

Iterative Process of Generating and Using Evidence to Address Learning Crisis in Madagascar: A Case from the JICA-supported “School for All” Project

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Why should development agencies iteratively conduct impact evaluations?

- Issues related to the scaling up/out of interventions (Banerjee et al. 2017, List 2022; 2024, Williams 2020)
 - Modification of implementation structure of interventions, cost-reduction, and less controlled environment in scaling up
 - Localization of interventions in other countries
- Continuous upgrading/improvement of interventions and the scaling up strategy (e.g., Case of Pratham, see Maruyama (2023a))
- Bounded rationality (Simon 1979) and search (March & Simon 1993) for development agencies

Collaboration with Pratham to develop the intervention package “PMAQ-TaRL”



Pratham



teaching at
the right level



Package of interventions: “PMAQ-TaRL”

School management component



Pedagogy component



Package of interventions: “PMAQ-TaRL”

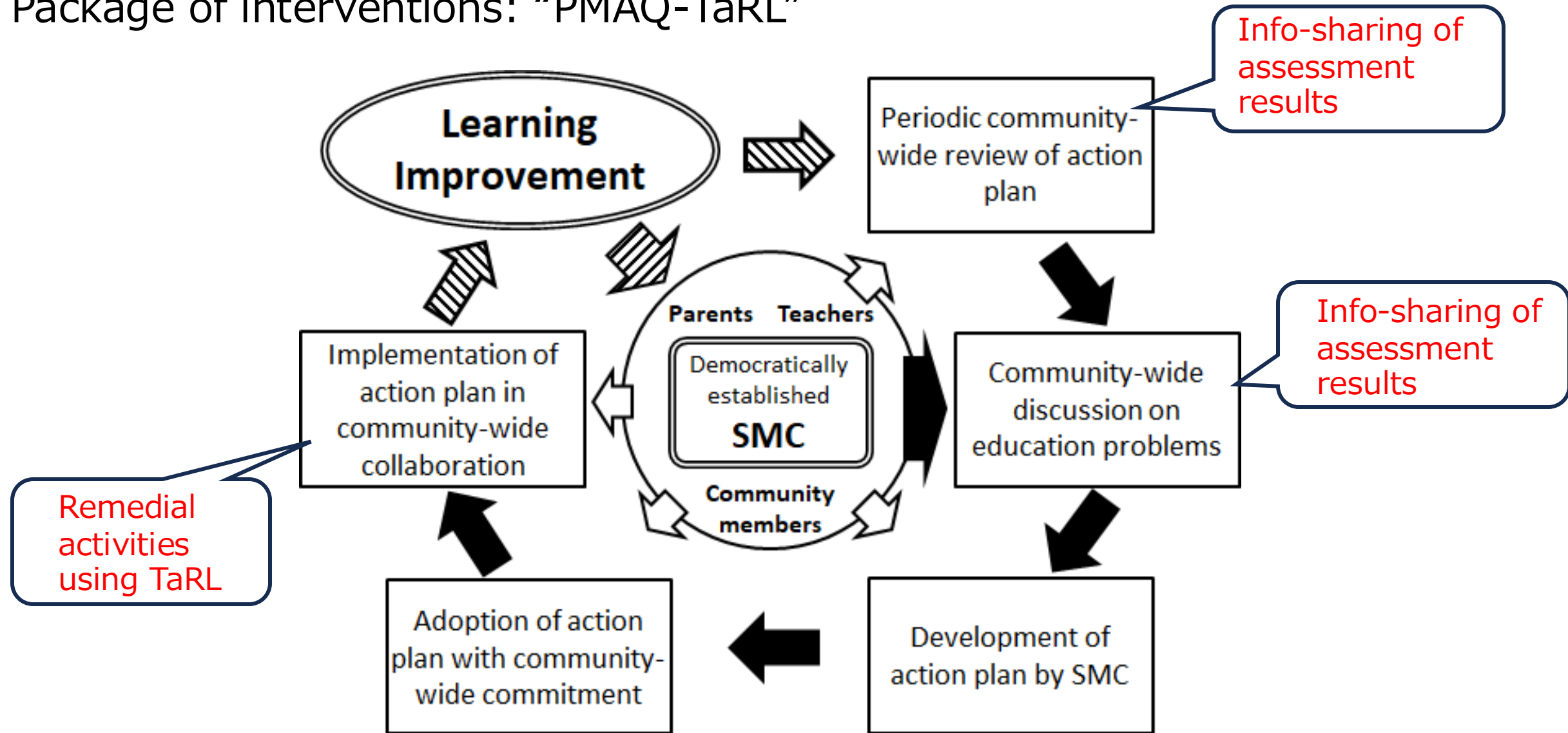


Fig. Action plan cycle in PMAQ-TaRL

Notes. Modified from Kunieda et al. (2020)

Continuous updating of learning agenda

Learning Agenda

① Does the package of interventions improve foundational literacy and numeracy?



Impact evaluation and assessment data

RCT for pilot (in 2018- 2019)

[Maruyama & Igei \(2024a\)](#)

② Is the impact on literacy reproduced in the region-level scaling up with the reduced unit cost?



DiD using survey data for the region border area, and collection of region-wide learning data (in 2020-2021)

[Maruyama & Igei \(2023b\)](#)

③ Is the impact on numeracy reproduced in the region-level scaling up with the reduced unit cost?

