

2023 LEAP CHALLENGE

LEAP Final Deliverable(s)

Project Host:

GLOT Inc.



The power of languages for all

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Executive Summary

Introduction

Literacy is an essential skill in every language. GLOT organization, through its Literacy+ program, seeks to assess and improve the reading, writing and math skills of Colombian school-age children and adolescents in need of additional learning support using targeted instruction and play-based learning methodologies. It utilizes a play-based learning kit and teaching material combined with teacher training and ongoing support for the implementation of targeted instruction with which these skills are effectively improved.

Organization's role & strength

Mission:

We have been fortunate enough to have learned many languages! We can also recognize its transformative effect on a human and social level.

With this as our passion, we provide educational opportunities so that the power of language is accessible to EVERYONE.

Vision:

As a cultural transfer and social impact network, our vision for 2023 is to connect different actors and reduce barriers related to languages by increasing educational opportunities through:

- Empowering every child to be the best version of themselves by mastering literacy & numeracy through play-based and targeted instruction pedagogies.
- Empowering multilingual professionals from the global south by providing equal opportunities, mentoring, and resources.

Core values:

- Love
- Multilingualism
- Respect
- Gratitude
- Sustainability

Need summary

GLOT wants to correctly monitor and evaluate its impact, grow its evidence base and broaden its sustainable funding streams.

GLOT has articulated the following objectives:

1. Become more sustainable
2. Include a focus on displaced children
4. Grow the program intervention

Solution summary & next steps

Following a few discovery sessions with GLOT and reviewing their organizational objectives, we suggested the following:

- Deliverable 1: Impact & Social Lean Canvas
- Deliverable 2: Literature review
- Deliverable 3: Mapping the learner journey
- Deliverable 4: Mapping the teacher journey
- Deliverable 5: Recommendations for the future

Irrespective of the path GLOT may choose to follow in the future, establishing a robust foundation of evidence is crucial to enable GLOT to thrive. As such, a significant portion of the deliverables are oriented toward this goal.

GLOT Objectives	Deliverable 1: Impact canvas	Deliverable 2: Literature review	Deliverable 3: Mapping the learner journey	Deliverable 4: Mapping the teacher journey	Deliverable 5: Future recommendations
Become more sustainable	✓	✓	✓	✓	✓
Include a focus on displaced children	✓	✓	✓	✓	✓
Grow the program intervention?	✓	✓	✓	✓	✓

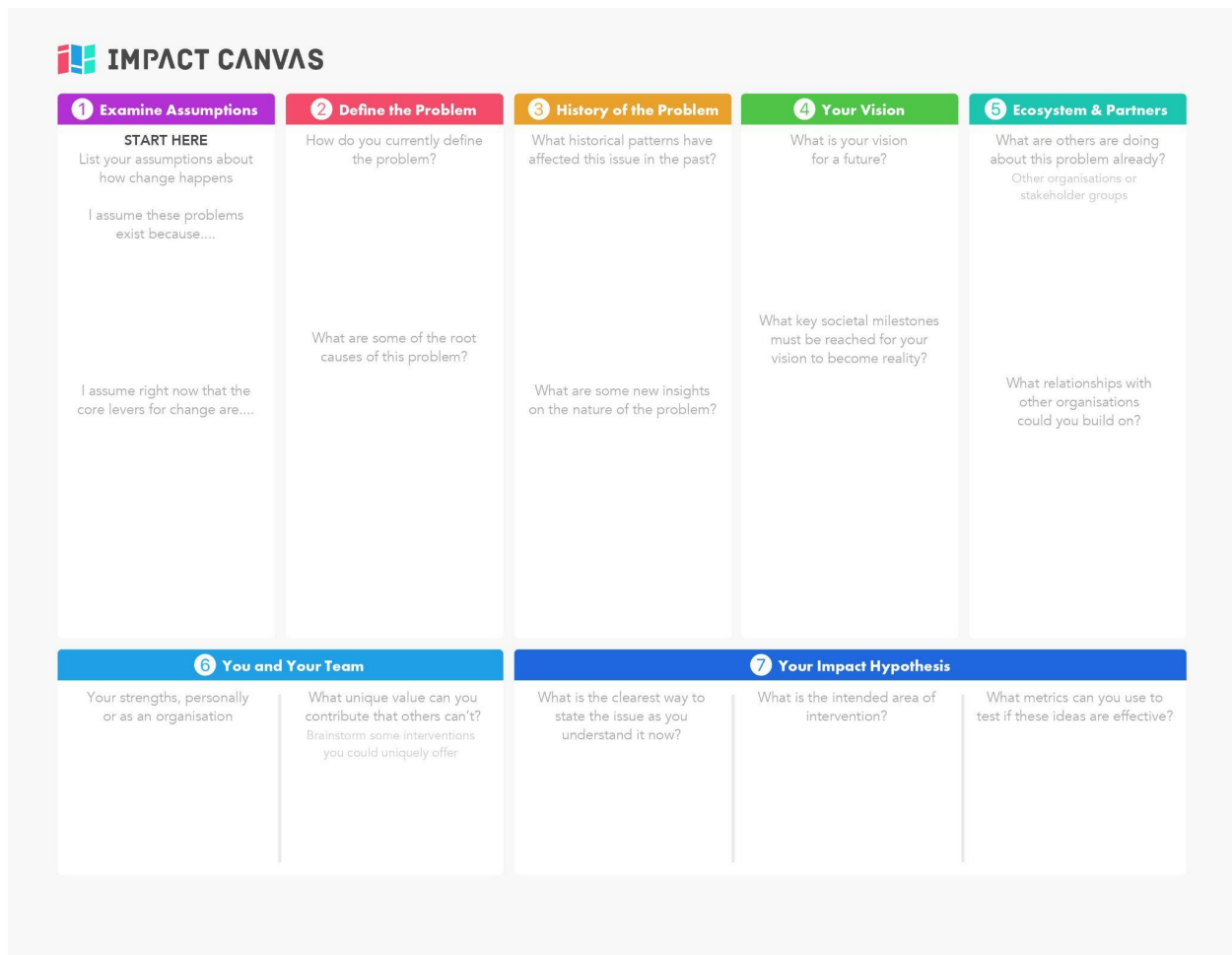
Figure 1: How GLOT objectives align with deliverables

Deliverable 1- Impact & Social Lean canvas

Introduction

Both the Impact Canvas developed by Stanford University and the Social Lean Canvas are invaluable tools for individuals and organizations deeply committed to creating positive social and environmental impact. These canvases offer structured frameworks that guide the development, implementation, and assessment of initiatives aimed at making the world a better place. Our team felt that working with both complimentary canvases would help GLOT to distil their thinking and help with future planning.

The Impact Canvas

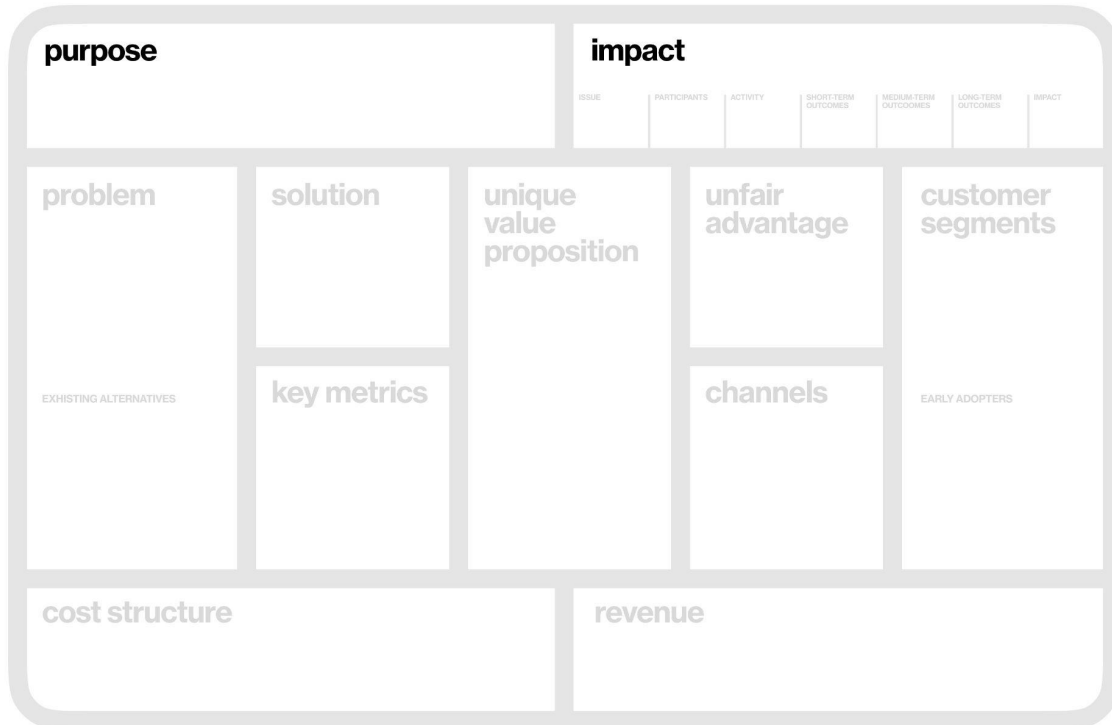


The Stanford Impact Canvas excels in providing clarity and strategic focus. It encourages users to define their mission, vision, and objectives clearly and aligns stakeholders around these

goals. By including impact metrics, it promotes data-driven decision-making, ensuring that projects remain on track toward their intended impact. Its adaptability and iterative nature make it suitable for a diverse range of initiatives, from nonprofit organizations to social enterprises. Furthermore, it serves as an effective communication tool, helping project leaders convey their mission and vision to potential partners, donors, and the wider community.

The Social Lean Canvas

socialleancanvas.com



version major minor patch

 creative commons

On the other hand, the Social Lean Canvas emphasizes a problem-centric approach. It places a strong emphasis on understanding the specific social or environmental challenges an initiative seeks to address. By validating proposed solutions and considering financial sustainability alongside social impact, it ensures that projects are not only well-intentioned but also practical and viable over the long term. Stakeholder mapping is a crucial component, fostering strong relationships with beneficiaries, partners, and supporters. Similar to the Stanford Impact Canvas, it promotes an iterative mindset, encouraging adaptations based on feedback and real-world data.

Both canvases are highly adaptable, making them suitable for various types of initiatives, whether they are nonprofit organizations, social enterprises, community projects, or social entrepreneurship ventures. Additionally, they can be employed as educational tools, helping

individuals and teams learn the best practices for structuring and planning initiatives effectively. Effective storytelling and communication are also integral to both canvases, facilitating engagement with stakeholders, including funders and supporters.

In summary, the Stanford Impact Canvas and the Social Lean Canvas are indispensable tools for individuals and organizations dedicated to driving meaningful social and environmental change. They offer a structured, strategic, and results-oriented approach to problem-solving, solution validation, sustainability, and stakeholder engagement. Their adaptability, versatility, and iterative nature ensure that they are valuable resources for a diverse range of impact-driven initiatives.

