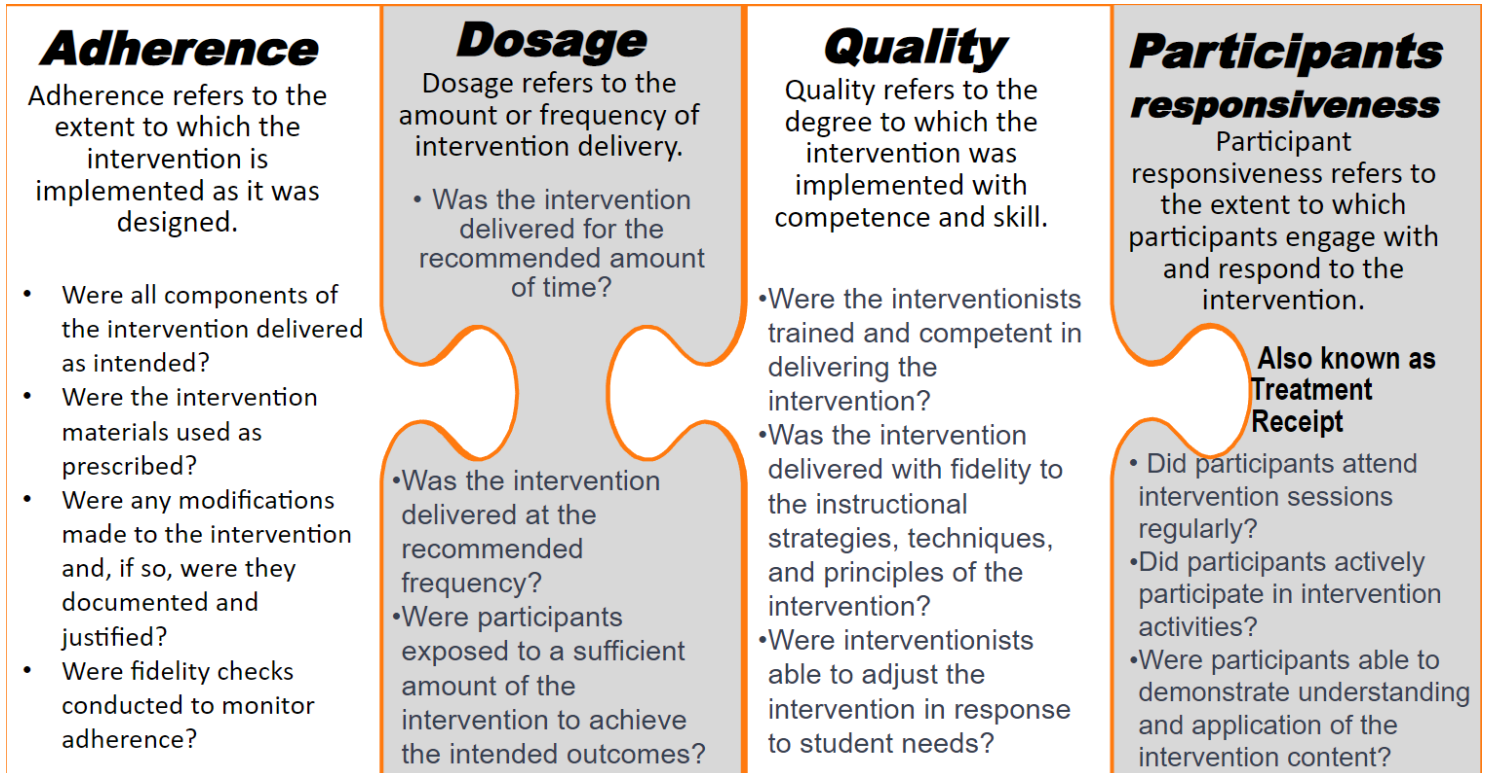
Weak evidence of Impact of Coaching Services -Feedback + Demonstration of effective teaching practices

We then conducted a **literature review** of evidence related to implementation fidelity, teacher professional development, support and coaching in education in emergencies (EiE) and international development contexts. In tandem, our team developed a **survey tool** to gather qualitative data from teachers, coaches, and staff involved in the EGR program.

Deliverable 1 - Literature Review

Our review covered literature related to implementation fidelity, teacher professional development, support and coaching in education in emergencies (EiE) and international development contexts.

Our review of the literature of implementation fidelity produced a four component conceptualization of implementation fidelity as shown in the figure below (Lemire et al., 2022).



The main findings from our review of literature related to teacher professional development, support and coaching in education in emergencies (EiE) and international development contexts can be summarized in the following points:

- **Teachers**
 - “Ongoing support during and after professional development is especially necessary for new teachers, teachers with poor training, teachers teaching outside of their content areas, those teaching in difficult environments, teachers who are being asked to implement complex practices (e.g., different types of literacy techniques), teachers who need ongoing support, monitoring and guidance from well-trained and skilled peers and/or outside experts,” (Burns and Lawrie, 2015).
 - Collaborative approaches to teacher professional development have a measurable impact on teachers’ professional identity, motivation to engage in teacher professional development, and confidence to apply new practices in the classroom (Hargreaves and Fullan, 2013) (Darling-Hammond, 2017) (Burns and Lawrie, 2015) (Haßler and Moss, 2020).

- Coaches
 - There are a number of traps common to coaching interventions in international development contexts that can ultimately undermine the effectiveness and quality of coaching support. Some of these traps are outlined in the figure below (Burns, 2022).

Trap	Threat	Effect	Recommendation
Expertise Trap Carried out by someone external	Threatens sustainability	Coach is views as an Expert. Teachers may feel they do not have the capacity to carry on without the coach at the end of the program	Remove status by employing peer coaches Create a partnership agreement with teachers and coaches Development coaches communication skill to converse as equals
Compliance Trap Based on broken teacher theory	Threatens the intent of coaching	Coaches become accountability agents , not support agents. Compliance becomes the focus	Coaching should be about professional development not monitoring and evaluation. Differentiate between accountability and coaching activities
Fidelity (Implementation) Trap The innovation must be implemented “exactly” as intended	Threatens trust in teachers efficacy.	Changes the focus from teacher empowerment and development to imitation. Often imposing on a one size fits all	Allow adaptation with guide rails While sticking to the core elements teachers can able to modify aspects of the innovation
Feedback Trap Teachers working to improve based on coaches feedback	Threatens the core belief of many coaching program.	May not be as effective Teachers get defensive when their weaknesses are pointed out.	Moving from “Telling” to showing excellent class instruction Help teachers identify what to change
Uniformity Trap Every teacher gets same dosage	Threatens Equity of Coaching.	Those needing coaching the most may be disadvantaged	Coaching is personalized not one size fits all Working with more manageable units

Deliverable 2 - Survey Tool

To gather evidence from Key Informants (KI) involved in the program, our team developed a qualitative survey tool (see Annex 2). This survey was disseminated to 2 teachers, 2 coaches, 2 trainers, and 1 provincial coordinator. We also adapted the survey tool into an interview guide which we used to conduct Key Informant interviews with one of the research directors of the Afghan Children Read (ACR) Initiative and a former program coordinator who was closely involved in field operations for the EGR program.

The main findings gathered from these KIs was:

- A desire from coaches for more practical training related to teaching Early Grade Reading so that they could feel better prepared to support teachers and, in turn, provide more practical coaching.

- A need to focus on the experience and qualifications of coaches that are recruited, ideally selecting those with experience related to education or working with children.
- Some teachers struggled with particular content areas and practices, such as demonstrating phonological awareness or leaving out the “you do” step in the “I do”, “we do”, “you do” model.
- Teachers appreciation of opportunities for collaboration and peer support through Teacher Learning Circles.
- A recognition that the cascaded training model used to train Trainers of Trainers (ToT) and coaches may result in decreased quality.
- Some recommendations to ensure that teacher salaries are paid on time and that female teachers are able to access the EGR teaching materials and coaching.

Phase 2: Conduct a Root Cause Analysis

In this section we share a visual representation of our root cause analysis and discuss the key categories we focused on for the strategic options.

Introduction

Having conducted both a literature review and a series of key informant interviews, we had a good sense of:

- What the evidence says about best practice in this area;
- What those involved with the program, at all levels, see as its current strengths and areas for development.

From what we had heard and read we knew that we could target many factors spanning the recruitment, training and ongoing support of teachers and coaches, as well as issues around resourcing, leadership and logistics. However we knew too that these factors were intricately interconnected, each influencing the others, and that we needed to separate out symptoms from underlying issues and identify the factors that were at the root of the problem.

For this reason, the next phase of the project consisted of a **root cause analysis**, synthesising the evidence we had gathered and drilling down to the underlying causes of teachers' lack of fidelity to prescribed practices. Yale's Strategic Problem Solving Framework describes this process as 'like peeling away the layers of an onion'.

A key challenge within this phase was the need to proceed with our root cause analysis before having all of our empirical data back (due to the time it takes to conduct and translate interviews). To counter this, we made our best working version and then reviewed it retrospectively once we had synthesised all of the qualitative insights.

Deliverable 3: Root Cause Analysis

To help us identify the root causes of Street Child's issue, we used a fishbone diagram: a tool that helps to group and visualise the multiple causes of a single problem and show their relationship to one another. The fishbone allows you to move from a diffuse list of issues to a set of organised categories and sub-groups within which dependencies become more visible.

From our review of common barriers to fidelity we identified the following headline categories and sub-groups:

Category 1: Teachers

- Teacher Characteristics
- Self-efficacy

Category 4: Coaches

- Qualification
- Relationship with teachers

Category 2: Social Context

- Cultural practices
- School environment

Category 5: Program Fidelity

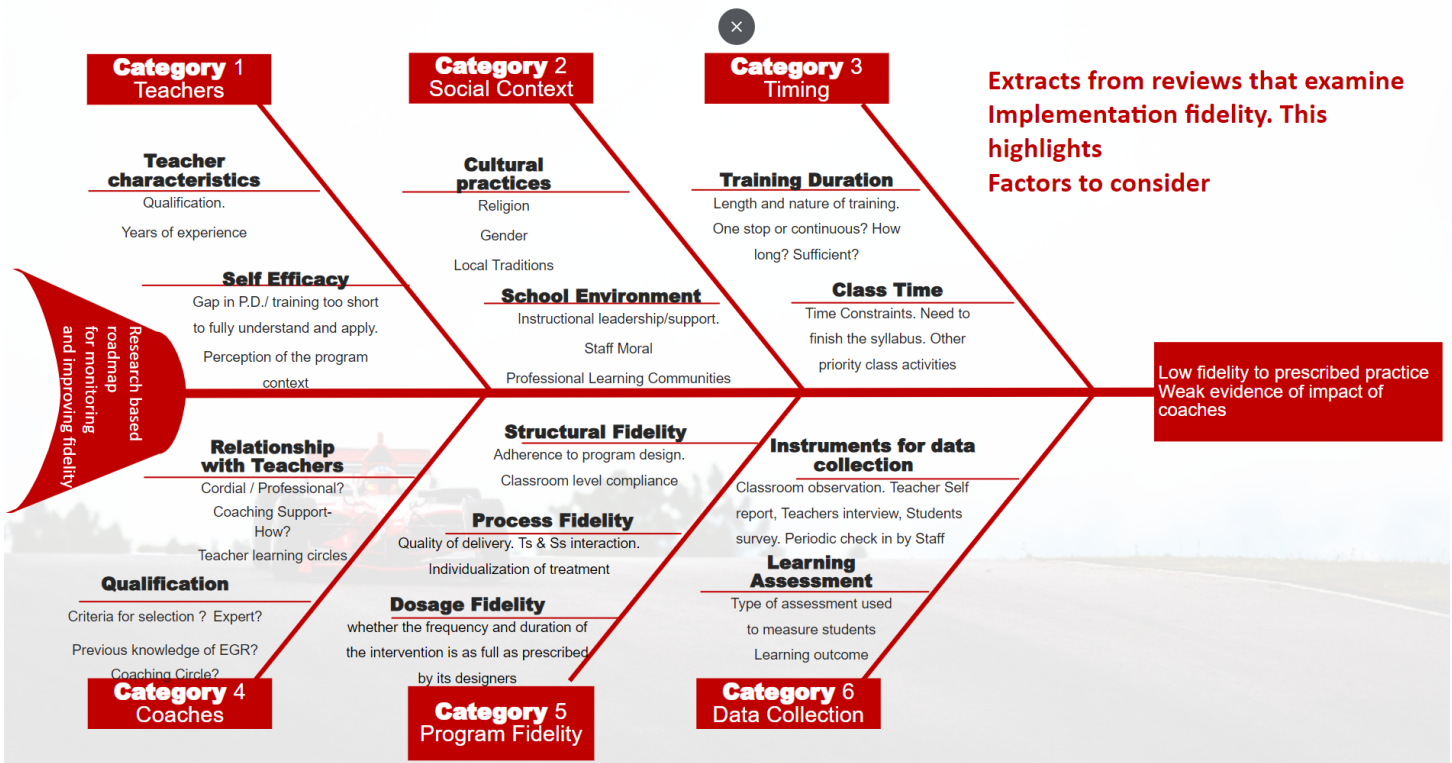
- Structural Fidelity
- Process Fidelity
- Dosage Fidelity

Category 3: Timing

- Training duration
- Class time

Category 6: Data Collection

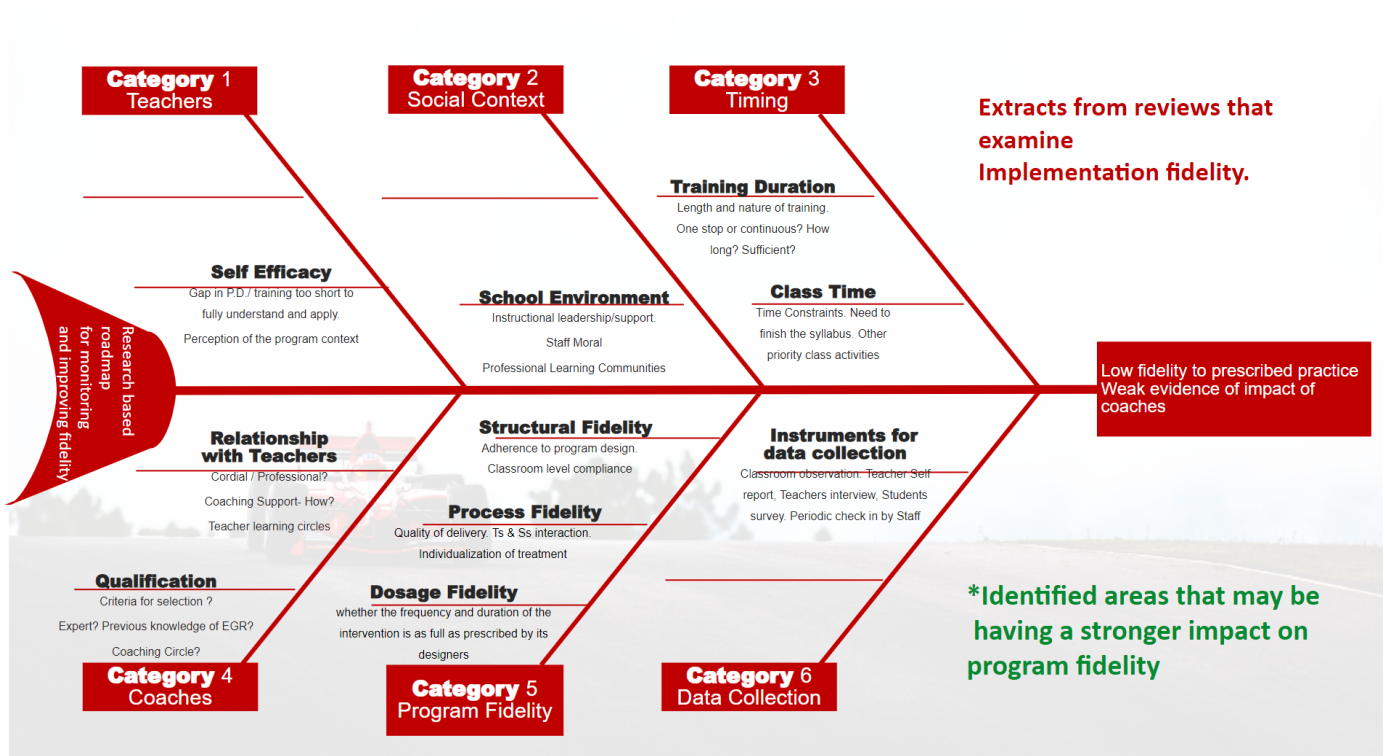
- Instruments for Data Collection
- Learning Assessment



You can see a larger version of this fishbone diagram in Annex 3.

Once we had created these broad categories we used the insights from our interviews with key informants to identify which seemed to be most closely related to Street Child’s particular challenges with teacher fidelity.

We then created a second version of the fishbone showing only these factors:



You can see a larger version of this fishbone diagram in Annex 3.

The fishbone does not rank issues or tell you which factors to focus on, but it is a good sense-making tool and can enable the structured, logical discussions required to identify root causes.

In our next phase, we used another tool to move from this list of potential causes to a decision, with Street Child, on the area we should focus on and the potential strategic options to choose between.

Phase 3: Generate & Compare Strategic Options

In this section we explain how we generated a list of strategic options, weighted them by key criteria and decided, with Street Child, where to focus our implementation framework.

Introduction

Having identified the potential root causes of low fidelity to prescribed teaching practices, we went through a decision making process with Street Child to generate and compare potential strategic options.

We created a **Strategic Options Table** as an overview of promising avenues and then used a **Decision Making Matrix** to facilitate a robust comparison of the options and a final decision on where to focus our implementation framework.

Deliverable 4: Strategic Options Table

To enable Street Child to visualise the most promising strategic options, we summarised the insights and evidence from our literature review and Key Informant Interviews in a Strategic Options table (see Annex 4).

The table outlines:

- Each high level strategic option.
- The category each option falls under (from the root cause analysis).
- The evidence underpinning each option (from the lit review and our empirical research).
- A set of specific activities Street Child could use to implement each option.

Here is a strategic option relating to teacher self-efficacy for example:

Category	Strategic Options	Evidence	Activities
Teachers	<p>Self-Efficacy: Provide ongoing and differentiated support to teachers with low fidelity</p>	<ul style="list-style-type: none"> • “[Ongoing support during and after professional development] is especially necessary for new teachers, teachers with poor training, teachers teaching outside of their content areas, those teaching in difficult environments, teachers who are being asked to implement complex practices (e.g., different types of literacy techniques), teachers who need ongoing support, monitoring and guidance from well-trained and skilled peers and/or outside experts.” (Burns, M. and Lawrie, J. (Eds.). (2015)) • Uniformity trap: Providing coaching to those who need it most makes for higher-quality more personalized coaching. Working with a more manageable number of teachers allows the coach to support teachers around a particular innovation and work intensively to help teachers meet their goals around this innovation. (The traps of donor-funded coaching ... and what to do about them) 	<ul style="list-style-type: none"> • Linked to recommendations on coaching training, giving them skills to provide more differentiated support • Implementation of Teacher benchmarks provides a mechanism to identify teachers who need additional support • Provide short interactive refresher training provided by coaches for those teachers with low fidelity (see <i>interview notes with Dr. Agatha Van Ginkef</i>). • Use a form of the gradual release approach in which coaches model an activity for teachers, co-teach the lesson with teachers, help each teacher teach the lesson alone, and <u>provided</u> observation and feedback on the teacher’s “solo teaching” episode. (see USAID case study example in evidence write-up)

Most of the options looked like they could be sensible and valuable. As such, we had to generate meaningful evaluative criteria to support us, with Street Child, to identify the approach that is likely to have the greatest impact on teacher fidelity.

Deliverable 5: Decision Making Matrix

Once we had an overview of our strategic options, we extracted the five most promising near-term strategic options and placed them in a Decision Making Matrix (see Annex 5):

1. **Self-Efficacy:** Provide ongoing and differentiated support just to teachers with low fidelity.
2. **Self-Efficacy:** Create opportunities for regular and ongoing teacher collaboration.
3. **Qualifications:** More selective recruitment criteria for coaches.
4. **Implementation Fidelity:** Target known problem areas for all teachers in initial training, through coaching, or other ongoing support.
5. **Training duration (Dosage):** Include more practical time during trainings to allow coaches to model practices and assess their comprehension.

The Decision Making Matrix allowed us to score each option against five weighted criteria:

- Feasibility (highest weighting)
- Potential for impact
- Strength of evidence
- Cost
- Complexity (lowest weighting)

Strategic Option, (Categories reflect those identified in the root cause analysis)	Overview of activities	Feasibility of implementation how doable it is for Street Child now, regardless of complexity/ cost/ resource implications (W=5)	Potential for Impact (W=4)	Strength of Evidence (in external / Afghan / and Street Child contexts) (W=3)	Cost (W=2)	Complexity (W=1)
Scoring method		3- Highly feasible in the short-term 2- Somewhat feasible in the short term 1- Not feasible in the short term	3 - High impact 2- Low impact 1- Incidental impact	3- Strong evidence 2- Some evidence 1- No evidence	3- Low cost 2- Moderate cost 1- High cost	3- Not complex 2- Average complexity 1- High complexity
	*What are key steps and strategies to be rolled out in a full implementation plan? *Which are required and/or optional/ complementary activities?	*Does the organization have the institutional (time, resource, enough personnel) capacity and resource to implement? *Does the organization have the autonomy/jurisdiction over the institutions/actors involved in the option?	* Is the recommendation likely to have a significant impact on the problem on its own, as opposed to having indirect influence, or being a supporting activity?)	*Cite evidence-base	*Overarching cost categories (capital, recurrent, per capita costs)	*Does the recommendation require multiple steps, high technical expertise, or expertise outside of Street Child to implement?

We each scored the five strategic options and used our individual ratings to provoke a decision making discussion as a team.