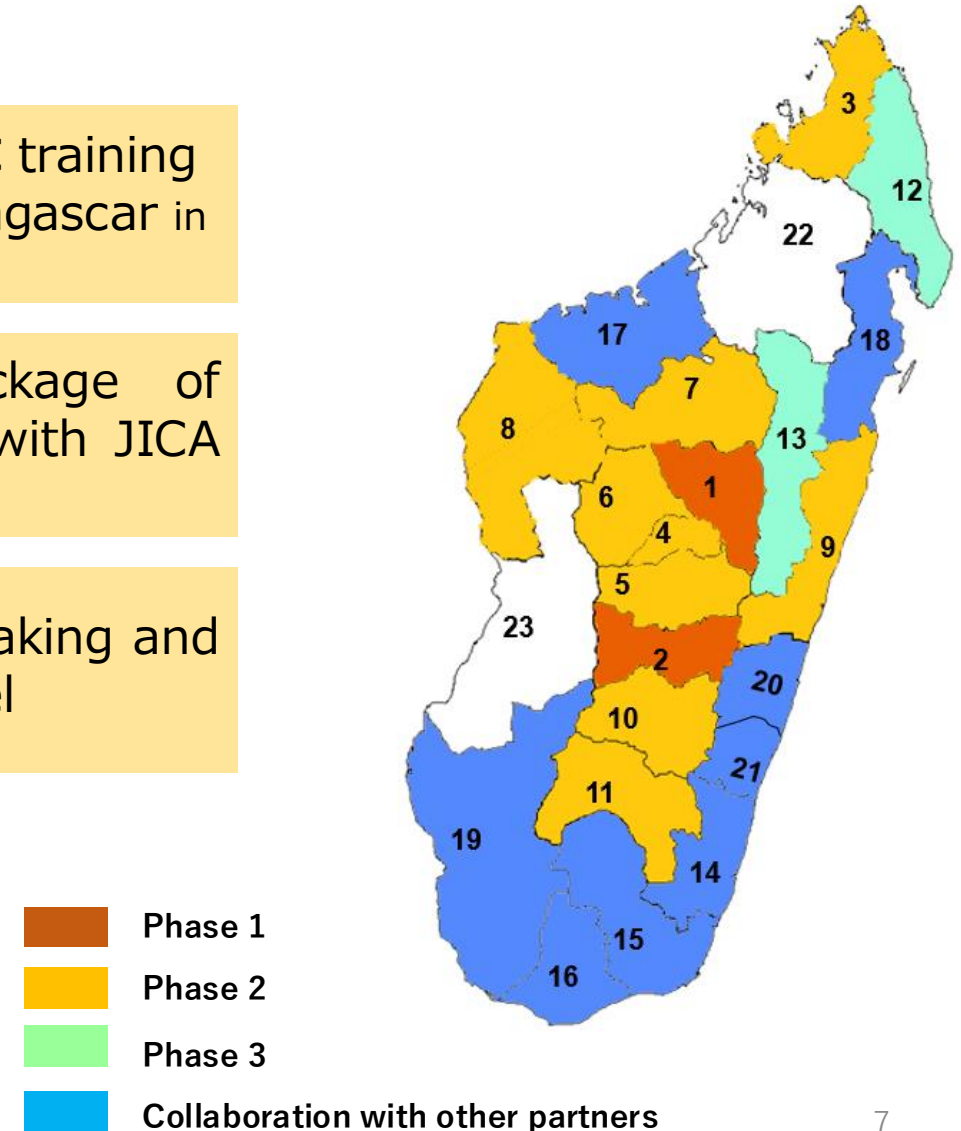