Practical application for GLOT

In order to move the above canvases beyond a theoretical exercise for the GLOT team, we arranged a number of workshops with the team to capture the organization's thinking and future plans. We summarized the outcomes of these workshops for GLOT and discussed how these tools can be used by the GLOT team on an ongoing basis.

Takeaways and Recommendations

Based on the insights gained from the canvas workshops, we recommend the following to effectively implement these tools to drive positive change for GLOT:

1. **Clear Objectives and Alignment:** Defining GLOTs' objectives, vision, and mission clearly, ensuring alignment among team members and stakeholders.
2. **Stakeholder Engagement and Feedback:** Actively engaging stakeholders and beneficiaries for insights, and collecting feedback for ongoing improvement.
3. **Data-Driven and Iterative:** Utilizing impact metrics for data-driven decision-making and adopting an iterative approach, adapting based on feedback.
4. **Resource Planning and Sustainability:** Carefully planning resources, including funding and technology, with a focus on financial sustainability.
 - a. Researching funds and grants that align with GLOT's value proposition and unique solution
 - b. Secure funding to implement GLOT in more schools.
 - c. Explore other sources of revenue such as selling play-based resources.

5. **Measurement and Evaluation:** Develop systems for measuring and evaluating impact, identifying key performance indicators (KPIs) and success benchmarks.
6. **Effective Communication and Education:** Leveraging the canvas for effective communication and as an educational tool for team members and stakeholders.
 - a. Updating all communication such as on the website, LinkedIn etc to be consistent with the messaging on the canvas.
7. **Regular Review and Updates:** Periodically review and update the canvas to align with evolving insights and maintain relevance to the organization's goals.

Overall, the effective use of canvas frameworks like the Impact Canvas involves integrating them into your organization's processes, fostering a culture of continuous improvement, and ensuring that they serve as practical tools for planning and achieving meaningful impact.

Deliverable 2- Literature review

Introduction

The objective of this deliverable was to provide an overview of relevant literature related to the key components of GLOT's Literacy+ program: targeted instruction, regular learner assessment, and play-based learning.

The literature review aimed to cohesively synthesize the features of GLOT's program in alignment with principles of inclusive and quality education. This served the purpose of identifying and articulating GLOT's unique value proposition and helping GLOT identify opportunities to better align its programmatic approach with evidence. We focused on contexts and strategies for inclusive and quality education for displaced and migrant children in particular.

Deliverable 2

Although school enrollment and attendance rates increased significantly between the 1980s and 2000 in Colombia from 70% net primary school enrollment in 1985 to 94% in 2000 (UIS, 2020), learning outcomes have not followed suit. In the 2018 Programme for International Student Assessment (PISA), which measures 15-year-olds' abilities in reading, mathematics, and science, Colombian students score lower than the OECD average in all three domains. Only about 50% of students attained at least Level 2 in reading, which indicates the acquisition of technical skills to read and the ability to use reading for learning (OECD, 2019), and 40% of students were low achievers across all three domains: reading, mathematics, and science (PISA, 2018). Moreover, wide disparities persist between advantaged and disadvantaged children, who often lag behind in literacy and numeracy skills; for example, socioeconomically advantaged students outperformed their disadvantaged peers by 86 points in PISA 2018.

In Colombia, this learning crisis is compounded by the large number of displaced and migrant children entering the school system. Due to recent economic hardship and political strife in Venezuela, a record 2.5 million Venezuelans are seeking regular migratory status in Colombia—this number however does not include an additional undetermined number of irregular migrants in the country (UNICEF, 2023). Currently, over half a million Venezuelan refugee and migrant children are enrolled in the school system, which corresponds to 6% of the total enrollment of children in the Colombian education system (UNICEF, 2023).

Additionally, in 2016, the Colombian government reached a peace accord with the Revolutionary Armed Forces of Colombia (FARC), ending a five-decade-long conflict; this led to the demobilization of children from the guerilla group who now face re-integration into civilian society and the education system. Both crises created a record influx of displaced and migrant children.

Displaced and migrant children experience significant gaps in schooling contributing to low literacy and numeracy skills as well as a host of pre- and post-migration challenges (i.e. pre-migration: trauma, loss of family and community networks; post-migration: discrimination, economic instability) that impact social and emotional wellbeing and undermine learning. These pre- and post-migration challenges further amplify existing mental health, learning, and developmental disabilities (e.g., Giraldo, 2023). The prevalence of such disabilities is therefore higher in displaced and migrant learners. However, displaced and migrant learners with disabilities are less likely to be identified because of a lack of access to identification and referral services (e.g., services cease functioning during crises, children move away and lose access). The learning gaps, psychosocial trauma, and higher prevalence of unidentified disabilities that accompany displacement and migration have created an urgent challenge for the Colombian education system.

To generate lasting positive effects on academic performance and close learning gaps between advantaged and disadvantaged children, the education sector must focus on addressing the needs of Colombia's large population of displaced and migrant children. An education that is inclusive, quality, and participatory addresses these needs by promoting cognitive, social, and emotional development and lifelong learning opportunities for all children.

Inclusive, Quality, and Participatory Education with GLOT Literacy+

GLOT's Literacy+ program is a key part of inclusive, quality, and participatory education to meet the needs of Colombia's children. Every child has a right to quality education and learning. Inclusion in education is about ensuring participation and learning for all and is a cornerstone of quality learning environments. GLOT's Literacy+ is designed with three critical elements that align with the principles of inclusive, quality, and participatory education. Literacy+ incorporates a combination of targeted instruction, regular learner assessments, and play-based learning to deliver an evidence-based program for improving literacy and numeracy skills.

Targeted Instruction

One of the consequences of displacement and migration is missed schooling. Displaced and migrant children experience gaps in their learning. Upon resettlement, migrant children (including refugees and internally displaced persons) can lag behind in foundational literacy and numeracy skills relative to their non-migrant peers. Displacement and migration can also delay

a child's first formal education exposure, and delayed age at first formal education exposure is associated with poorer educational outcomes and higher rates of school dropout (e.g. Whitehead et al., in press; Wortsman et al., under review). Classrooms that welcome newly resettled migrant children face the challenge of successfully integrating children with highly heterogeneous academic skills who are additionally coping with the psychosocial impacts of displacement and migration. A one-size-fits-all approach in education is particularly ill-suited for classrooms with greater learner heterogeneity; targeted instruction that matches the learning level of each child rather than their age or grade is an essential component of inclusive and quality education. Acknowledging the individual differences between learners, which are exacerbated by displacement and migration, and each learner's right to education also means acknowledging that learners have a right to targeted instruction.

Teaching students based on learning needs rather than age or grade has been shown to produce significant gains in learning outcomes. In smaller groups, children are taught at their actual literacy and numeracy skill level, with the goal of building foundational skills to advance their learning. Evidence indicates that targeted instruction is one of the most effective education interventions for learners. For example, randomized trials of targeted instruction programs implemented in India, Kenya, and Ghana show positive impacts on learning (Banerjee et al., 2007; Banerjee et al., 2010; Banerjee et al., 2017; Duflo, Dupas and Kremer 2011; Duflo, Kiessel, and Lucas 2020).

Enhance

Targeted instruction programs implemented internationally show positive impacts that range from 0.07 to 0.78 standard deviations. While impacts are positive, there are a range of factors that contribute to the variability in effect sizes. Research examining 8 randomized trials of a targeted instruction program indicates that two key program implementation factors explain most of the variance in reported effects of targeted instruction programs: implementation delivery model (teachers or volunteers) and degree of implementation. Improved implementation and volunteer-based programs were associated with a greater impact on learning (Angrist & Meager, 2023).

GLOT can consider how to ensure and improve the fidelity of implementation of the Literacy+ program and compare program impacts across different delivery models in the future to optimize program effectiveness.

Learner Assessments

Regular learner assessments are a cornerstone of inclusive and quality education. Setting appropriate goals for learning progress requires an accurate understanding of a learner's current learning levels. Regular assessments therefore allow for the effective delivery of

targeted instruction; to match instruction to the learner's level it is important to first establish the learner's level through appropriate assessments and track the learner's progress. Regular assessments help to identify who is and is not participating and learning; hence they are a key part of an inclusive education strategy.

For displaced and migrant children who have experienced gaps in schooling, learner assessments serve to establish the child's learning levels, which may differ substantially from their age or grade. Displaced and migrant children are also less likely start an academic school year at the same time as their non-migrant peers. Rather, they may join a classroom part-way through the year. Regular learner assessments throughout an academic year can therefore capture children's skill levels as they join a classroom.

Enhance

Using established, standardized assessments of learning has several advantages. Standardized assessments allow GLOT (1) to compare their learners and learning gains in the program to other approaches, and (2) establish a measurement culture embedded in their program implementation that could be leveraged for future research and program evaluation initiatives.

Explore

A widely used measure of learning levels incorporated in targeted instruction programs is the [ASER assessment](#). The ASER assessment identifies the child's literacy (e.g. letter, word, paragraph, story) and numeracy (e.g., single-digit and two-digit number recognition, subtraction, division) level. However, a recent evaluation of a literacy and numeracy program showed significant positive impacts on ASER levels, but not on functional literacy and numeracy skills assessed by a more comprehensive assessment (Early Grade Reading and Math Assessment) (Wolf et al., in preparation). It is also important to consider the limitations of a relatively quick level-based assessment such as the ASER and consider the trade-offs between the assessment frequency throughout the duration of the program (e.g. pre- mid- and post-implementation), assessment duration, and assessment comprehensiveness in measuring target skills.

Play-Based Learning

Play-based learning is progressively acknowledged as a significant approach to foster the development of life skills, enhance student involvement, and promote inclusivity within educational settings (Parker, Thomsen, & Berry, 2022). Among child development experts, it is universally accepted that children benefit from play—the evidence for the developmental and learning benefits of play is overwhelming (Whitebread, 2012; Hirsch-Pasek, 2009, 2020). Children across all cultures like to play; this universality and positive characteristics of play suggest that play is key to children's development (Brownlee & Crisp, 2016; Hogg, 2023). Recent evidence using various research techniques, including neuroscientific and physiological

measures, has revealed robust and consistent links between children’s play and their cognitive and emotional development (discussed below).

Literacy+ integration of play-based learning aligns with scientific evidence on the benefits of play for learning and development as well as best practices outlined by leading international child and education organizations.

Play and Cognition

Play supports various cognitive abilities, including reasoning, creativity, and executive functions (see Doebel and Lillard, 2023 for a review). Executive functions are a set of cognitive skills that allow children to shift their attention to relevant information and suppress distractions (both internal and external), manipulate information mentally, and control their impulsive behavior. Because these skills are required to effectively function in a classroom and learn; executive functions strongly support academic achievement (McClelland et al., 2007). Recent research suggests that play provides important opportunities to exercise and strengthen executive functions (e.g. Diamond and Lee, 2011; White and Carlson, 2016). For example, when children engage in pretend play, their executive functions are challenged in multiple ways (e.g., inhibiting playing out of character, remembering their own and others’ roles, and flexibly adjusting to their play partners (Diamond and Lee, 2011).