No matter how well-informed and thought-through each person’s scores may be, this is a subjective process and some variance is to be expected. Indeed the value of the process is that it makes differences of opinion apparent and enables a team to surface and challenge assumptions and have the conversations necessary to make a thorough, robust decision about which of the options to proceed with.

A robust discussion was particularly important here because all five options scored quite highly. All but one option scored within 2-3 points of the others, so we needed clear criteria when deciding on the our recommendation for Street Child.

These were the headlines from our decision-making discussion:

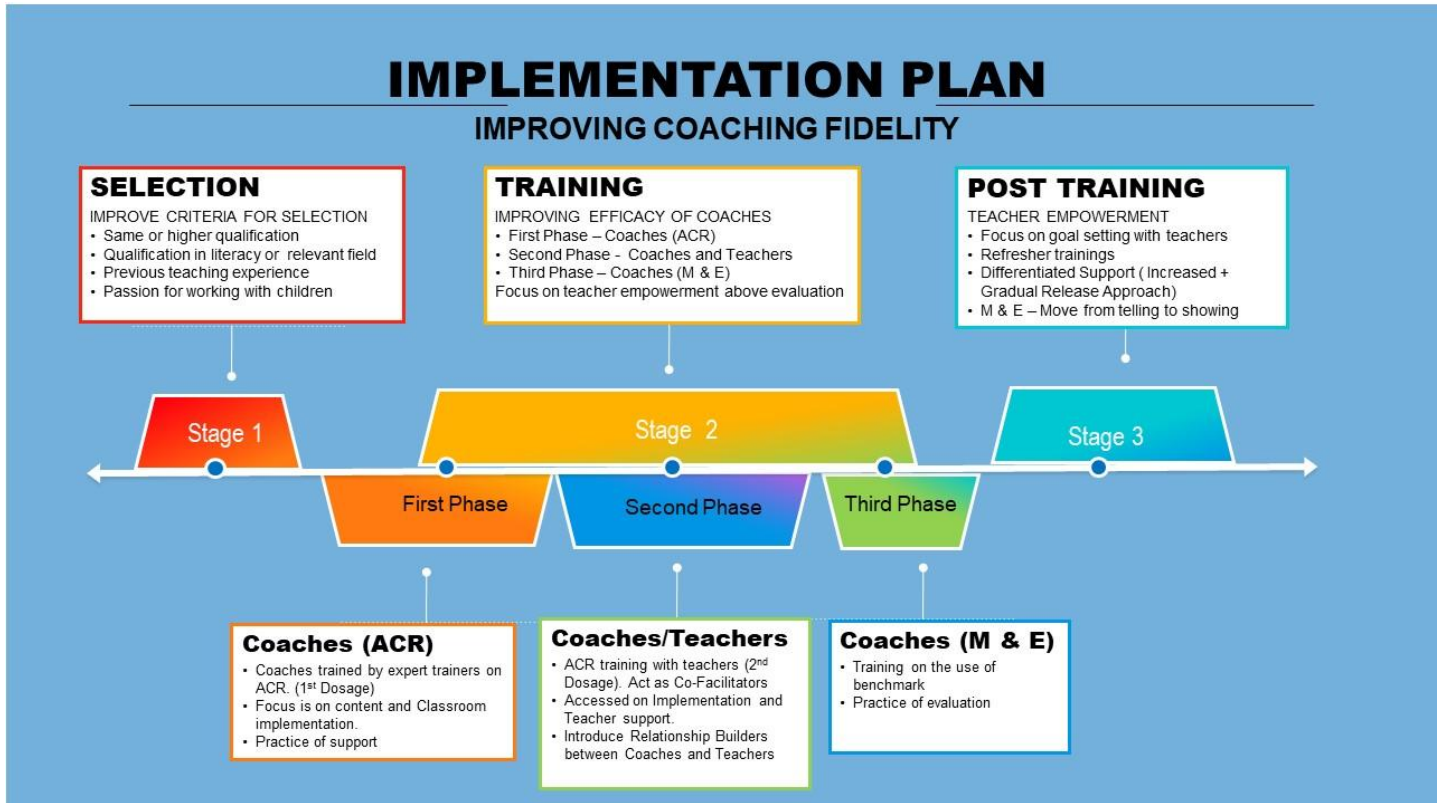
Option	Outcome of discussion
<p>1. Self-Efficacy: Provide ongoing and differentiated support <u>just to teachers with low fidelity</u>.</p>	<p>This scored highly, but a key consideration was whether coaches would have the skills to offer this differentiated support.</p>
<p>2. Self-Efficacy: Create opportunities for regular and ongoing teacher collaboration.</p>	<p>This scored highly from an evidence and potential for impact perspective, but less so in terms of feasibility, complexity and cost relative to other options.</p> <p>We agreed it could still be a very significant lever for Street Child, particularly if there is a critical mass of teachers in each area with high fidelity to prescribed practices.</p>
<p>3. Qualifications: More selective recruitment criteria for coaches.</p>	<p>This was the second highest scoring option on aggregate. It scored particularly well on the cost/complexity angle, given that Street Child have control over coach recruitment.</p> <p>However there were concerns about whether it is feasible, across all regions, to find candidates with higher suitability than those currently being recruited.</p>
<p>4. Implementation Fidelity: Target known problem areas for <u>all teachers</u> in initial training, through coaching, or other ongoing support.</p>	<p>As with option 1, although this scored highly, a key consideration was whether coaches would have the skills to offer effective support.</p>
<p>5. Training duration (Dosage): Include more practical time during trainings to allow coaches to model practices and assess their comprehension.</p>	<p>This option scored the highest on aggregate given:</p> <ul style="list-style-type: none"> ● Street Child’s additional financial flexibility around coach-focused interventions; ● The scope for improvement on the coaching training; ● The relatively low complexity of adapting coach

	<p>training;</p> <ul style="list-style-type: none"> • And the high potential for impact of coaches working more effectively with teachers. <p>We noted that Options 1 and 4 are contingent on this option, while this option is contingent on the qualifications and suitability of coaches recruited (Option 3).</p>
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When we looked at our discussions in the round it became clear that the central preoccupation of our strongest recommendations was **coaching**: how suitable coaches are; how they are trained; and how they work with teachers.

Apart from Option 2, all of the other options boil down to **improving the effectiveness of coaches in order to increase the fidelity of teachers**. We agreed that changing the way that coaches work, and supporting them to move from *telling* to *showing* is the highest potential area for Street Child now.

Although our highest scoring option (Option 5) was changing the duration and contents of coach training, we recognised that this would be affected by Street Child’s approach to coach selection (Option 3) and would itself have knock-on effects on the ongoing support coaches offered teachers (Options 1 & 4). As such we did not think it was advisable to simply promote this option in isolation from the other and instead created the following visual to summarise the relationship of our highest scoring options with one another:



We then took this visual and our Decision Making Matrix to Street Child. While sharing that Option 5 - changing the coach training - was our top-scoring strategic option, we sought their view on which aspect of improving coaching should be the core focus of our implementation roadmap:

- Coach selection
- Coach training
- Ongoing coach work with teachers

Following a discussion guided by our Decision Making Matrix, Street Child agreed that **coach training** should be the focus of our implementation roadmap, with the aim of improving the capacity of coaches to demonstrate prescribed teacher practices in a way that increases teacher’s own fidelity.

Street Child also advised that we blend in the option around coach selection, as this is an area where Street Child could introduce more strict criteria relatively easily and which will have a bearing on all aspects of coach performance.

Phase 4: Create an Implementation Framework

Introduction

Based on the root-cause and systematic analysis of other possible strategies, strengthening **coaching practices** was identified as an impactful, evidence-based, and feasible *short-term* strategy to achieve the desired state for the organization: to achieve **high fidelity to prescribed teaching practices by teachers**. Ultimately, the theory of change of Street Child assumes that high-fidelity to teaching practices will drive improvement in children’s reading outcomes.

The implementation framework (see Annex 6) aims to provide Street Child with a concrete, stepwise roadmap to achieve the proposed short-term strategic option (**strengthen coaching practices**). It provides an overview of the activities (*what to do*) and guidelines tool selection (*how to do it*).

Deliverable 6: Implementation Framework

To help navigate the implementation framework, the strategic option is framed around 3 areas:

- recruitment,
- training (referred to in the implementation framework as pre-service or the current training course for coaches)
- and support/mentoring for coaches (referred to it in the implementation framework as in-service or the support mechanisms offered to coaches).

Ideally, Street Child would operationalize all the three areas to increase the impact of the strategy on coaches’ performance and, in turn, teachers’ performance. Each area has a sequential set of activities that, based on our analysis, would drive the improvement of the profile of coaches at baseline (5 activities), during training (5 activities), and during their work with teachers (5 activities). The areas are inter-related but are also designed to be stand-alone to give Street Child latitude when making choices of what and when they will implement them.

The framework includes tools (or the “how”) which may already be applied by Street Child, which may need to be developed, or which could be adapted/applied from external resources. Of note, there are recurrent designations for some of the tools which describe standard

processes when an organization aims to introduce new procedures or elements. *Needs assessments* help determine the specific gaps that need to be addressed to achieve a desired outcome. For example, prior to introducing changes to the dosage and/or training content, it would be important to determine through a systematic and inclusive approach the needs and gaps as perceived and experienced by the relevant actors (e.g. coaches and teachers themselves). Subsequently, an *analysis of feasibility* would help determine the viability of those proposed changes while considering the key requirements (e.g. funds, human resources, spaces and materials). Therefore, the framework we provide at this juncture aims to delineate overarching processes and provide a checklist of tools, and provide a visual connection between the proposed strategy, activities, outcomes, and impact.

Conclusions

Reflections on the process

Working within tight time constraints

Twelve weeks does not sound like a long time but it was striking to see how much could be accomplished within a limited period; in fact, treating the work as a 'sprint' and approaching it with urgency is part of what enabled us to cover so much ground.

There were challenges with the pace of the work:

- We had to do things simultaneously, which we would ideally have done sequentially (e.g. drawing conclusions while still gathering data, then using the data as a retrospective check).
- We had to accept that, as rigorous as we tried to be in our methods, we would not be able to apply the same standards of rigour as we would to a longer, more spacious project.

One tactic we used to counter the time constraints was to meet monthly in the run up to the sprint so that we could share pre-reads, sketch out early ideas and get to know one another. When the project began, we were able to get into the work immediately.

Gaining clarity

With limited time it is essential to build a clear and strong consensus on the problem and desired-state as early as possible. Fortunately Street Child arrived with a high degree of clarity, enabling us to reach this consensus quickly.

A key tool we used to maintain clarity across the project was a step-by-step problem solving framework. This gave us a simple, flexible map of the project at the outset, which we were able to refer to throughout and which we used to structure our project Gantt chart.

Collaborating effectively across continents

Good teamwork was essential to make swift progress over a short timeframe.

We were highly fortunate to work with an organisation that is clear on its aims, highly responsive and collaborative, open and humble about challenges and can-do in its approach. Our project host, Siddharth Pillai, particularly embodied these values throughout the project.