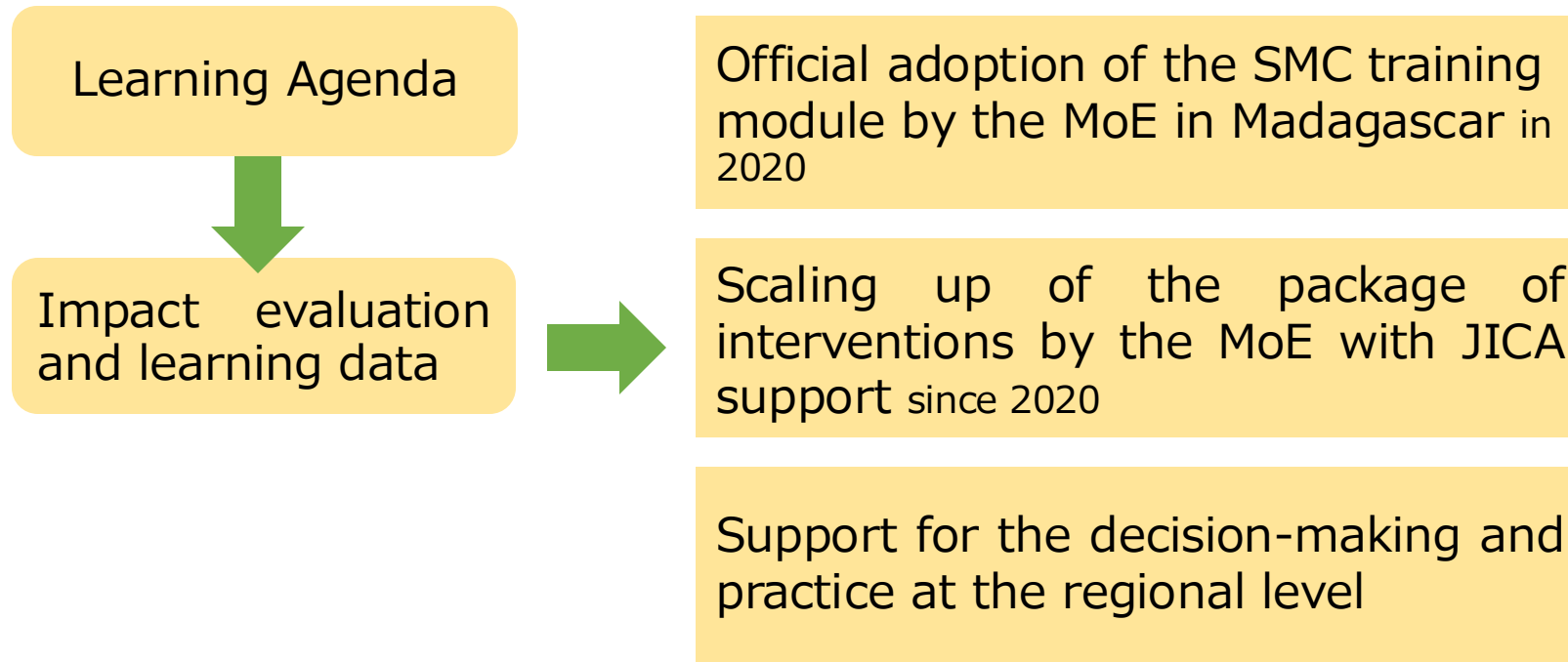