Play is also thought to foster children’s acquisition of cultural knowledge that supports skill-building and learning. Play allows children to gain familiarity with new objects and situations (Schulz and Bonawitz, 2007; Herzberg et al., 2021), allowing them to build cognitive representations that can scaffold learning. For example, a child who is regularly exposed to numbers and numerical information (including through play) may be more effective at manipulating digits; indeed, when information is more familiar, both children and adults recall and manipulate information more effectively (Brady et al., 2016; Starr et al., 2016).

Play, Social-Emotional Development, and Psychosocial Well-being

Psychosocial wellbeing and social-emotional development are preconditions for learning; while this is true for all children, it is especially true for migrant children (Mariam et al., 2021). Play is one of the most effective means for supporting children’s psychosocial wellbeing. Play allows children to express themselves and establish connections with others. Play helps children navigate their social world and regulate their emotions and behaviors consistent with cultural norms and expectations and is thought to be the primary context for fostering children’s positive peer interactions (Mathieson & Banerjee, 2010). Play supports children in developing the social, emotional, cognitive, and language skills that support building effective peer relationships. Children acquire skills to self-regulate and interact with others, laying a vital groundwork for learning and overall wellbeing. For migrant children, play can also create a sense of normalcy and stability.

Children impacted by crises and conflicts can effectively navigate and make sense of stressful and adverse encounters by engaging in play. Refugee and internally displaced children face elevated symptoms of anxiety, depression, and poor emotional regulation and attention. There is now a wealth of studies, including that link play with improved social-emotional wellbeing. For example, compared to a control group, children who engaged in drama games with elements of pretend play (24 half-hour sessions across eight weeks) showed better emotion regulation outside of play (Goldstein & Lerner, 2018). Play is also linked to a reduction in anxiety and stress in children; relative to a control group, children in a short play intervention (2-5 days) showed a reduction in anxiety and level of the stress hormone cortisol (Al-Yateem & Rossiter, 2017; Potasz et al., 2013).

Explore

Consider the role of caregivers in supporting children through play-based learning. Participating in play-based activities alongside supportive caregivers can ameliorate the enduring negative impacts of displacement and trauma on children, fostering the acquisition of essential skills for their overall wellbeing and success (Mariam et al, 2021).

While integrating caregivers is outside the scope of GLOT's current work, GLOT can consider what role caregivers may have (whether formal or informal) in future versions of the Literacy+ program or other GLOT offerings.

It will be important to consider culturally relevant ways of engaging parents. While parental involvement in education is typically positively linked to children's outcomes, there are cases where increasing parental involvement was causally linked to poorer learning outcomes for children (e.g., Wolf et al., 2022, 2020, 2019a, 2019b).

Takeaways and Recommendations

GLOT's Literacy+ program incorporates teacher training modules to ensure teachers understand and can implement all components of the program successfully. In addition to training on learner assessments, targeted instruction, and overall program implementation, teachers receive training focused on understanding policies for the protection of children and adolescents in the international framework of Human Rights in the Colombian context. The current teacher training eight-module program distributed over 6 weeks can be enhanced to include a focus on play-based learning and inclusive education. A recommendation from the Inter-agency Network for Education in Emergencies (INEE) for inclusive education includes "Make sure someone on the education response team has knowledge of inclusive education and/or is given the responsibility of monitoring inclusion issues." An increased focus on

inclusive education in the teacher training modules would help to better align with recommendations.

Teacher beliefs about play-based learning can vary. Many teachers highlight the role of play in fostering children's comprehensive development across social, emotional, cognitive, and linguistic domains. Many view play as the bedrock for subsequent learning (e.g., Hunter and Walsh, 2014; Pui-Wah and Stimpson, 2004). Nonetheless, some teachers voice uncertainty or skepticism regarding the efficacy of play and play-centered activities in facilitating learning (e.g., Walsh and Gardner, 2006). A meta-synthesis of teacher attitudes about play-based learning found that many teachers consider policy mandates and curricular delivery pressures as obstacles to implementing play-based learning in their classrooms (Bubikova-Moan et al., 2019).

Enhance

Teacher training can be enhanced with a focus on inclusive education and the role of play in learning, particularly for migrant children. This can help to build accountability for inclusive education and help temper negative beliefs about play in the classroom.

Consider reviewing the [INEE pocket guide](#) to inclusive education and guide on creating [Healing Classrooms](#).

Inclusive education with a focus on the experiences of displaced and migrant children must also consider learners with disabilities.

Explore

GLOT can consider how learners with disabilities (assuming few learners will have been identified) will engage with specific program activities. This can include examining how Literacy+ activities (current or planned) can reduce barriers for students with disabilities.

Deliverable 3 Learner Journey Mapping

Introduction

A learner journey map is a graphical representation of a learning pathway that serves as a guide for individuals to navigate their educational journey and reach their intended objectives. It outlines the specific route that learners will undertake in order to successfully accomplish their ultimate learning goals. Research indicates that the utilization of journey mapping has a positive impact on learners by enriching their educational experiences ([Samson, Granath, & Alger, 2017](#), [Prieto-Alvarez, Maldonado, & Shum, 2018](#)). Therefore, creating a learner's journey for the GLOT Literacy+ program allows the organization to map out how learners will move through the program.

Consequently, the Fellows Team allocated a portion of the LEAP Sprint to investigate the various components of the Literacy+ program that pertain to learner engagement. The objective was to assist GLOT Inc. in identifying potential areas for improvement in these processes, which may enhance the overall efficacy of the GLOT Literacy+ program.

The implementation of a well-defined learner's journey offers a targeted methodology for the program, hence enhancing the likelihood of success and improving the overall learning outcomes. Also, the graphical depiction of the learner's progression serves as a means for partners or funders to gain a comprehensive understanding of the GLOT Literacy+ program.

According to [Meyer et al. \(2015\)](#), empirical evidence supports the necessity of using a learning journey map in order to effectively steer the development of classroom practices through time. While [Archambault and Masunaga \(2015\)](#) posit that a learning roadmap assists in the process of identifying gaps in instructional programs.

By constructing a learner journey map, the Fellows Team aimed to acquire a more comprehensive view of the entire learning process from the perspective of a participant engaged in the Literacy+ program. The learner's journey encompasses the many processes, interactions with the program, and milestones.

The objective of the Learner journey mapping is to:

- Recognise and assess potential avenues for GLOT Inc. to augment learner engagement and enhance learning outcomes through their programming.

- Develop a tool that can be modified and employed by GLOT Inc. during its discussions with potential partners and funders to visually represent the essential interactions of the students participating in the program.

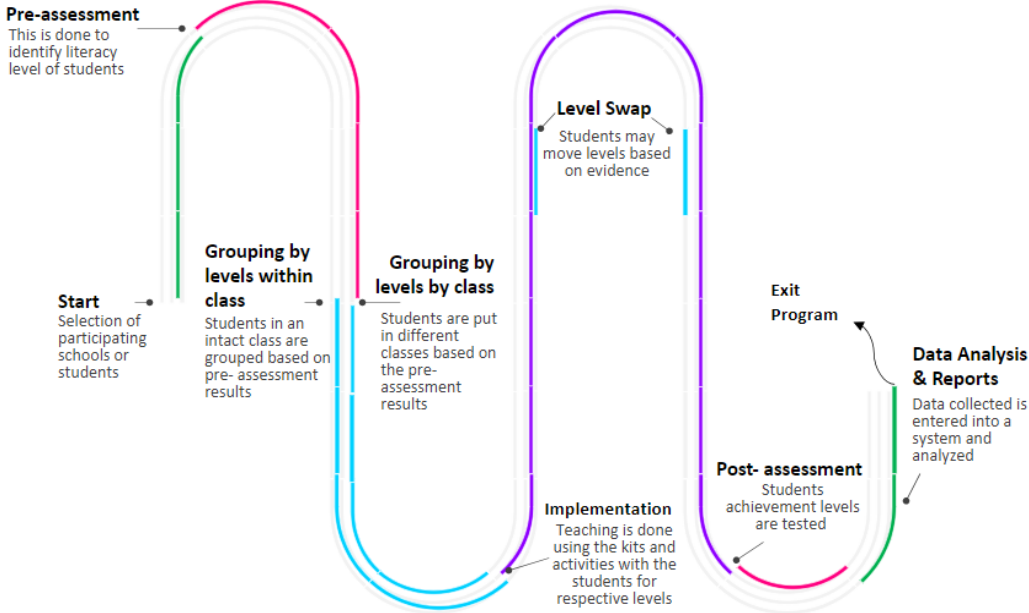
Deliverable 3

The Learner journey map, a visual representation of the learning route that learners take through the GLOT Literacy+ program, was completed in two phases

1. **Learner Journey (at present):** Outlining the key program interactions, touchpoints and milestones, in the most recent Literacy+ program pilot (2021)
2. **Learner Journey (future):** Outline of the key program interactions, touchpoints and milestones, with additional evidence-based recommendations for GLOT Inc. to consider for future iterations of the program

Learning Journey – GLOT Literacy+ (at present)

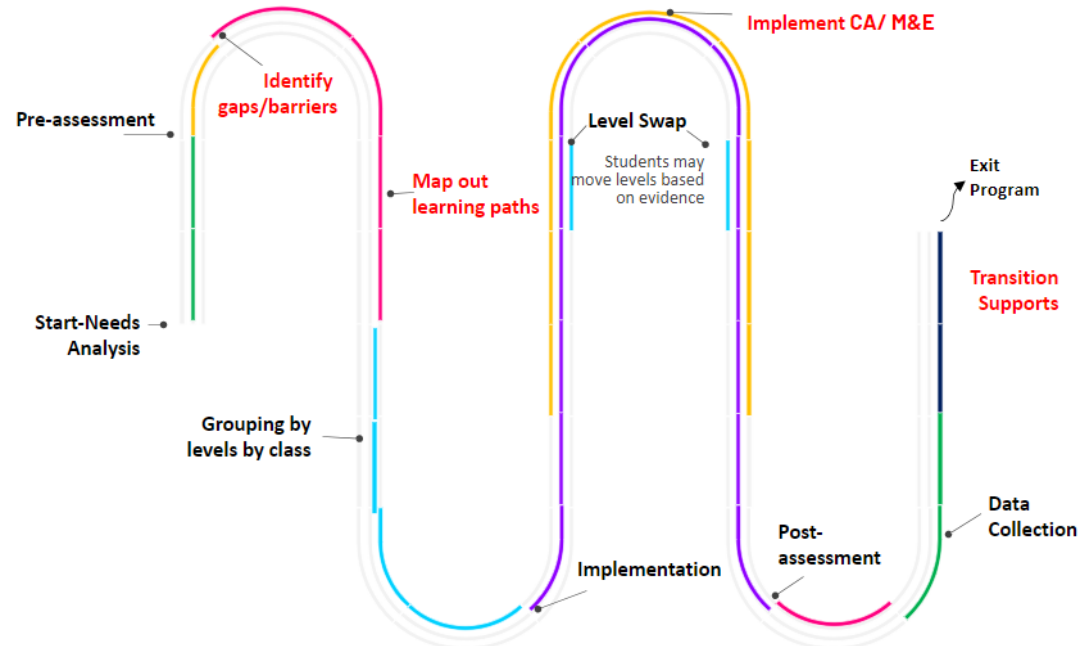
A learning path is a route that learners take through a learning program