As a team of four fellows, it was important for us to identify and adopt the right roles early on, making the most of individual areas of expertise. We also took time – as a team distributed across multiple time zones - to understand individual preferences and ways of working so that we had clear expectations of one another and clear protocols for staying in touch. Given the trust involved in a remote project, working with new colleagues, we prioritised ongoing relationship building across the span of the project, taking the first 5-10 minutes of each meeting for a more personal catch up. Sometimes this enabled us to share challenges we were facing that might impact our work that week and to build in flex as a team accordingly.

We met as a fellow team each Monday and with our project host each Thursday. This cadence was effective in maintaining the pace of the project, enabled us all to build strong relationships with Street Child, and introduced a healthy accountability mechanism into the process.

Setting internal (LEAP team) and external (project host) expectations, as well as continuously checking in on those expectations, helped us to avoid bottlenecks.

Staying grounded

There is high complexity and volatility in the Afghan context for Street Child, as well as significant diversity of experiences across provinces. We decided at the outset to prioritise getting as close to ground level as possible, so that we could develop recommendations based on views from Street Child's teachers, coaches and provincial coordinators and not simply drawn from external evidence.

Getting close to the ground, by prioritizing processes and tools that contextualize information (e.g. connecting with local partners and developing tools to understand the experience of end-users), can have an important impact on the uptake, impact and sustainability of strategic recommendations.

Drawing on external research

We were able to identify academic literature of real use and relevance to Street Child's work in Afghanistan. However we were aware throughout that the fit was often inexact - either in terms of theme or in terms of the context from which evidence derived.

A particular gap we noted in the external research was best practice around implementation - *how* to effectively introduce and embed evidence-informed practices.

Final takeaways for Street Child

We sincerely hope that this project was a constructive experience for Street Child, providing a valuable reflective space, and that our project outputs can inform tangible changes that increase teacher fidelity and lead to increased impacts for children.

The resources and tools we have provided have been directed to a specific end in this project, but they are flexible and reusable and we hope that Street Child will draw on them to support their work on future occasions. In particular:

- The Yale Problem Solving Framework: This could be employed for future strategic projects. Step-wise frameworks are useful when addressing complex problems and streamlining mixed-methods and diverse sources of evidence.
- The Key Informant Interview rubric: Street Child could use this rubric to conduct interviews with its community at regular intervals, to provide qualitative insights to enrich their regular quantitative reporting. Equally this could be used to gather rich insights at key decision points.
- The Decision Making Matrix: This tool, with its criteria already calibrated for Street Child's work in Afghanistan, could be usefully deployed whenever Street Child is debating which of a series of interventions to introduce.
- The Literature Review: The findings in the Literature Review will have ongoing relevance for Street Child, who can refer back to it to test or validate future ideas.

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Annex 1: Strategic Problem Solving Framework

Strategic Problem Solving: An Introduction

The Yale Global Health Leadership Institute (GHLI) develops leadership through research, education and practice that promotes health equity and quality of care. GHLI brings together policymakers, practitioners and researchers to foster evidence-based problem solving, inspire leadership, and debate critical issues in global health. We leverage interdisciplinary expertise from across the Yale campus to identify, address and sustain improvements in health systems around the world. Our work is motivated by country-driven priorities, partnership building and a commitment to high quality research. Our education and facilitation programs, tailored to each setting, are comprised of four main curricular components: strategic problem solving, a relational framework for leadership, evidence-based decision making, and an applied learning experience for real-world impact. These components are embedded in all GHLI leadership development curricula for students at Yale and around the world, specifically in Ethiopia, China, Liberia, Rwanda, and South Africa, to serve effectively in leadership roles and stand prepared to address the world's most pressing health problems.

Strategic problem solving is a rigorous and systematic approach to finding practical, focused solutions to complex problems. Underlying our 8-step problem solving methodology are principles of grand strategy: a plan of action that is based on the calculated relation of means to large ends. The practice of grand strategy builds on fundamental strategic principles, but requires flexibility and constant adjustment.

GHLI's framework of problem solving can be applied by various stakeholders at different levels. For example, in December 2010, GHLI facilitated the Global Fund's 5-year strategy development process by using the GHLI methodology to help the Fund identify strategic objectives. The same methodology is applied by hospital managers and CEOs in Ethiopia, Liberia, and China to reduce drug stock outs, launch new hospital psychiatric wards, and prevent hospital acquired infections.

The 8-step method of problem solving is made up of the following activities:

1. Define the problem
2. Set the overall objective
3. Conduct a root cause analysis
4. Generate alternative interventions

5. Perform comparative analysis of alternatives
6. Select the best intervention
7. Develop implementation plan and implement
8. Develop evaluation plan and evaluate

Step 1: Define the Problem

The first step to solving a problem is to define the problem in a way that allows us to find solutions. Good problem statements have the following characteristics:

- **Focus on a single problem:** The challenges that many leaders face are complex, but it is important to identify one single problem to work on, rather than getting lost in a tangle of multiple problems.
- **Address problems that are feasibly solved:** Selecting a problem that is impossible to solve will result in frustration and no clear progress.
- **Keep it short:** Simply state, “The problem is...” Long, complex problem statements can be confusing and may result in a lack of a shared understanding of the problem.
- **Find statements that are shared widely by key constituents:** In order to gain support for your solutions, key players must all believe that this problem exists and is important.
- **Do NOT include solutions themselves:** This first step simply states the problem. Later steps focus on identifying solutions. Good leaders often may have a solution in mind, but by starting with the problem only, we can then focus on generating multiple solutions.

The table below shows some common mistakes in defining the problem:

Weak Problem Statement	Suggestions for Improvement	Strong Problem Statement
“We need more regular delivery of supplies.”	Focus on a problem, rather than the solution. In this case, why is more regular delivery important?	Stock-outs of essential drugs are common in our pharmacy.
“Due to understaffing, nurses are overworked.”	Focus on a single problem, rather than the cause of the problem.	Nurses are overworked.
“Our budgets are too small and we run out of pharmaceuticals in the middle of the year and no one pays their bills, and our medical director is leaving soon, along with 4 doctors.”	Focus on a single problem and keep the problem statement short.	There is not sufficient revenue to cover costs.

Step 2: Set the Overall Objective

Once the problem has been clearly defined, the problem statement can be translated into an overall objective, or main goal. This is the goal that your team will focus all of your efforts on, so it is important that it is clearly defined.

Good overall objectives address the problem statement and are SMART:

Specific: What exactly are we going to do; with or for whom?

Measurable: Is it measurable and can WE measure it?

Achievable: Can we get it done in time? In this political climate? For this amount of money/resources?

Relevant: Will achieving this objective bring us closer to accomplishing our big vision?

Time-bound: When do we expect to have achieved our objective?

Example: Set the overall objective	
Problem Statement	Stock-outs are common
Overall Objective	Reduce the frequency of stock-outs
Measurable Target	Number of stock-outs per month

Step 3: Conduct a Root Cause Analysis

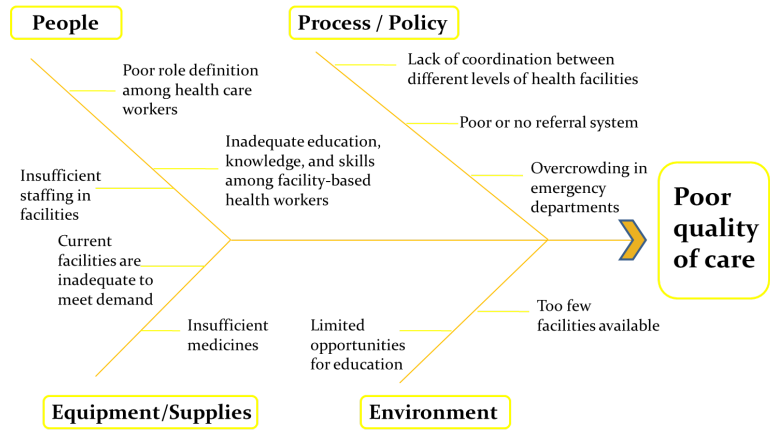
Your overall objective has been defined, but how can you best reach your goal? A root cause analysis will help identify the factors that are actually causing the problem. Focus on those root causes that have a large impact, are things you can feasibly address, and that can have a lasting effect without causing new problems. Like peeling away the layers of an onion, finding the root cause requires careful analysis.

Several management tools can help leaders find the root causes of the problem, including:

1. Fishbone diagram

A fishbone diagram helps leaders identify multiple causes of a single problem. The diagram takes its name from its shape, which resembles the skeleton of a fish. As shown in the diagram, the problem statement is placed at the “head” of the fish. Causes of this problem are grouped into 4 categories:

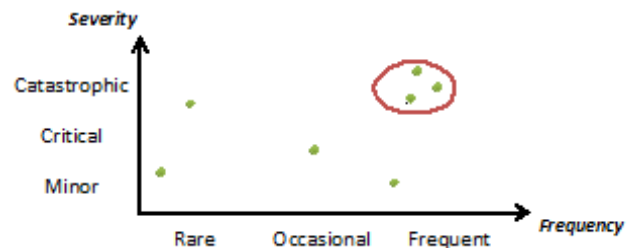
- *People*: Are there any staff behaviors or characteristics that are contributing to the problem?
- *Process/policy*: What procedures or policies contribute to the problem?
- *Equipment*: Is there any equipment, including supplies, that contribute to the problem?
- *Environment*: Does the immediate environment (i.e., the building or compound), or broader environment (i.e., the community, town, or nation) contribute to the problem?



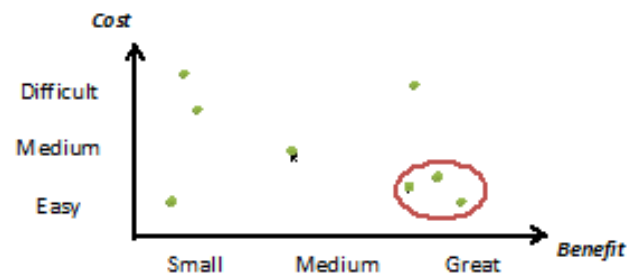
As you identify factors that contribute to the problem, place them on the appropriate “fishbone.” For each factor that you identify, ask yourself, “What leads to that factor?”

Once all of the possible causes are identified using a fishbone diagram, managers must determine which are the most important to address given limited resources. Problem ranking is an objective way to rank problems or root causes rather than simply picking the “favorite” option.

To prioritize root causes according to risk, we consider frequency (on the x-axis) and severity (on the y-axis). The factors that rank highest in terms of frequency and severity ought to be the priority problems.



Cost-benefit is a measure of how difficult or costly it is to fix the problem (on the y-axis), as compared to the level of benefit or improvement that is expected (on the x-axis).



2. Flow charting

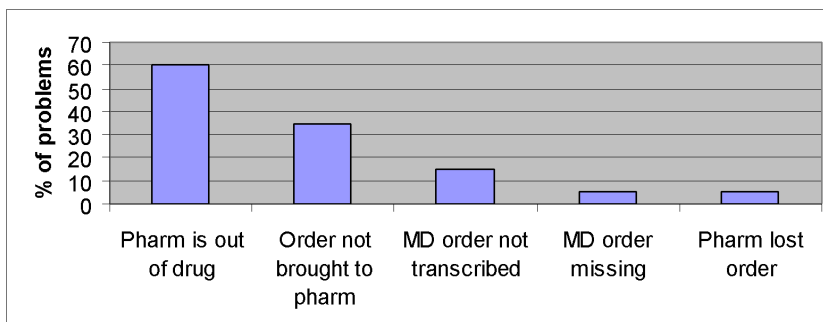
Sometimes managers find it necessary to identify problems within larger processes or systems. The flow chart is a diagram that puts the process into pictures so that problems can be “seen.”