DiD using the follow-up survey for the region border area, and collection of region-wide learning data (in 2021-2022)

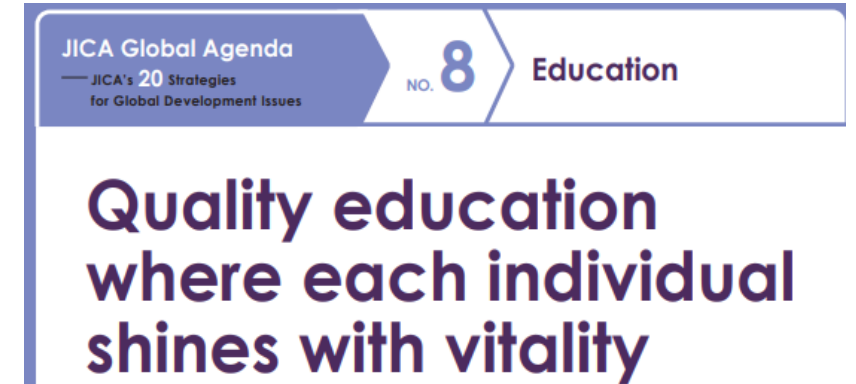
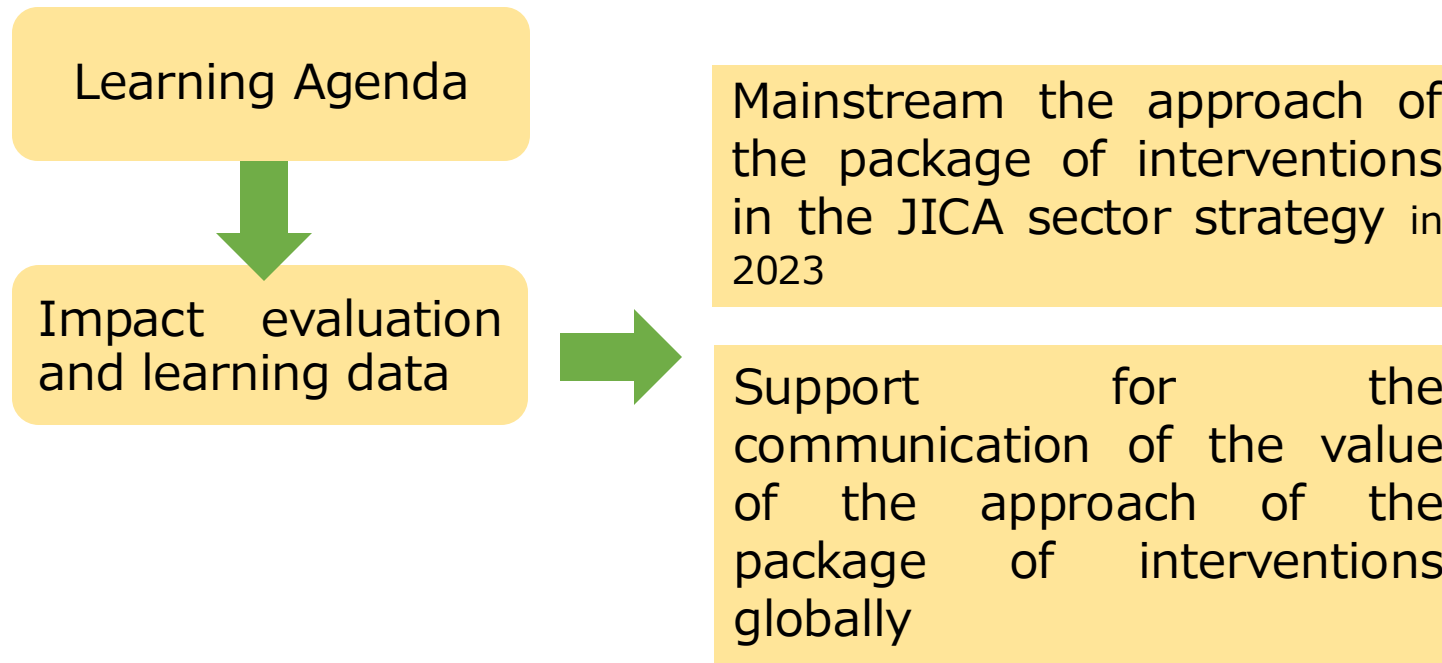
Does the impact on literacy sustain?