Milestones	
Start	<ul style="list-style-type: none"> • Selection of participating schools or students • Signing of the MoU with the school that covers children's privacy policies and safeguarding.
Grouping	<p>Groupings: Based on pre-assessment, placed into the various levels. No information on needs or displacement status</p> <ul style="list-style-type: none"> • Grouping by levels within class: Students in an intact class are grouped based on pre- assessment results. • Grouping by levels by class: Students are put in different classes based on the pre- assessment results
Assessment	<p>Assessment is done at the beginning and end of the intervention using the 2 out of 3 rule</p> <ul style="list-style-type: none"> • Pre-assessment: This is done to identify competency level of students at the beginning of the program • Post assessment: Students achievement levels are tested at the end of the program.
Implementation	<ul style="list-style-type: none"> • Each group level is engaged based on the activity guidelines of the literacy kit for that specific level • Grade level curriculum is put aside for some time each day, so that instruction can start at the level of the child.

Learning Journey – GLOT Literacy+ (future)

this maps out how learners will move through your program



Milestones	
Start-Needs Analysis	
Pre-assessment	
Identify gaps/barriers	
Map out learning paths	
Grouping by levels by	
Implementation	
Implement CA/M&E	
Post- assessment	
Data Collection	
Transition Supports	
Parents and Community engagement	
Trauma-Informed Support and Basic Needs	

*Parents and Community engagement *Mental Health and Psychosocial Support and Basic Needs

Milestones

Start

- Selection of participating schools or students
- Signing of the MoU with the school that covers children's privacy policies and safeguarding.

Recommendation

- **Parents and Community engagement** Involve parents and the broader community in the education process. Seek their input and support.
- **Trauma-Informed Support and Basic Needs** Recognize and address potential trauma experienced by displaced or immigrant children. Provide a safe and supportive learning environment.

Grouping

Groupings: Based on pre-assessment into The various levels. No information on needs or displacement status

- **Grouping by levels within class:** Students in an intact class are grouped based on pre- assessment results.
- **Grouping by levels by class:** Students are put in different classes based on the pre- assessment results

Recommendation

- **Identify gaps/Learning barriers** Identify any gaps in their education and potential barriers to learning.

Assessment

Assessment is done at the beginning and end of the intervention using the 2 out of 3 rule

- **Pre-assessment:** This is done to identify competency level of students at the beginning of the program
- **Post assessment:** Students achievement levels are tested at the end of the program.

Recommendation

- **Implement Continuous Assessment /Monitoring & Evaluation** Implement a system for regular assessment of student progress and program effectiveness. Conduct formative assessments to monitor skill acquisition Regularly track and evaluate learner progress.

Literacy Kit Implementation

- Each group level is engaged based on the activity guidelines of the literacy kit for that specific level
- Grade level curriculum is put aside for some time each day, so that instruction can start at the level of the child.

Recommendation

- **Map out learning paths.** Develop a curriculum that is flexible, adaptive, and tailored to the specific needs of the learners/Levels. Design personalized learning plans based on assessment results. Focus on essential skills and knowledge that are relevant to their immediate circumstances. Integrate culturally relevant content and activities to engage diverse learners.

Explore:

- **Transition Supports for displaced children.** Plan for the eventual transition of learners into formal education systems or other vocational training opportunities where possible, in collaboration with other stakeholders.
- **Learner feedback.** Distilling key insights from learner feedback on their experience during the learning journey , for program review.

Takeaways and Recommendations

Takeaway: This learning map can be customized to fit the different contexts of the program implementation.

Recommendations

Continuous Assessment: One of the main recommendations that could have a major short-term impact on the Glot Literacy+ program is implementing Continuous Assessment, a system for regular assessment of student progress within the implementation period. Studies

suggest that regular assessments positively affect learning growth, help diagnose learner problems and improve teaching strategies, and monitor progress in various educational settings. ([Slack,1998](#), [Norman et al, 2010](#), [Saini et al 2021](#)).

GLOT Inc. may consider using progress tests that are administered periodically. These tests can provide objective and cumulative feedback to students with the aim of improving learning outcomes. Additionally, progress tests can identify a specific subset of students who may need additional remedial support in their learning journey or be used as a justification for level swap.

Parents and Community Engagement: Actively involving parents and the broader community in the GLOT Literacy+ program can foster a sense of belonging and ensure program sustainability. Having information sessions can empower parents and caregivers to take an active role in their children's education. Engaging with parents or guardians can also help in gathering insights on the child's learning style and preferences.

Mental Health and Psychosocial Support: As mentioned in Deliverable 2, it is important to recognize the potential distress that displaced learners may experience, and therefore introduce mental health and psychosocial support to create a nurturing learning environment and support students' overall wellbeing ([Avery et al](#)). There would be a need to train teachers in mental health and psychosocial support approaches and implement strategies to mitigate the impact of distress and adverse events on learning (see Explore in [Deliverable 4](#)). There could also be collaborations with social workers or counselors to provide counseling and support services as needed.

Further Reading:

- [INEE Guidance Note on Psychosocial Support](#)

Explore:

Identify Gaps/ Learning Barriers: Aside from the literacy and numeracy skill level assessed at the beginning of the program, GLOT may consider conducting a comprehensive Needs Assessment to identify gaps in the education of the displaced children. This may include assessing their background, prior education, language proficiency, and any disruptions caused by displacement. This would help in identifying any potential learning barriers such as language differences, cultural adjustments, or emotional challenges resulting from displacement. And then put plans in place to mitigate these barriers.

Include Feedback of Participants: GLOT may also look at establishing mechanisms to collect feedback from participants. Either focus group discussions, individual interviews, or a combination to understand the experiences and perspectives of learners and parents. And

use this feedback to make programmatic adjustments, address concerns, and continuously improve the quality of the literacy and numeracy program.(Prieto-Alvarez, Maldonado, & Shum. 2018)

Transition Support: GLOT may want to explore the possibility of developing a transition plan to smoothly integrate the learners (Displaced Children) into formal education systems or other long-term educational opportunities. This may be done in collaboration with local schools, educational authorities and counseling providers to help students explore viable pathways beyond the program and ensure a seamless transition.

Deliverable 4 - Teacher Journey Mapping

Introduction

It is widely recognized that teachers are the most important school-related factor affecting student learning (OECD, 2015; Richardson, 2018; UNESCO, 2023). Given teachers' integral role in improving student learning outcomes, the Fellows Team decided to create a teacher journey mapping to gain a deeper understanding of the end-to-end learning experience through the lens of a teacher involved in the Literacy+ program. The teacher journey maps out skills gained by the teacher over time, along with key stakeholder and program interactions, touchpoints, milestones, and opportunities. The goal of this teacher journey mapping is to:

- Provide a tool that GLOT Inc. can adapt and utilize in its engagements with prospective partners and funders to illustrate the key program interactions, touchpoints, milestones, and opportunities for teachers within the program
- Identify and analyze opportunities for GLOT Inc. to enhance teacher training and support in future iterations of their programming

Additionally, a key component of Literacy+ is the ongoing support teachers receive from GLOT mentors. In recent years, donors and implementers in the education development and humanitarian spaces have increasingly utilized teacher coaching and mentoring in their programs. While the research is evolving, there is evidence that teachers find this ongoing support valuable and that it can result in improved teaching (Burns, 2022). At the same time, however, “coaching only works if it is conceptualized, designed and implemented well” (Burns, 2020). Considering the current state of coaching interventions across the sector and the potential draw for partners and funders, the Fellows Team found it relevant to explore mentors' role in Literacy+ with the goal of leveraging existing evidence to further strengthen ongoing support to teachers.

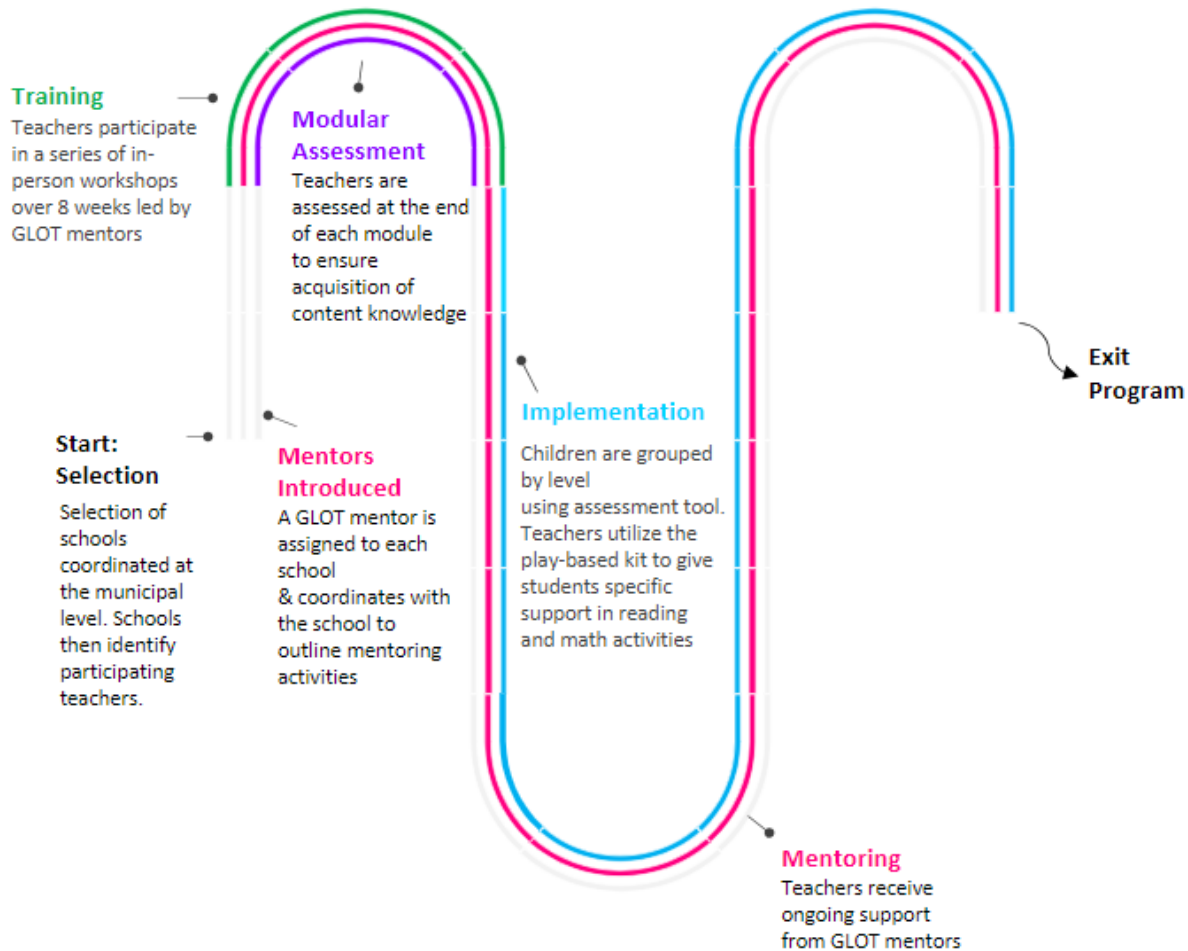
Deliverable 4

The teacher journey map was completed in two phases (see Annexes for complete visuals):