A flow chart:

- Describes complex processes in manageable steps that can be improved
- Identifies breakdowns in the process
- Shows how one’s own actions influence “downstream” events
- Fosters a team that “owns” the whole process, as opposed to individuals focused only on fragments of the process
- Helps generate alternative approaches

3. Histograms

A Pareto chart and histogram are useful tools for quantifying the frequency of common causes



of the problem. By quantifying the frequency, managers can focus on the biggest issues first. The Pareto chart below shows reasons that inpatients do not receive required drugs:

Pareto charts include specific categories along the x-axis, as in the chart above. Histograms are like Pareto charts, but instead use continuous variables along the x-axis.

Step 4: Generate Alternative Interventions

Once the cause of the problem has been identified, the next step is to start generating solutions. Your resulting strategy will be the thing that moves you from the current state (identified problem) to the desired state (resolved problem). Though defined as a single strategy, it may involve a series of actions.

A good strategy does the following:

- Accomplishes the objective (at least partly)
- Uses proportionality of means and ends
- Is feasible
- Finds leverage, while creating safety nets to deal with unintended consequences
- Recognizes interrelationships

- Has some degree of flexibility to react to a shifting environment
- Has broad stakeholder support

Step 5: Perform Comparative Analysis of Alternatives

A comparative analysis allows for side-by-side comparison of the strategic alternatives using evaluative criteria to select the best option. For example, consider the following alternatives for addressing low productivity:

Problem	Productivity is inadequate
Option 1	Increase staffing
Option 2	Increase pay among existing staff
Option 3	Increase supervision of existing staff

In order to compare these 3 options, the group must agree on a set of evaluative criteria. Evaluative criteria are factors that are important to the group and the organization. For example, effect on the problem, expense, political feasibility, or time to implement. The analysis can be qualitative, or quantitative.

Qualitative Analysis

	Evaluative Criteria			
	Impact on Productivity	Annual Expense	Political Feasibility	Time Required
1: Increase staff	Good	High	Low	3 months
2: Increase pay	Unclear	High	Very Low	1 year
3: Improve supervision	Good	Low	High	1 month

Quantitative Analysis

	Evaluative Criteria				
	Impact on Productivity	Annual Expense	Political Feasibility	Time Required	Total Score
1: Increase staff	5	1	2	4	12
2: Increase pay	3	1	1	1	6
3: Improve supervision	4	4	4	4	16

Each option is ranked on a score of 1 to 5, with 5 being the most positive rating.

Estimating the values within the matrix is not a perfect science. A sensitivity analysis allows managers to determine whether the final decision, or selected intervention, would change if some of the underlying assumptions or the estimates within the matrix were slightly wrong.

Step 6: Select the Best Intervention

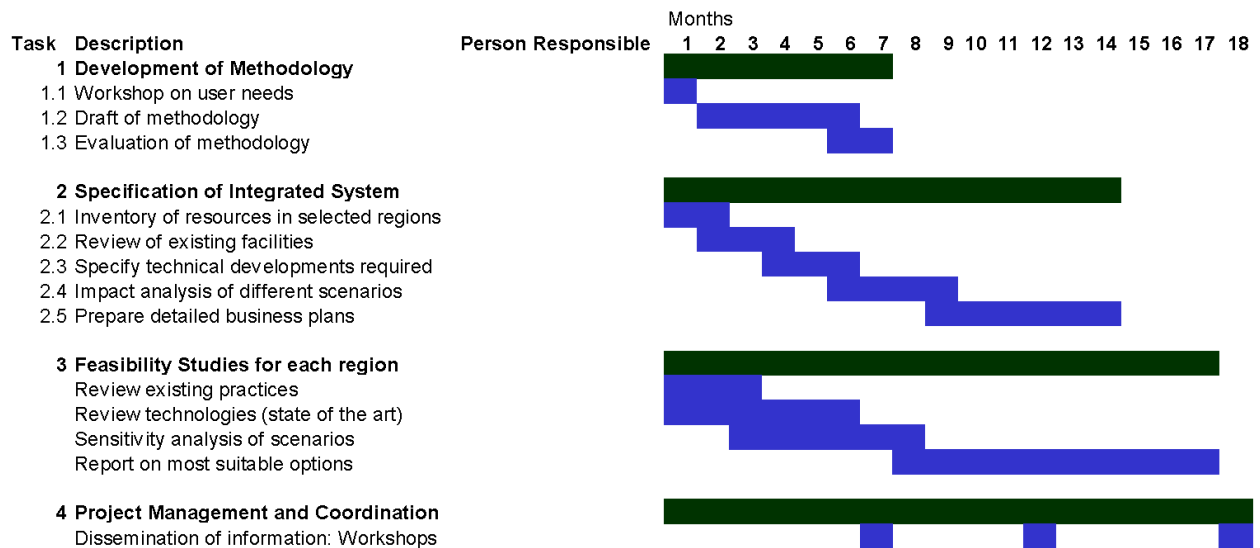
Based on the results of the comparative analysis, select the best intervention.

Step 7: Develop Implementation Plan

Once you have selected the best intervention, the implementation plan is the strategy that you will use to turn your ideas into reality. A strong implementation plan requires the following:

1. Identify tasks to be completed to meet specific objectives, including who is responsible at each step, what resources are needed, and any other conditions necessary for success.
2. Create a GANTT chart to assign responsibility and timeline for accomplishing objectives.
3. Specify indicators of success for each specific objective and how data will be measured.
4. Include regular monitoring and evaluation.

The Gantt Chart is a tool for defining the tasks, timeline and persons responsible for accomplishing the project objectives. The figure below illustrates a sample Gantt chart. Note that for each task, there is a space to indicate who is responsible for that task.



When developing the Gantt chart, key persons responsible should be involved in the process of defining the target dates and their role. This will ensure their support and commitment. The Gantt chart should be reviewed on a regular basis (e.g., weekly, monthly, quarterly) and

adjusted and revised to reflect changes in the environment and assure progress towards objectives.

Step 8: Develop Evaluation Plan

Monitoring is the systematic and continuous collection of information over time to measure progress or change in an activity or objective. Evaluation is the process by which one determines if a strategy has achieved its overall and specific objectives; it usually is an assessment at one point in time to determine the impact of the project.

Process indicators measure progress toward objectives and monitor changes.

Example: Number of staff who participated in a continuing education program each quarter

Outcome indicators can also be written to measure the impact of a project.

Example: Percentage of staff who report that their morale has improved over the past 6 months

Gathering data can be costly and cumbersome if indicators are not chosen correctly. To ensure that your indicators are meaningful and realistic, be sure to specify the following in your evaluation plan:

- Who is this data for?
- How will it be used?
- What data do you want?
- When do you want it?
- Who will collect the data?
- Who will analyze and report the data?
- What resources and skills are needed to conduct the evaluation?
- To whom will the results be reported and in what format?

A strong monitoring and evaluation plan creates a transparent process for all stakeholders, assures a systematic and consistent process for measuring change, and helps managers to identify resource gaps or training needs to inform the implementation plan.

Annex 2: Survey Tool

Hello! Thank you for taking the time to complete this survey. We are a small group of researchers working with Street Child. **The purpose of this interview is to learn more about what is helpful and what is challenging in the application of teaching literacy content in particular the ACR guides and literacy teaching.** Your answers will help us understand how to improve this program for you and future coaches and teachers. Please be as honest in your answers as possible. Your answers will be completely anonymous and will not be used against you in any way. You are not obligated to answer any questions that you may be uncomfortable with. You are also welcome to withdraw your response at any time. We are grateful for your time and insights!

Group 1: High average scores of observational wave 1 data from teachers OR chosen by program officer to reflect overall high performance

Group 2: Low average scores of observational wave 1 data from teachers OR chosen by program officer to reflect overall challenges in performance

All questions are leading prompts and should be followed by encouraging the respondents to elaborate (*Why? Why not? Please explain? Tell me more*) and respondents must be reminded that questions address literacy teaching, specifically.

Domain of target area	Provincial coordinator (Oversees the coaches in the sample)	Coach/Teacher Trainer (Trains the coaches in the sample)	Social Worker/Coach Group 1 and Group 2	Teacher Group 1 and Group 2
<i>Opening/warm up</i>	<ul style="list-style-type: none"> ● Please tell us a little bit about yourself – how long have you been working in your current job? ● Why did you choose to go into your current job? 			
Safety and security	<ul style="list-style-type: none"> ● What region or regions do you currently work in (locations)? ● Do you have any personal safety concerns related to your work? 			
Material resources	<ul style="list-style-type: none"> ● Are you missing any resources that you need to do your job well? ● Where can you access resources that you need? 			
Clarity, alignment with knowledge, values + Length/dose/modality	Tell us your views on the coaching program for teachers: What do you think are the strengths? What do you think are the weaknesses?	Tell us your views on the coaching program for teachers: What do you think are the strengths? What do you think are the weaknesses?	Tell us your views on the coaching program: How well do you think your training prepared you coach on the literacy teaching techniques? Which part of your training was most helpful to you?	Tell us about your teaching literacy techniques course: How well do you think your training prepared you to use the literacy teaching techniques? Which part of your training was most helpful to you?