[Maruyama & Igei \(2024b\)](#)

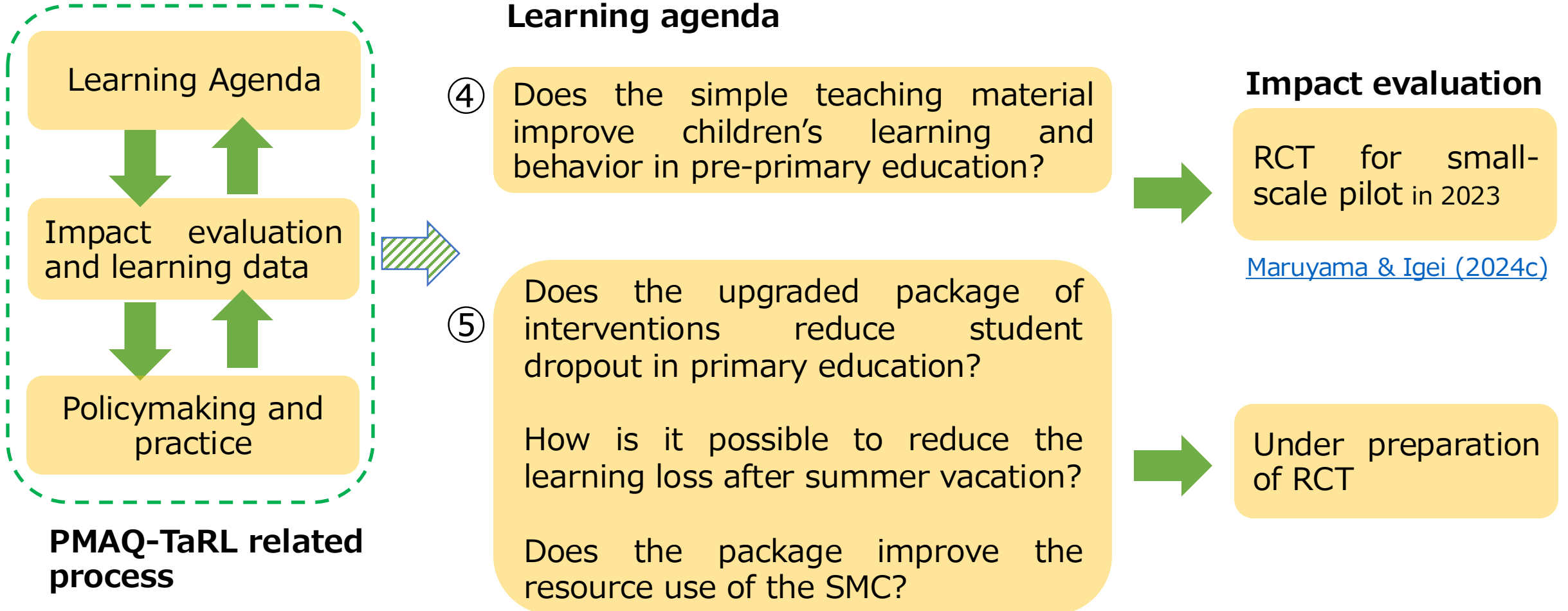
Feedback and evidence-use in policymaking and practice in Madagascar