- **Teacher Journey (at present):** A visual representation and outline of the key program interactions, touchpoints, milestones, and opportunities in the most recent Literacy+ program pilot (2021)
- **Teacher Journey (future):** A visual representation and outline of the key program interactions, touchpoints, milestones, and opportunities **with additional**

evidence-based recommendations for GLOT Inc. to consider for future iterations of the program

Teacher Journey: GLOT Literacy+ (at present)



Milestones (at present)

Training

- GLOTs mentors train teachers in the Literacy+ methodology and its application in the classroom via 6 virtual or in-person workshops and through asynchronous content.

- Training modules cover: an introduction to the Literacy+ program, an introduction to targeted instruction, the Sustainable Development Goals, Child Protection, strategies for teaching literacy and numeracy by level, and classroom implementation.

Mentoring

- GLOT mentors support the planning, evaluation, and implementation for 2 months through periodic follow-ups, both in-person and virtual, school visits, and classroom observations.
- Eligibility requirements for mentors include a Bachelor's degree in a relevant field and teaching experience and/or experience in a related area (e.g., pedagogy, curriculum, etc.).

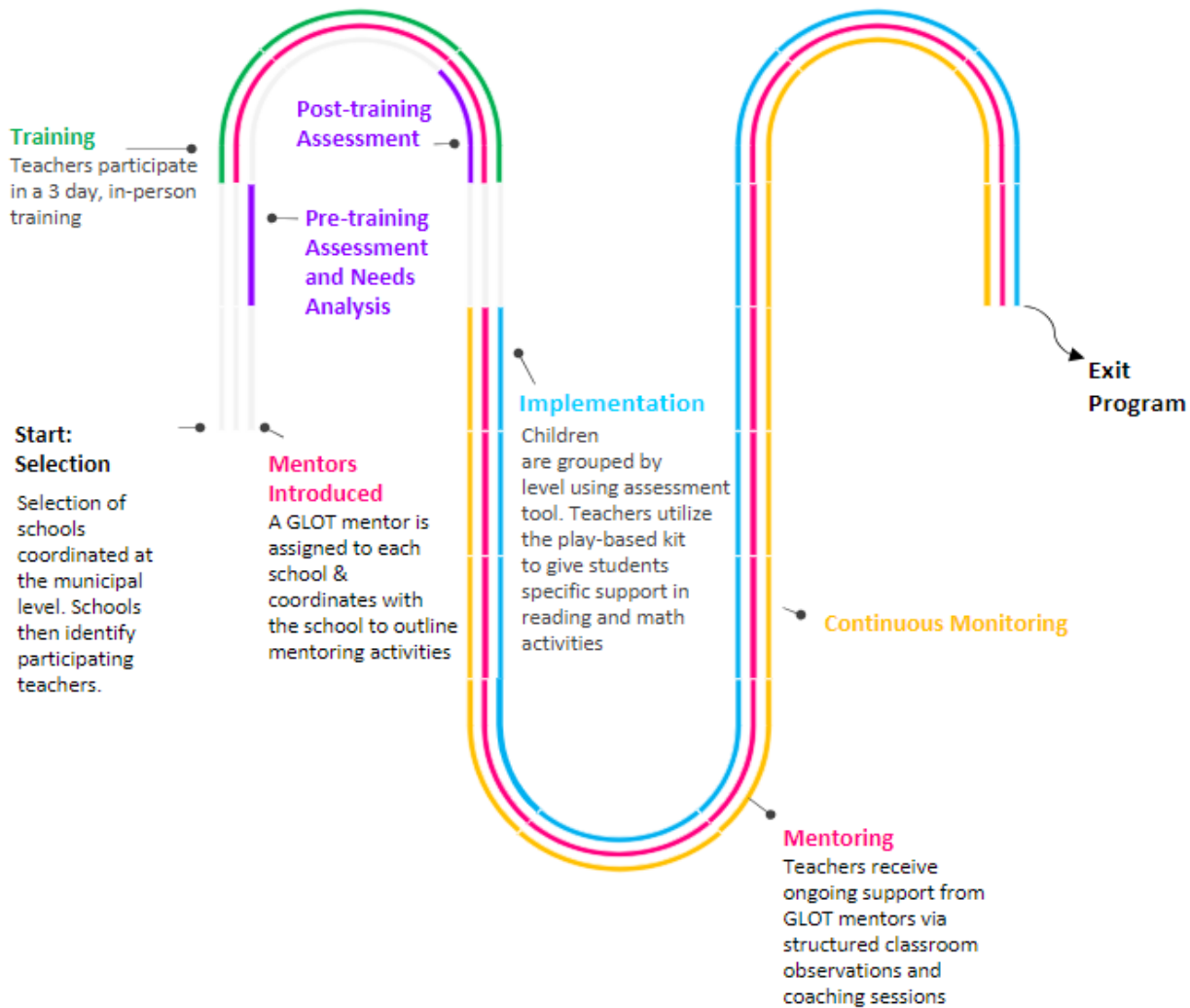
Assessment

- Evaluation occurs at the end of each module to ensure teachers have a sufficient understanding of the topics covered and have met the learning objectives.

Implementation

- Grade level curriculum is put aside for some time each day, so that instruction can start at the level of the child. Recommended that teachers implement the kit activities during 2 hours of dedicated class time per day (1 hour of mathematics and 1 hour of reading).

Teacher Journey – GLOT Literacy+ (future)



Milestones & Recommendations (future)

Training

- Training is exclusively in-person, highly interactive, teacher-centered, and emphasizes peer learning and collaboration.
- **Recommendation:** Emphasize modeling and practice-based learning with activities such as

simulations and role-playing with the play-based kit and targeted instruction strategies, overseen by GLOT mentors

Mentoring

- GLOT mentors support the planning, evaluation, and implementation through scheduled school visits, structured classroom observations, and dedicated coaching sessions with teachers to discuss successes and challenges, set goals, and plan.
- **Recommendation:** Develop standard mentor protocols and milestones. Elements such as classroom observations and coaching sessions could follow a structured timeline at the beginning of implementation and transition to needs-based, based on teachers' comfort with the methodology.

Assessment

- **Recommendation:** Integrate pre- and post-training assessments to allow teachers to self-assess their learning and to measure targeted, core skills and concept acquisition. Conduct a needs analysis based on the pre-training assessment to understand learning gaps, adjust the modules based on teachers' needs, and identify opportunities for practice-based learning. Post-training assessment could involve a micro-teaching activity, overseen by GLOT mentors, to ensure teachers have acquired targeted skills and are comfortable implementing in the classroom.

Monitoring

- **Recommendation:** Integrate continuous monitoring through classroom observations conducted by GLOT mentors to monitor implementation fidelity and teachers' proficiency in targeted instruction and utilizing the kit
- **Recommendation:** Develop a standardized observation tool (e.g. checklist, rubric with monitoring indicators) for GLOT mentors to use during classroom observations

Takeaways and Recommendations

Grounded in available evidence and ongoing consultation with the Project Host, the Fellows team identified four key areas through which to explore opportunities to enhance the teacher journey in the Literacy+ program:

Training

This recommendation builds on earlier recommendations made during an independent evaluation of the Literacy+ pilot program in 2021 – to keep teacher training “short (~3 days), intensive, hands-on/practical, and in-person.” Evidence has shown that when

teachers receive little instruction in the practical applications of teaching and little supervised instruction and feedback in teaching, a large gap between theory and actual classroom practice can be created (Reiser, 2013). By emphasizing practice-based learning and opportunities to model strategies for targeted instruction during the training, GLOT can provide teachers with opportunities to reflect on and work through what implementing this methodology will look like in their own practice and classrooms.

Mentoring¹

The Inter-agency Network for Education in Emergencies (INEE) report [*Where It's Needed Most: Quality Professional Development for All Teachers*](#) notes: “The research on ongoing support as a driver of teacher change is clear (Joyce & Showers, 1980; Showers & Joyce, 1996). Teachers who receive on-the-job support, guidance and feedback from an external support person or peers practice new skills and strategies more frequently, apply them more appropriately and adopt a more diverse range of instructional practices than teachers who do not receive such support (Showers & Joyce, 1996). Simple support strategies, such as teacher observation and feedback by a skilled educator, have been shown to positively influence teacher practice and motivation (OECD, 2009).”

Considering that teachers involved in the Literacy+ program are learning and applying a teaching methodology that is likely new to them, GLOT mentors play an integral role throughout the teacher journey in ensuring teachers are well-supported and avoid common barriers to effective implementation (see box to the right). GLOT mentors are recruited using specific eligibility criteria (e.g. Bachelor's degree in a relevant field and teaching experience and/or experience in a related area (e.g., pedagogy, curriculum, etc.) which provides a strong foundation for providing effective ongoing support. **This recommendation focuses on developing standard mentor protocols and milestones for mentoring activities such as classroom observations and coaching sessions.** In previous iterations of the program, GLOT mentors had flexibility to have a more active or passive relationship to the

Common barriers to implementation

- **Leakage** – teachers who do not transfer learning from a “training” to their classroom;
- **Poor fidelity of implementation** – teachers who implement what they have learned but do so poorly or haphazardly or with poor quality;
- **Relapse or recidivism** – teachers who may implement what they have learned initially but quickly revert to “old” ways.

(Burns and Lawrie, 2015)

¹ [“Coaching” and “mentoring” may be used synonymously in international development. However, coaching is a technical relationship—an intensive method of directing, instructing, empowering, and guiding teachers to achieve a particular goal or develop a set of specific skills sustained over a longer period. A coach can be an external expert or another teacher (Killion & Harrison, 2008).