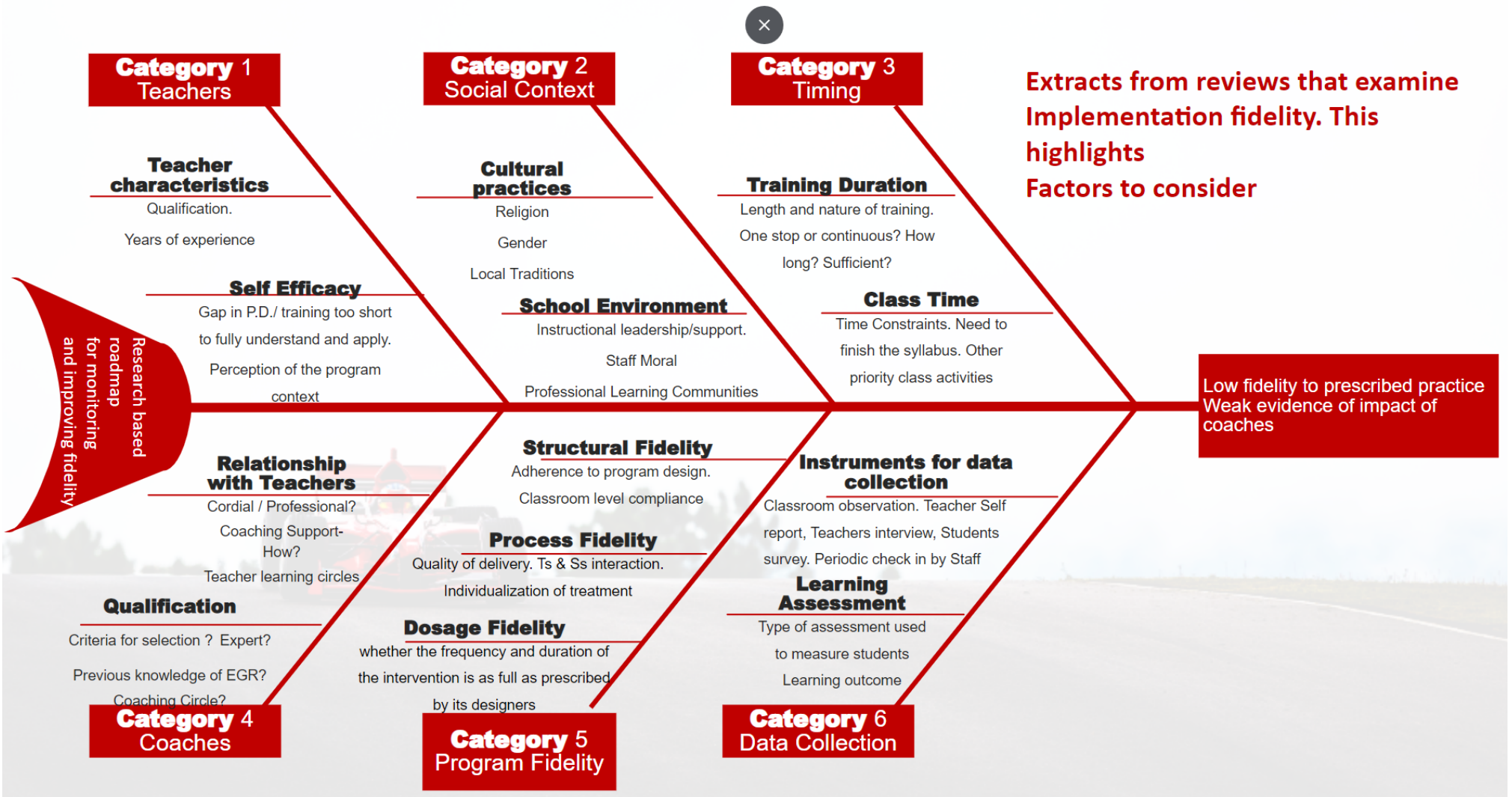
			<p>Is there anything you feel you need more training on?</p> <p>How do they envision a teacher who is good on literacy teaching and the one who is weak on literacy teaching?</p> <p>Tell us your views on the ACR guides:</p> <p>What do you think are the strengths?</p> <p>What do you think are the weaknesses?</p> <p>Do you think they are clear and helpful?</p>	<p>Is there anything you feel you need more training on?</p> <p>How do they envision a teacher who is good on literacy teaching and the one who is weak on literacy teaching?</p> <p>Tell us your views on the ACR guides:</p> <p>How often do you use the ACR teacher guide you were given?</p> <p>Do you find the guide useful and easy to follow?</p> <p>What helps you most about that guide?</p> <p>How could the teacher guide be improved?</p>
Self-efficacy	<p>What are the biggest challenges in your work?</p> <p>What do you enjoy most about being a provincial coordinator?</p>	<p>What are the biggest challenges in your work with the coaches?</p> <p>What do you enjoy most about being a trainer?</p>	<p>What are the biggest challenges in your work with the teachers?</p> <p>What do you enjoy most about being a coach?</p> <p>How confident do you feel in your work with teachers?</p> <p>How confident do you feel demonstrating the I do / we do / you do technique?</p> <p>What would further increase your confidence in using this technique in your coaching practice?</p>	<p>What are the biggest challenges for you in the application of ACR/literacy teaching?</p> <p>How confident do you feel using the I do / we do / you do technique?</p> <p>What would further increase your confidence in using this technique?</p> <p>In general, what do you enjoy most about being a teacher?</p>

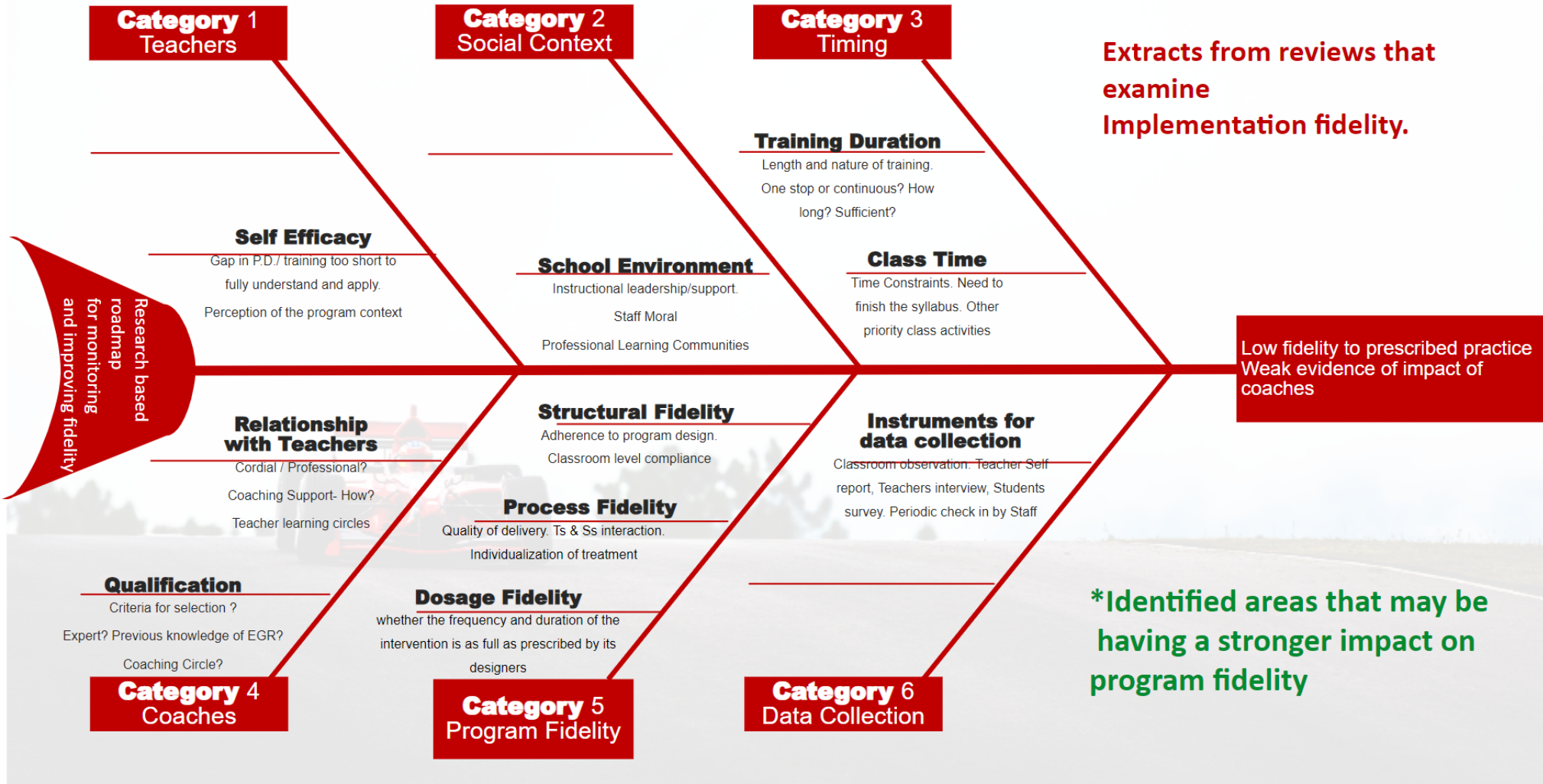
				<p>Can you share any practices from the literacy teaching technique that worked well for you or that you felt you were successful in applying?</p> <p>What do you do best as a teacher?</p>
<p>Personal stressors. Support networks Personal wellbeing</p>	<p>Do you think the teaching and coaching system is equipped to address the stress and wellbeing of coaches and teachers?</p> <p>What resources do you have to care for your own wellbeing?</p>	<p>Do you think the teaching and coaching system is equipped to address the stress and wellbeing of coaches and teachers?</p> <p>What resources do you have to care for your own wellbeing?</p>	<p>When you need support overcoming stressful aspects of your job, do you feel supported by others?</p> <p>Who is your support network?</p> <p>What resources do you have to care for your own wellbeing?</p>	<p>When you need support overcoming stressful aspects of your job, do you feel supported by others?</p> <p>Who is your support network?</p> <p>What resources do you have to care for your own wellbeing?</p>
<p>Rapport – trust, comfort. feedback</p>			<p>How would you describe your relationship with your trainer?</p> <p>How long does your trainer take to meet with you?</p> <p>What does your trainer do that helps you?</p> <p>How would you describe your relationship with your teachers?</p> <p>How long do you normally spend observing teachers?</p> <p>What do you think is most effective in your work as a coach? What</p>	<p>How would you describe your relationship with your coach?</p> <p>How long does your coach normally spend observing you while you teach?</p> <p>What does your coach do that helps you?</p>

			are the biggest challenges?	
Individualize and adapt coaching strategies	Do you think the current monitoring system helps to “individualize” support and ways to adjust practices of coaches and teachers?	Do you think the current monitoring system allows trainers to work individually with coaches to adjust their practice? Do you think the system allows coaches to work individually with teachers to adjust their practice?	Do you feel like your coordinator helps you in ways that are unique to you? Do you feel like you’re able to help teachers in ways that are unique to them? Please explain	Do you feel like your coach helps you in ways that are unique to you?
Opportunities to observe, coach, and discuss	Do you think the system provides enough resource to observe practices of coaches and teachers?	How often do you demonstrate or work on coaching practices with your coaches?	How often does your trainer demonstrate or work on coaching practices? How often does your trainer observe you in the classroom? How often do you demonstrate teaching practices to your teachers? (yourself or by showing you video) How often do you observe teachers in the classroom?	How often does your coach demonstrate teaching practices to you? (themselves or by showing you video) How often does your coach come to observe you in the classroom?
Value alignment		<ul style="list-style-type: none"> Do you think the I do / we do / you do technique aligns with teacher training principles, and what you believe helps children learn? Do you think the literacy teaching techniques align with teacher training principles, and what you believe helps children learn? 		
Opportunities to provide feedback		How often do you provide feedback to your coaches? Do you think coaches apply your feedback?	What kind of feedback do you provide to your teachers? Do you think teachers apply your feedback?	What was the last feedback you received from your coach? Do you regularly use feedback by the coach?
Learning assessments			How do you track the performance of your	How do you track how your students are doing?