Feedback and evidence-use in policymaking and practice in Japan

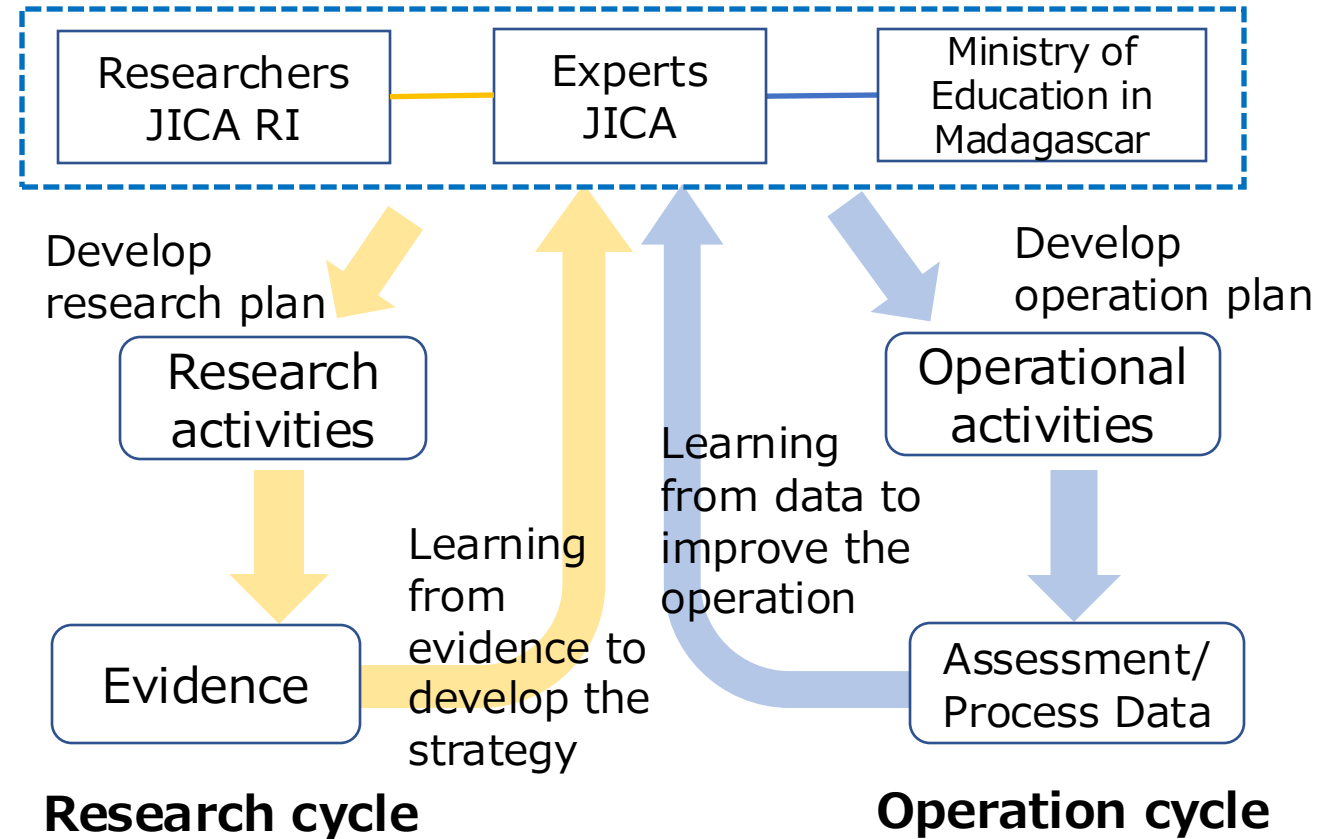


Continuous development of learning agenda



Combination of research and operation cycles

Partnership and Collaboration



- Verification of the effectiveness of intervention package

- Development of intervention package

- Feedback in policymaking and practice