Mentoring is often more developmental, short term, and less technically intensive than coaching. Mentors may be older, more experienced teachers, who listen, guide and support new teachers trying to “learn the ropes”] (Burns, 2020). While GLOT uses the term “mentor,” the type of support these mentors provide in the context of the Literacy+ program is closer to that of coaches.

teachers they mentored. While it is important for coaches to provide individualized support to their teachers, experience shows that having systems and procedures in place to guide observation-related activities can help improve the reliability of data gathered and ground observation inferences in teachers' performance, as opposed to possibly being influenced by faulty instrumentation or *ad hoc* procedures (Burns, 2022). In future iterations of the Literacy+ program, GLOT Inc. may consider developing standard mentor protocols that provide mentors with guidance on things such as:

- The frequency and timing of classroom observations (When exactly during the program should they occur and how often?)
- What happens before, during and after an observation? (e.g., pre- and post-conversations, follow up). This might include scripts and scaffolds to guide observer and teacher conversations
- The in-class observation (where do observers sit? how long do they observe?)
- What is the system for collecting, analyzing and reporting observation data? Do teachers know how data will be used? (Burns, 2022).

Another area of exploration for the Project Host, contingent on available funding and internal capacity, is integrating coaching sessions as a standard mentoring activity — dedicated sessions for mentors to meet with teachers to workshop and discuss challenges, success, set and revisit goals, and plan future activities. Elements such as coaching sessions could follow a structured timeline at the beginning of implementation and transition to needs-based, based on teachers' comfort with the methodology.

Assessment

Evidence shows that, among other characteristics, successful teacher professional development programs focus on the specific needs of teachers and their students as identified by teachers (Burns and Lawrie, 2015). **This recommendation focuses on integrating pre- and post-training assessments to allow teachers to self-assess their learning and to measure targeted, core skills and concept acquisition.** This would include conducting a needs analysis based on the pre-training assessment to understand learning gaps, adjust the modules based on teachers' needs, and identify opportunities for practice-based learning. Post-training assessment could involve a micro-teaching activity, overseen by GLOT mentors, to ensure teachers have acquired targeted skills and are comfortable implementing in the classroom.

Monitoring

This recommendation is closely linked to the recommendation above related to mentoring, with a stronger focus on integrating continuous monitoring through

classroom observations conducted by GLOT mentors to monitor implementation fidelity and teachers' proficiency in targeted instruction and utilizing the play-based kit. As GLOT Inc., seeks to further scale its program, monitoring implementation fidelity and how teachers are using the kit can help capture valuable insights to continue to inform implementation and ensure any results, such as improved learning outcomes, are being properly attributed to the intervention.

Additionally, this recommendation includes developing a standard observation tool (e.g. checklist, rubric with monitoring indicators) for GLOT mentors to use during classroom observations.

For examples of observation tools see:

- Teacher Observation and Giving Feedback tool and Mentor Observation tool, in the Tools for Teachers and Teacher Educators file, starting on page 19 - IRC Creating Healing Classrooms ([link](#))
- Early Play-based Learning: Practice Implementation Checklists - Early Years Research Lab ([link](#))

Explore

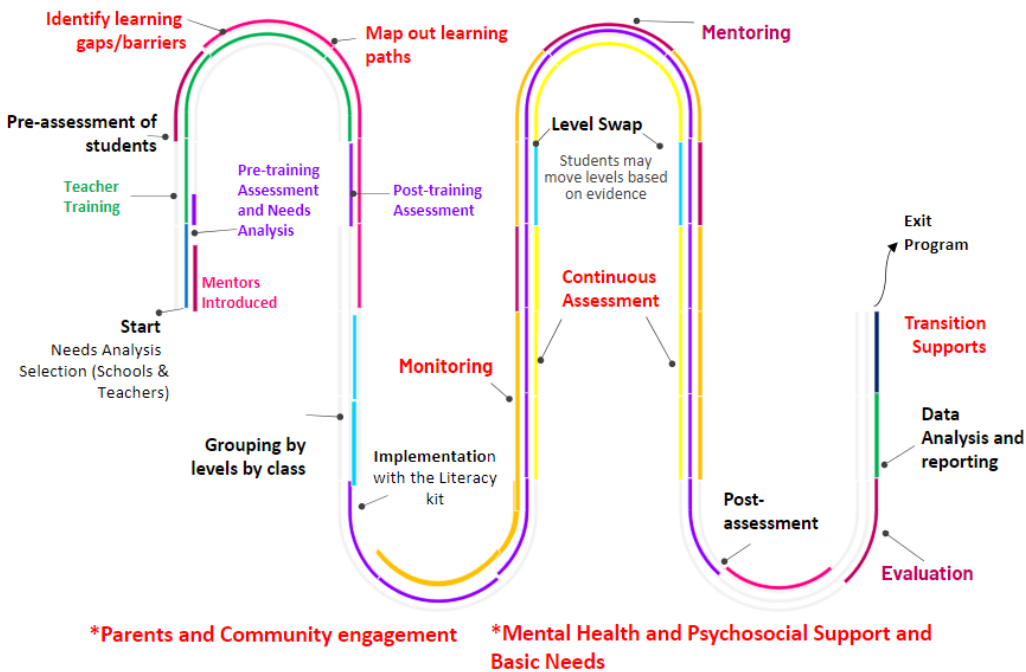
- **Including additional content in the mentor and teacher training on the purpose, process, and protocols for mentor activities** such as classroom observations, in light of the above recommendations linked to mentoring and monitoring. The goals of adding this to the existing training material would be to: 1) create clear expectations and awareness among teachers on how they will interact with mentors and 2) ensure mentors are prepared with the proper mindsets and strategies to empower and support teachers. Clearly defining the mentor's role as a supporter, as opposed to an evaluator, is key to creating a mentor/teacher relationship built on trust and fostering an environment of professional growth (Burns, 2022). Such a module on classroom observation could help to reinforce the idea that “though monitoring is part of coaching, it should be for purposes of improvement, not compliance. And though assessment is part of coaching, it should be formative rather than summative.” (Burns, 2020). Moreover, this content could cover other topics related to coaching support such as how to provide positive feedback, how to avoid bias in classroom observations, how to write an evidence-based observational summary, or strategies to help teachers self-identify areas for improvement and goals.
 - **Further reading**
 - GPE blog series - [Instructional coaching's magical thinking problem - or 8 threats to coaching; The traps of donor-funded coaching ... and what to do about them; Improving classroom observations to better support; Can virtual coaching be an effective substitute for in-person coaching?](#)

GLOT Literacy Kit+ Program Journey

Program Journey (future): Outline of the key program interactions for learners, teachers and mentors. The touchpoints and milestones, with the additional evidence-based recommendations for GLOT Inc. to consider for future iterations of the program.

GLOT Literacy+ Program Journey

(A combination of the Learners and Teachers Journey)



LEARNER JOURNEY	TEACHER JOURNEY
need analysis	Selection (Schools /Teachers)
Competency assessment	Pre training assessment
Identify learning gaps/barriers	Training
Map out learning paths	Post training assessment
Learning with Literacy kits	Teaching with Literacy kit
Continuous assessment	Monitoring/Mentoring
Post Assessment	Evaluation
Transition support	Transition Support
Parents and Community engagement	
Mental Health and Psychosocial Support and Basic Needs	
Data Analysis and Reporting	

Deliverable 5 - Future recommendations

Introduction

Deliverable 5

GLOT, through the Literacy+ program, has developed an intervention that helps improve literacy and numeracy for children and adolescents. The Fellows Team has prepared some evidence-based recommendations with the aims of helping GLOT grow its impact and its unique value proposition, making GLOT more attractive to potential investors and funders, and strengthening the effectiveness of its learning solution. These recommendations cover the breadth of GLOT's Literacy+ program — social impact strategy, learner content, and teacher content. However, the Fellows Team recognizes that how GLOT chooses to prioritize these recommendations moving forward may depend on factors such as available funding, organizational capacity, values, and immediate need.

Takeaways and Recommendations

Recommendations related to GLOT's social impact strategy ([Deliverable 1](#))

- Clearly define GLOTs' objectives, vision, and mission, ensuring alignment among team members and stakeholders.
- Actively engaging stakeholders and beneficiaries for insights, and collecting feedback for ongoing improvement.
- Utilizing impact metrics for data-driven decision-making and adopting an iterative approach, adapting based on feedback.
- Carefully planning resources, including funding and technology, with a focus on financial sustainability.
- Researching funds and grants that align with GLOT's value proposition and unique solution.
- Securing funding to implement GLOT in more schools.

- Establish an Advisory Board to provide guidance, support and governance to GLOT.
- Developing systems for measuring and evaluating impact, identifying key performance indicators (KPIs) and success benchmarks.
- Leveraging the canvas for effective communication and as an educational tool for team members and stakeholders.
- Updating all communication such as on the website, LinkedIn etc to be consistent with the messaging on the canvas.
- Periodically reviewing and updating the canvas to align with evolving insights and maintain relevance to the organization's goals.

Recommendations related to Learners and Program Content

Learner Assessment

- Use established standardized assessments of learning to compare GLOT beneficiaries and their learning gains to other approaches and establish measurement protocols that could be leveraged for future research and program evaluation initiatives ([Deliverable 2](#))
- Consider incorporating in-depth assessments of literacy and numeracy beyond skill groups, but rather functional literacy and numeracy skills ([Deliverable 2](#))
- Consider the tradeoffs between frequency, duration, and quality/comprehensiveness of assessments to ensure learners are effectively assessed and program impact is tracked ([Deliverable 2](#))
- Introduce continuous assessment, a system for regular assessment of student progress within the implementation period of the GLOT Literacy+ program. ([Deliverable 3](#))

Inclusive education

- Consider how learners with disabilities will engage with specific program activities. This can include examining how Literacy+ activities (current or planned) can reduce barriers for students with disabilities ([Deliverable 2](#))
- Actively involve parents and the broader community in the GLOT Literacy+ program to foster a sense of belonging and ensure program sustainability ([Deliverable 3](#)). Consider culturally relevant ways of engaging parents to avoid unintended negative effects ([Deliverable 2](#))

- Introduce students' wellbeing, mental health and psychosocial support to create a nurturing learning environment and implement strategies to mitigate the impact of distress and adverse events on learning. ([Deliverable 3](#))

Recommendations related to Teachers and Teacher Training Content

Training

- Emphasize modeling and practice-based learning with activities such as simulations and role-playing with the play-based kit and targeted instruction strategies, overseen by GLOT mentors ([Deliverable 4](#)).
- Enhance teacher training with a focus on inclusive education and the role of play in learning, particularly for migrant children. This can help to build accountability for inclusive education and help reduce potential negative beliefs about play in the classroom ([Deliverable 2](#)).