			<p>teachers? (assessments? observations?)</p>	<p>We understand that you have a “continuous assessment booklet” where teachers can record the competency level of 15 students in a week and that the last day of the week is for review when this booklet is filled. Do you apply this assessment booklet? If not, why not? If yes, does it influence the way you teach and how?</p>
<p>Class time/constraints</p>			<p>Is the amount of time you are given appropriate for your teachers to apply literacy teaching techniques?</p> <p>Is the amount of time you are given appropriate for your teachers to apply literacy the I do / we do / you do technique?</p>	<p>Is the amount of time you are given in class appropriate to apply literacy teaching techniques?</p> <p>Is the amount of time you are given in class appropriate to apply literacy I do / we do / you do techniques?</p>

Annex 3: Root Cause Analysis





Annex 4: Strategic Options Table

Category	Strategic Options	Evidence	Activities
Teachers	<p>Self-Efficacy: Provide ongoing and differentiated support to teachers with low fidelity</p>	<ul style="list-style-type: none"> • “[Ongoing support during and after professional development] is especially necessary for new teachers, teachers with poor training, teachers teaching outside of their content areas, those teaching in difficult environments, teachers who are being asked to implement complex practices (e.g., different types of literacy techniques), teachers who need ongoing support, monitoring and guidance from well-trained and skilled peers and/or outside experts.” (Burns, M. and Lawrie, J. (Eds.). (2015)) • Uniformity trap: Providing coaching to those who need it most makes for higher-quality more personalized coaching. Working with a more manageable number of teachers allows the coach to support teachers around a particular innovation and work intensively to help teachers meet their goals around this innovation. (The 	<ul style="list-style-type: none"> • Linked to recommendations on coaching training, giving them skills to provide more differentiated support • Implementation of Teacher benchmarks provides a mechanism to identify teachers who need additional support • Provide short interactive refresher training provided by coaches for those teachers with low fidelity (<i>see interview notes with Dr. Agatha Van Ginkel</i>). • Use a form of the gradual release approach in which coaches model an activity for teachers, co-teach the lesson with teachers, help each teacher teach the lesson alone, and provided observation and feedback on the teacher’s “solo teaching” episode. (see USAID case study example in evidence write-up)

		<p>traps of donor-funded coaching ... and what to do about them)</p>	
	<p>Self-Efficacy: Create opportunities for regular and ongoing teacher collaboration</p>	<ul style="list-style-type: none"> ● “Approaches to TPD based on collaboration have a measurable effect on teachers’ professional identity, motivation to engage in TPD, and confidence to apply new pedagogies in the classroom” Hargreaves, A., & Fullan, M. (2013). Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Haßler, B. (2020) ● For example, In the Democratic Republic of the Congo, a cluster-randomized quantitative study focused on teacher motivation and wellbeing in a sample of 346 teachers showed that teacher learning circles (TLCs) had the greatest impact on the motivation of early career teachers (Wolf et al., 2016) ● Case Study Examples involving TLC’s: <ul style="list-style-type: none"> ○ Teachers’ Experiences with 	<ul style="list-style-type: none"> ● TLC’s already comprise 1 day of the 2 day training. In the short term, consider piloting a teacher community of practice or Teacher Inquiry Group (TIG) with 2-4 groups of teachers <ul style="list-style-type: none"> ○ Form teacher groups during the in-service training ○ These can be virtual groups via WhatsApp or cluster classes by provinces and use a hub school for periodic meetings? ○ Frequency: Monthly? ○ Characteristics: Teacher-led, opportunity to discuss challenges, share best-practices, self-assess, and set goals. Not a replication of the training session, but a forum to collaborate with peers.

		<p>Pakistan Reading Project's Three- Pronged Teacher Development Model;</p> <ul style="list-style-type: none">○ Meeting the academic and social-emotional needs of Nigeria's out-of school children;○ The proof is in the improvement: Using continuous quality improvement to engage teachers in Lebanon <ul style="list-style-type: none">● Conditions of successful teacher collaboration:<ul style="list-style-type: none">○ Time and space for collaboration○ Sense of autonomy: teachers in charge of their own learning○ Collaboration in all aspects of teaching (planning, instruction, assessment)○ see (Where It's Needed Most: Quality Professional Development for All Teachers, pg. 77)● "I think, not only is it not enough to observe the class, but coordination meetings should also be held. So, there should be some group coaching." (KII respondent 1)	
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Coaching	<p>Relationship with teachers: Coaches move from ‘telling’ to ‘showing’ excellent class instruction</p>	<ul style="list-style-type: none"> ● Challenge: “Helping the teacher in times of difficulty and informing the teacher about difficult points and explaining these points to him”. (KII respondent 3) ● “Feedback trap: Pointing out weaknesses in performance can actually inhibit learning. Learning and excellence don’t happen by focusing on failure but by building on what we do well. Thus, the fourth trap—the feedback trap—threatens the core belief of many of our coaching programs. <u>Employ protocols that structure conversations so that the teacher, versus the coach, identifies what to change.</u>” (The traps of donor-funded coaching ... and what to do about them) ● “My feedback method usually the sandwich method. The sandwich method is a crucial and helpful method. Through this method, I first share some positive points with the trainer then add some negative points.” (KII Respondent 2) ● “To encourage teachers’ frequent and habitual use of activities, we used a behavioral insight called “goal setting.” Helping people make concrete, specific 	<ul style="list-style-type: none"> ● Introduce relationship building during the pre-service training. <ul style="list-style-type: none"> ○ As much as possible, group coaches with the teachers that they will be working with during the in-service training ● Focus on goal-setting with teachers
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		<p>plans increases the likelihood that they will achieve their goal for using activities, especially if they write those plans down [68]. This intervention asked teachers to plan their practice in terms of when, where, and how many activities they planned to try each week. (Bailey et al. 2021)</p> <ul style="list-style-type: none">• “This continuous cycle of goal setting, modeling excellence, reinforcing and refining teacher skills to follow these models, and focusing on teacher strengths and agency, helped teachers develop the confidence, volition and skills to measurably improve practice” (Instructional coaching’s magical thinking problem - or 8 threats to coaching. GPE)• For feedback to be helpful, it needs to be developmental (focusing on forward-looking actionable steps teachers can take to improve performance) (Improving classroom observations to better support teachers. GPE)	
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	<p>Qualifications: More selective recruitment criteria for coaches. Ensure that the coaches have qualifications/experiences higher or at least on par with the teachers.</p>	<ul style="list-style-type: none"> • Evidence shows that coaches without practical experience are limited in their impact - “Skills demonstration; deep understanding of the many dimensions of teaching; empathy with the many travails teachers face; experience with the reality of schools, classrooms and students; offering guidance based on prior experiences; and credibility are essential coaching skills—and they are skills that come from the lived experience of having taught” (Instructional coaching’s magical thinking problem - or 8 threats to coaching, Threat #1 GPE) • This second element of the observation process must thus focus on carefully selecting, preparing and supporting observers (coaches and otherwise). It means wherever possible selecting teachers, not bureaucrats or implementing agency staff, to conduct peer evaluations and help them understand the spirit and letter of observations. (Improving classroom observations to better support teachers, GPE) • “Recruiting some trainers (the participants of the program) without paying attention to their specialization. I 	<ul style="list-style-type: none"> • Prioritize recruiting social workers who have a passion working with children, previous experience in areas related to education or have high educational attainment.
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		<p>suggest that for better implementation of the program, the specialized personal who are graduated from Education should be recruited. For instance, a person who has B.A in Languages and literature can implement the ACR program better than a person with B.A Degree in agriculture.” (KII Respondent 2)</p>	
<p>Program Fidelity</p>	<p>Implementation Fidelity: Target known problem areas for teachers in initial training, through coaching, or other ongoing support.</p>	<ul style="list-style-type: none"> • “Also, it is necessary to reconduct this workshop as well.” “In my opinion, the strengths of this program are: teacher training, staff training and the Shura (Council) workshop. But there were some workshops that should have been done at a certain time; But unfortunately, it was not done on-time. (KII Respondent 1) • Some teachers struggle with phonological awareness - defaulting to writing letters rather than saying sounds and/or teaching letter names rather than letter sounds. <i>(see notes from Dr. Van Ginkel)</i> • Teachers often leave out the ‘you do’ step of the model. <i>(see notes from Dr. Van Ginkel)</i> • Teacher are often uncomfortable with the creative writing exercises <i>(see notes from Dr. Van Ginkel)</i> 	<ul style="list-style-type: none"> • Use a form of the gradual release approach in which coaches model an activity for teachers, co-teach the lesson with teachers, help each teacher teach the lesson alone, and provided observation and feedback on the teacher’s “solo teaching” episode. (see USAID case study example in evidence write-up) • Provide short interactive refresher training provided by coaches for teachers (see interview notes with Dr. Agatha Van Ginkel). • Make model videos available to teachers outside of interactions with coaches. • Regularly share SMS “tips”, best practice videos to teachers following the program timeline?

		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">EGR Issues Frequently Noted:</p> <ul style="list-style-type: none"> • Skipping steps in teacher’s guide • Lesson pace too fast or slow • No warm-ups or prediction questions • No use of illustrations • Unclear directions to students • Poor pronunciation of phonemes </div> <p><i>From USAID <u>Teacher Performance Evaluation</u> [n.b. Not based on SC teachers]</i></p> <ul style="list-style-type: none"> • “The behavioral science evidence shows that seeing progress, receiving feedback, or getting symbolic rewards as a result of changing a behavior can further encourage the behavior” (<u>Bailey et al. 2021</u>) • “To encourage fidelity of implementation and regular use of activities, we used SMS messages that split information about each activity into three bite-sized chunks. Evidence from behavioral science indicates that people learn more easily if the information is broken down into simple steps [70]. Additionally, the regularity of the texts provides reminders to center teachers’ attention on students and the activities” (<u>Bailey et al. 2021</u>) 	<ul style="list-style-type: none"> • Gamified checklist that shows teachers progress and achievements • Create contextualized coaching videos reflecting the realities of CBE classrooms, not just of best-practice • Ensure female teachers can access all training and support
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<p>Timing</p>	<p>Training duration (Dosage): Include more practical time during trainings to allow coaches to model practices and assess their comprehension</p>	<ul style="list-style-type: none"> • “We should be given more trainings so that we can be more prepared. In particular, we need practical trainings on how to teach to children.” (KII Respondent 3) • “It is important to differentiate between monitoring and coaching activities. Coaches observing teachers is about a growth mindset and improvement—not accountability.” (Instructional coaching’s magical thinking problem - or 8 threats to coaching, GPE) • “The blurring of the coach’s role—supporter and evaluator—weakens the coaching relationship by distorting its focus, making the relationship hierarchical, and transforming the nature of coaching from support to accountability and control. This can undermine genuine teacher commitment to professional growth...Implementing agencies need to clearly differentiate between accountability activities and coaching ones. (The traps of donor-funded coaching ... and what to do about them)” 	<ul style="list-style-type: none"> • Restructure coaches training to include increased time spent on practical training <ul style="list-style-type: none"> ○ Coaches participate in an ACR pre-training <u>before</u> they join the training with teachers. ○ Coaches act as co-facilitators with the master trainers. The master trainer can then focus on evaluating coaches practice and identifying gaps. Can focus more on “doing” rather than “telling” ○ Train the coaches like they are coaching trainers - not just about being able to use the rubrics but actually coaching them as trainers for the implementation of the strategy. Then they co-facilitate the trainings for teachers <ul style="list-style-type: none"> ■ Currently, the practical component of the training is only 2 hours. Perhaps extend this? Add more focus on practical aspects of implementation vs ACR theory ○ A demarcation between the practice of support and the practice of evaluation - Introduce more
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		<ul style="list-style-type: none"> • Ongoing training and support for coaches is necessary so that they can provide specialized coaching functions for teachers who require more support and organizational leadership (McCormick & Brennan, 2001) • “The fidelity trap, when carried to the extreme, changes the focus of coaching from teacher agency, empowerment, contextualization and development to imitation—following the script or a step-by-step process—and often imposing a one-size-fits all approach. Solution: adaptation with guardrails”—helping teachers gradually modify aspects of the innovation while sticking to its core elements.” (The traps of donor-funded coaching ... and what to do about them)” [linked to adjusting the ACR manual to CBE context] • Pre - and post-training evaluation (Case Study Example Save the Children Bangladesh): “The pre- and post-training tests provided an opportunity for the participants to self-assess their learning and for the Master Trainer’s and the Teacher’s to understand the learning gaps, adjust the modules based on the pre-test results, and to plan for follow-up 	<p>structured assessments for coaches during training and opportunities for feedback from trainers</p> <ul style="list-style-type: none"> • Conduct pre- and post-training evaluation for coaches on practically demonstrating I do / we do / you do • Provide short refresher trainings for coaches • Adjust ACR teaching to reflect Community-based Education context. (link to survey response and Sid mentioned it) • Ensure female coaches can access all training and support
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		<p>training initiatives. This process and associated feedback loops resulted in a higher training quality, as demonstrated by the analysis of the training participants' assessment. (see Promising Practices in Teacher Professional Development, pg. 43)</p>	
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Annex 5: Decision Making Matrix