Can WWHGE accelerate continuous evidence generation and use for policymaking and practice in education in low- and middle-income countries?

- Global learning agenda in educational development, and global search process for better solution to address learning crisis.

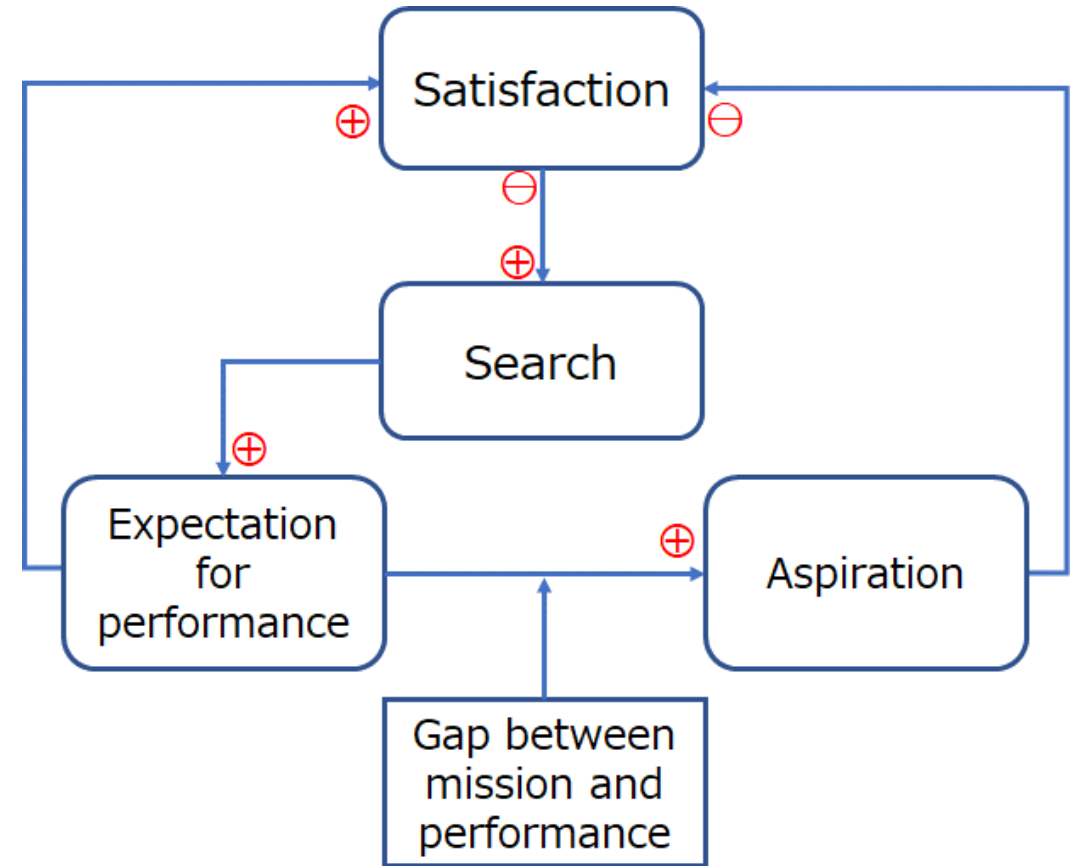


Fig. Model of search for an organization

Notes. [Maruyama \(2023a\)](#), extended from March & Simon (1993)

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