Assessment

- Integrate pre-and post-training assessments to allow teachers to self-assess their learning and to measure targeted, core skills and concept acquisition. Conduct a needs analysis based on the pre-training assessment to understand learning gaps, adjust the modules based on teachers' needs, and identify opportunities for practice-based learning. Post-training assessment could involve a micro-teaching activity, overseen by GLOT mentors, to ensure teachers have acquired targeted skills and are comfortable implementing in the classroom ([Deliverable 4](#))

Monitoring

- Integrate continuous monitoring through classroom observations conducted by GLOT mentors to monitor implementation fidelity and teachers' proficiency in targeted instruction and utilizing the kit ([Deliverable 4](#))
- Consider how to ensure and improve the fidelity of implementation and compare program impacts across variations in delivery models (e.g. with or without greater mentor involvement) ([Deliverable 2](#))
- Develop a standardized observation tool (e.g. checklist, rubric with monitoring indicators) for GLOT mentors to use during classroom observations ([Deliverable 4](#))

Recommendations related to Mentors

- Develop standard mentor protocols and milestones. Elements such as classroom observations and coaching sessions could follow a structured timeline at the beginning of implementation and transition to needs-based, based on teachers' comfort with the methodology ([Deliverable 4](#)).

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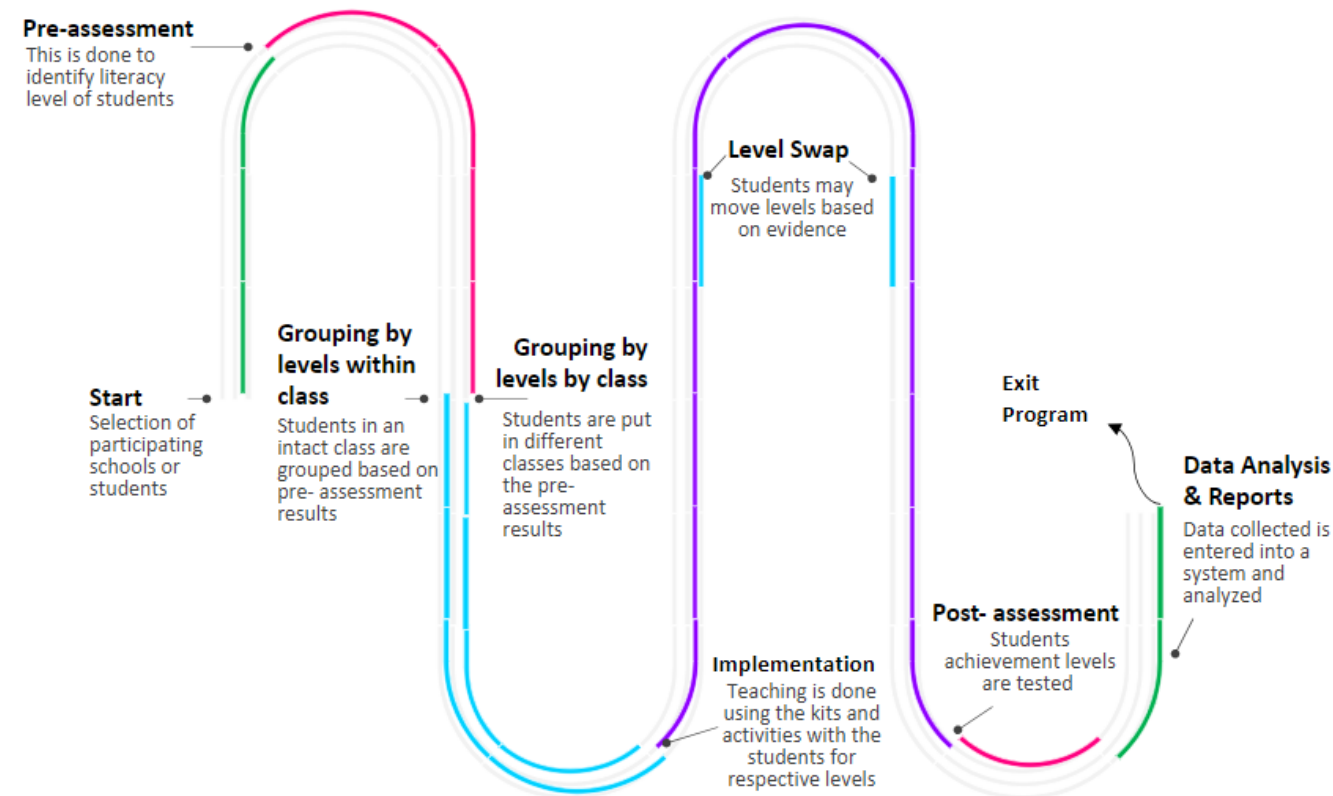
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Annex: Learner Journey Map

Learning Journey – GLOT Literacy+ (at present)

A learning path is a route that learners take through a learning program



Milestones

Start

- Selection of participating schools or students
- Signing of the MoU with the school that covers children's privacy policies and safeguarding.

Grouping

Groupings: Based on pre-assessment, placed into the various levels. No information on needs or displacement status

- **Grouping by levels within class:** Students in an intact class are grouped based on pre- assessment results.
- **Grouping by levels by class:** Students are put in different classes based on the pre- assessment results

Assessment

Assessment is done at the beginning and end of the intervention using the 2 out of 3 rule

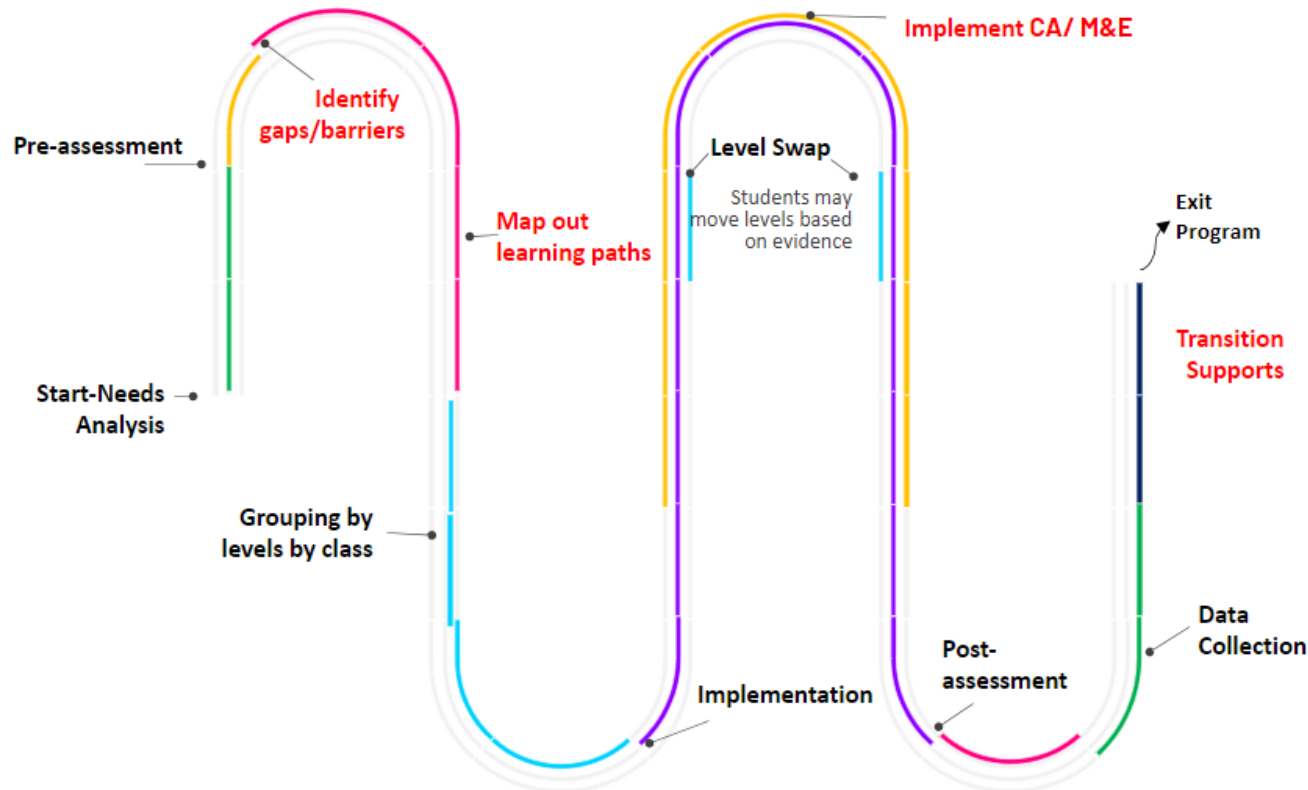
- **Pre-assessment:** This is done to identify competency level of students at the beginning of the program
- **Post assessment:** Students achievement levels are tested at the end of the program.

Implementation

- Each group level is engaged based on the activity guidelines of the literacy kit for that specific level
- Grade level curriculum is put aside for some time each day, so that instruction can start at the level of the child.

Learning Journey – GLOT Literacy+ (future)

this maps out how learners will move through your program



*Parents and Community engagement

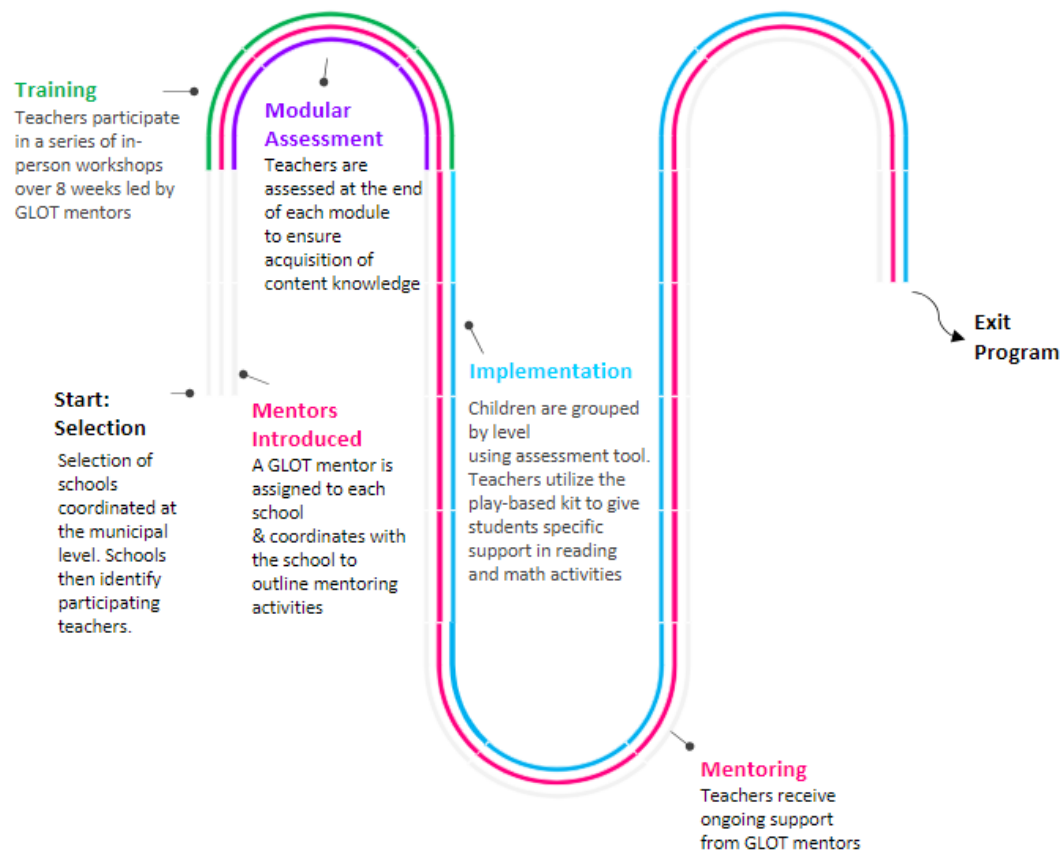
*Mental Health and Psychosocial Support and Basic Needs

Milestones

- Start-Needs Analysis
- Pre-assessment
- Identify gaps/barriers
- Map out learning paths
- Grouping by levels by
- Implementation
- Implement CA/M&E
- Post- assessment
- Data Collection
- Transition Supports
- Parents and Community engagement
- Trauma-Informed Support and Basic Needs

Annex: Teacher Journey Map

Teacher Journey: GLOT Literacy+ (at present)



Milestones

Training

- GLOTs mentors train teachers in the Literacy+ methodology and its application in the classroom via 6 virtual or in-person workshops and through asynchronous content.
- Training modules cover: an introduction to the Kit Literacy+ program, an introduction to targeted instruction, the Sustainable Development Goals, Child Protection, strategies for teaching literacy and numeracy by level, and classroom implementation.