SHORT-TERM STRATEGIC OPTIONS						
Strategic Option, <i>(Categories reflect those identified in the root cause analysis)</i>	Overview of activities	Feasibility of implementation how doable it is for Street Child now, regardless of complexity/ cost/ resource implications (W=5)	Potential for Impact (W=4)	Strength of Evidence (in external / Afghan / and Street Child contexts) (W=3)	Cost (W=2)	Complexity (W=1)
Scoring method		3- Highly feasible in the short-term 2- Somewhat feasible in the short term 1- Not feasible in the short term	3 - High impact 2- Low impact 1- Incidental impact	3- Strong evidence 2- Some evidence 1- No evidence	3- Low cost 2- Moderate cost 1- High cost	3- Not complex 2- Average complexity 1- High complexity
	*What are key steps and strategies to be rolled out in a full implementation plan? *Which are required and/or optional/ complementary	*Does the organization have the institutional (time, resource, enough personnel) capacity and resource to implement?	* Is the recommendation likely to have a significant impact on the problem on its own, as opposed to having indirect	*Cite evidence-base	*Overarching cost categories (capital, recurrent, per capita costs)	*Does the recommendation require multiple steps, high technical expertise, or expertise outside

	activities?	*Does the organization have the autonomy/jurisdiction over the institutions/actors involved in the option?	influence, or being a supporting activity?)			of Street Child to implement?
Self-Efficacy: Provide ongoing and differentiated support to teachers with low fidelity	<p>Use teacher benchmarks that have already been implemented to identify teachers. who need extra support.</p> <p>Provide short interactive refresher trainings from coaches to those in need of extra support.</p> <p>Use a form of the gradual release approach with teachers who need extra support (coaches model an activity, co-teach the lesson, help the teacher teach the lesson alone, and provide observation and feedback).</p>					

<p>Self-Efficacy: Create opportunities for regular and ongoing teacher collaboration</p>	<p>Consider piloting a teacher community of practice or Teacher Inquiry Group (TIG) with 2-4 groups of teachers.</p>					
<p>Qualifications: More selective recruitment criteria for coaches.</p>	<p>Prioritize recruiting coaches who have a passion working with children, previous experience in areas related to education or have high educational attainment.</p>					
<p>Implementation Fidelity: Target known problem areas for teachers in initial training, through coaching, or other ongoing support.</p>	<p>Use a form of the gradual release approach.</p> <p>Provide short interactive refresher trainings.</p> <p>Make model videos available to teachers outside of interactions with coaches.</p> <p>Regularly share SMS “tips” / best practice videos to teachers</p>					

	<p>following the program timeline.</p> <p>Create gamified checklist that shows teachers progress and achievements.</p> <p>Create contextualized coaching videos.</p> <p>Ensure female teachers can access all training and support.</p>					
<p>Training duration (Dosage): Include more practical time during trainings to allow coaches to model practices and assess their comprehension.</p>	<p>Restructure coach training to include increased time spent on practical skills.</p> <p>Provide short refresher trainings for coaches.</p> <p>Adjust ACR teaching to reflect Community-based Education context.</p>					

	<p>Conduct pre- and post-training evaluation on I do / we do / you do.</p> <p>Ensure female coaches can access all training and support.</p>					
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Annex 6: Implementation Framework

Current state	Domains of the proposed short-term strategic option	Input	Activities (What to do)	Suite of options (see the Street Child Drop Box to access downloaded files of supplementary resources and tools)	Tools/instruments/resources (How to do it)	Coach-level outcomes (What to achieve)	Measures (How to assess achievement)	Coach-level impact	Program-level impact (Desired State)	Child-level Impact
An opportunity to strengthen fidelity of teaching practices among novice teachers in targeted, hard to	Recruitment of coaches	Modify recruitment strategies and enhance current motivational/skills and experiential/educational profiles of coaches	Recruitment (new/future coaches): Conduct a review of current recruitment guidelines and profiles		Qualitative and content review specific to SC materials and procedures	Level of alignment at baseline between coaches and job description, roles, responsibilities, and expectations	Fit-for-purpose questionnaire	High quality coaching practices that promote fidelity to teaching practices	High fidelity to prescribed teaching practices by teachers	Improved literacy (reading proficiency) among children
			Recruitment: Generate an amended		Questionnaires or interview					

reach districts.			recruitment guidelines to enhance the identification and selection of future coaches that prioritizes skills known to impact coaching practices including:		questions to assess the level of motivation to engage in education-related jobs/profession					
			motivation (e.g. passion for working with children), communication skills (e.g. effective modeling and mentoring), executive function profiles (e.g. multi-tasking, problem-solving)		Communication skills assessment					
					Executive function test/assessment					
			<i>Recruitment:</i> Generate		Observation of skills					
					Terms of reference or					

		amended recruitment guidelines that prioritizes relevant areas of training (education or related fields and/or community development)		call for applications for educational coaches					
		<i>Enhancement (current coaches):</i> Conduct a review of the current coaches' professional development plans		Qualitative review of current coach skills and educational profiles		Level of alignment between baseline skills/core educational background of coaches and job description, roles, responsibilities, and expectations	Fit-for-purpose questionnaire		
		<i>Enhancement:</i> Generate an individualized plan (possibly involving Provincial Coordinators) to address progress-orient		Mentoring and support plans					

			d plans to address skills and/or knowledge-base areas for improvement and/or peer-to-peer support							
Pre-service training of coaches	Modify pre-service training dosage, increase modeling and practice-based learning, integrate targeted assessments of core skills and concept acquisition	<i>Dosage:</i> Conduct a rapid needs-assessment with current coaches and through a content analysis (external and internal resources) to determine the suitability of current training program time and dosage	<i>Dosage:</i> Based on needs-assessment's outcomes, conduct an	Needs assessment (including ACR content analysis)	Scores in knowledge-based and practice-based assessment of coaches after completion of pre-service training:	Pre-post assessment Multiple choice assessments to evaluate knowledge of early grade reading development and effective coaching methods. Video assessments to evaluate coaching skills in				

			analysis of feasibility to determine cost implications (capital & recurrent) for training dosage modifications.				supporting teachers of early grade readers. Options: The same Training Manual Used at present for Teachers can be adopted for EGR content and pedagogy. This may be modified with time to suit the context. ILA National Recognition Standards 2017 Rubric (literacyworldwide.org) can be			
			<i>Content and modality:</i> Conduct a needs assessment to establish modules/sections to emphasize practical skills and opportunities for real-time modeling	Focus on the reading program content, instructional strategies and materials that teachers are expected to use. Early grade reading development and learning strategies <i>Effective coaching methods and techniques:</i> Classroom management	Gap analysis (qualitative and content review specific to SC materials and procedures)					

			<p>and instructional strategies for early grade readers</p> <p><i>Practical exercises:</i> Role-play scenarios for coaching teachers on early grade reading instruction and classroom management. Practice coaching sessions with teachers of early grade readers</p> <p><i>Case studies:</i> Review of coaching case studies to enhance</p>			<p>adapted as a tool that can be used to assess the coaches' competence of coaches supporting teachers on early grade reading programs</p>			
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				<p>understanding of effective coaching methods for early grade reading programs. Recommended readings Coaching in Early Grade Reading Programs: Evidence, Experiences and Recommendations (USAID)</p>						
			<p><i>Assessments:</i> Introduce and prioritize observational assessments on practice-based (e.g. demonstrative I do / we do / you do technique)</p>	<p>The NCSI Effective Coaching: Fidelity Tool Rubric and Fidelity Tool Worksheet can be adapted as an observational</p>	<p>Observational assessments of practice</p>					

			and/ or performance tasks, while also applying a pre-post core skill assessment to determine acquisition of concepts	assessment tool						
			<i>Implement:</i> Pilot and evaluate training strategies and adapt using evidence from process and outcome metrics	<i>Delivery Method:</i> In-person training for theoretical knowledge and practical exercises Online training for case studies and assessments A combination of both delivery		Compendium of above materials and resources				

				<p>methods</p> <p><i>Options:</i> The refresher training session could be virtual meetings if practicable to reduce cost. WhatsApp groups could be created for access to resources for further personal developments</p>						
<p>In-service training and continuing support for coaches</p>	<p>Modify in-service training dosage, increase modeling and practice-based learning, integrate targeted assessments of</p>	<p><i>Dosage:</i> Conduct a rapid needs-assessment with current coaches and through a content analysis (external and internal resources) to determine the</p>	.		<p>Needs assessment</p>	<p>Sustained fidelity to and high quality of coaching practices</p>	<p>Observational measures of coach performance</p>			

		<p>core skills and concept acquisition</p>	<p>suitability of existing in-service strategies and program</p>							
			<p><i>Dosage:</i> Based on needs-assessment's and content analysis outcomes, conduct an analysis of feasibility to determine cost implications (capital & recurrent) for in-service training strategies</p>		<p>Analysis of feasibility</p>					
			<p><i>Content and modality:</i> Conduct a needs assessment to establish areas for improvement</p>		<p>Gap analysis (qualitative and content review specific to SC materials and procedures)</p>					

			for in-service training and continuing support							
			<i>Assessments:</i> Introduce and prioritize observational assessments on practice-based (e.g. demonstrative I do / we do / you do technique) and/ or performance tasks, while also applying a pre-post core skill assessment to determine acquisition of concepts		Observational assessments of practice					
			<i>Implement:</i> Pilot and evaluate training strategies and adapt		Compendium of above materials and resources					