Mentoring

- GLOT mentors support the planning, evaluation, and implementation for 2 months through periodic follow-ups, both in-person and virtual, school visits, and classroom observations.
- Eligibility requirements for mentors includes a Bachelor's degree in a relevant field and teaching experience and/or experience in a related area (e.g., pedagogy, curriculum, etc.).

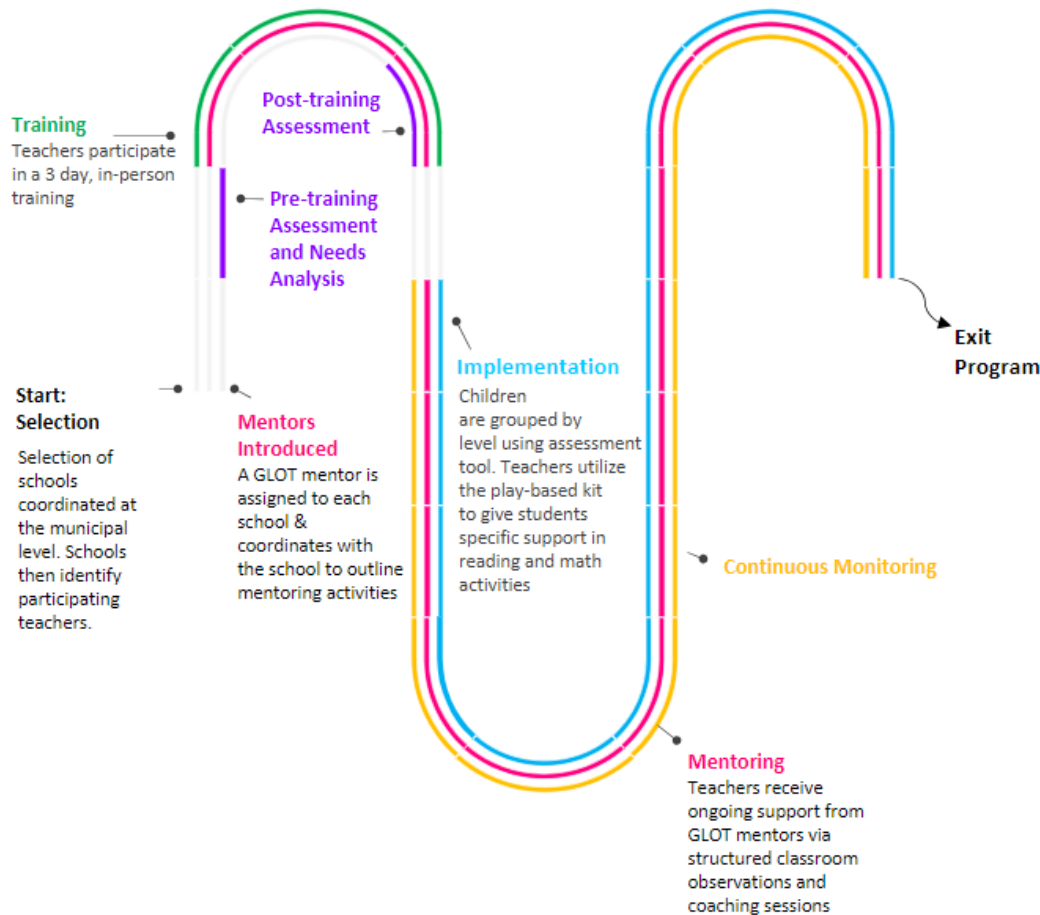
Assessment

- Evaluation occurs at the end of each module to ensure teachers have a sufficient understanding of the topics covered and have met the learning objectives.

Implementation

- Grade level curriculum is put aside for some time each day, so that instruction can start at the level of the child. Recommended that teachers implement the kit activities during 2 hours of dedicated class time per day (1 hour of mathematics and 1 hour of reading).

Teacher Journey – GLOT Literacy+ (future)



Milestones & Recommendations

Training

- Training is exclusively in-person, highly interactive, teacher-centered, and emphasizes peer learning and collaboration.
- **Recommendation:** Emphasize modeling and practice-based learning with activities such as simulations and role-playing with the Literacy Kit+ and targeted instruction strategies, overseen by GLOT mentors

Mentoring

- GLOT mentors support the planning, evaluation, and implementation through scheduled school visits, structured classroom observations, and dedicated coaching sessions with teachers to discuss successes and challenges, set goals, and plan.
- **Recommendations:** Develop standard mentor protocols and milestones. Elements such as classroom observations and coaching sessions could follow a structured timeline at the beginning of implementation and transition to needs-based, based on teachers' comfort with the methodology

Assessment

- **Recommendation:** Integrate pre- and post-training assessments to allow participants to self-assess their learning and measure targeted core skills and concept acquisition. Conduct a needs analysis based on the pre-training assessment to understand learning gaps, adjust the modules based on teachers' needs, and identify opportunities for practice-based learning. Post-training assessment could involve a micro-teaching activity to ensure teachers have acquired targeted skills and are comfortable implementing in the classroom

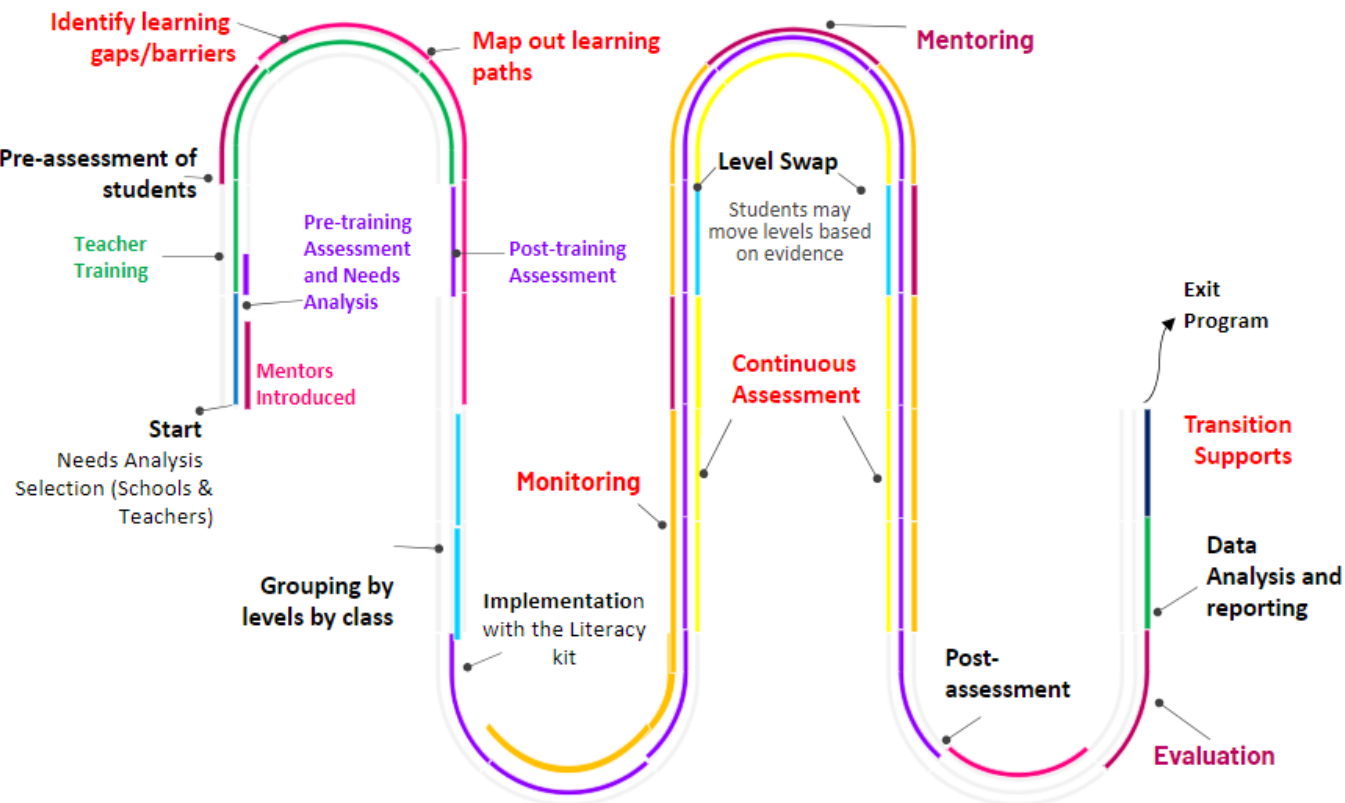
Monitoring

- **Recommendation:** Integrate continuous monitoring via GLOT mentors to monitor implementation fidelity and teachers' proficiency in targeted instruction and utilizing the kit
- **Recommendation:** Develop a standardized observation tool (e.g. checklist, rubric with monitoring indicators) for GLOT mentors to use during classroom observations

Annex: Program Journey Map (Combined)

GLOT Literacy+ Program Journey

(A combination of the Learners and Teachers Journey)



*Parents and Community engagement

*Mental Health and Psychosocial Support and Basic Needs

LEARNER JOURNEY	TEACHER JOURNEY
need analysis	Selection (Schools /Teachers)
Competency assessment	Pre training assessment
Identify learning gaps/barriers	Training
Map out learning paths	Post training assessment
Learning with Literacy kits	Teaching with Literacy kit
Continuous assessment	Monitoring/Mentoring
Post Assessment	Evaluation
Transition support	Transition Support
Parents and Community engagement	
Mental Health and Psychosocial Support and Basic Needs	
Data Analysis and Reporting	