



What Works Hub
for Global Education

Implementing structured pedagogy programmes at scale

Synthesis brief

Yue-Yi Hwa, Heather Leigh Kayton
and Michelle Kaffenberger

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Yue-Yi Hwa

University of Oxford

yue-yi.hwa@bsg.ox.ac.uk

Heather Leigh Kayton

University of Oxford

heather.kayton@bsg.ox.ac.uk

Michelle Kaffenberger

University of Oxford

michelle.kaffenberger@bsg.ox.ac.uk

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Box 1

Structured pedagogy programme design and delivery at scale

Programme design

- **Include the core elements of structured pedagogy.** Prioritise the high-leverage elements of structured pedagogy programmes: detailed teacher lesson plans, student learning materials, initial training for teachers, and ongoing support for teachers (such as coaching), all aligned with a well-sequenced progression of student learning objectives.
- **Equip teachers to deliver lessons effectively and sustainably.** Ensure that the package of programme elements not only equips teachers with the technical knowledge and resources to deliver programme-aligned lessons, but also provides support to help teachers routinise new instructional practices.

Delivery at scale

- **Design with scalability in mind.** Anticipate the desired future scale from the outset. This includes ensuring that programme elements can feasibly become part of the normal activities of government officers and existing government roles.
- **Align with government priorities.** Ensure that programme goals align with the government's education objectives to facilitate institutionalising the programme. This includes early collaboration and co-creation with key government actors.
- **Work with, not against, government structures.** Leverage existing curricula, systems, infrastructure and procedures to facilitate take-up and cost effectiveness. But also adapt systems when needed, such as increasing instructional time focused on foundational skills (whether during or after the school day).
- **Build flexibility and adaptability into the programme.** Incorporate robust monitoring and feedback loops that identify challenges and inform adaptation as the programme scales into new contexts. Frequent, low-stakes, well-aligned student assessments can be a key input into such feedback loops.
- **Optimise cost effectiveness (not just cost reduction).** Ensure that cost reduction efforts do not reduce the effectiveness of programme implementation. For instance, virtual coaching is usually less costly but also significantly less effective than in-person coaching. Successful cost-effective examples include reducing initial training days and coaching frequency and designing for low-cost printing of student materials.



Box 2

Structured pedagogy research questions and gaps

Efficacy+

- What are the most critical core components that programme designers should include when designing a new structured pedagogy programme or designing for a new level of scale?
- How can take-up and fidelity of implementation be supported and ensured at scale?
- How can structured pedagogy programmes be right-sized to fit government budgets while maintaining effectiveness?
- How can ongoing functions such as coaching or mentoring for teachers and monitoring of implementation and children's learning be embedded in existing roles in government systems (such as in the middle tier of the bureaucracy)?
- How should the degree of structure change over time as teachers embed new practices in their classroom instruction?
- How do structured pedagogy programmes need to be adapted for different linguistic contexts and different language-of-instruction dynamics?

Policy plans

- How can governments be supported to incorporate structured pedagogy programmes into their policy plans and frameworks? What are effective approaches to supporting evidence-based policymaking?
- How can governments incorporate monitoring of implementation and effectiveness into their policy plans?
- How can governments be supported to accurately cost structured pedagogy programmes and incorporate into their budgets, including disentangling set-up costs from ongoing running costs?

Practice at scale

- How can structured pedagogy programmes be sufficiently embedded in government systems to enable sustainability?
- How should ongoing monitoring and feedback loops be set up to support consistency of implementation and programme effectiveness and impact?



1 | What is structured pedagogy?

'Structured pedagogy' has been defined in several ways,¹ and structured pedagogy programmes have taken on different forms in different contexts. Across the varied definitions and implementations, the distinguishing features of structured pedagogy are **a well-sequenced and scoped progression of competencies for children to master** and a **well-aligned package of resources, training and other support** to enable teachers to deliver classroom lessons that build toward the intended competencies.

Thus, structured pedagogy programmes differ from the implementation of typical classroom instruction in a few ways. First, curricula in many low- and middle-income countries (LMICs) are often mismatched with children's needs, racing ahead of what would be cognitively and developmentally appropriate.² Furthermore, teachers and children often contend with inadequate and inconsistent access to high-quality teaching and learning materials and associated, practical teacher training.³ Moreover, even where teacher professional development is offered, it does not typically include the follow-up coaching and supervision that can provide pivotal technical and motivational support for embedding new pedagogical practices into daily classroom practice.⁴ Structured pedagogy programmes aim to address such challenges.

The origins of structured pedagogy can be traced to at least two different sources. First, teaching and learning materials that explicitly guide instructors along a clear progression have been used for centuries in different settings.⁵ Second, the current wave of donor-

Structured pedagogy is a teaching and learning approach centred on a well-sequenced and scoped progression of competencies for children to master and an aligned package of detailed lesson plans, student learning materials, introductory teacher training, ongoing coaching and/or supervision for teachers, and other forms of support.

1 For example, 'a coordinated, combined approach including lesson plans + student materials + training + ongoing support (e.g., coaching)' (p. 1 in Piper, B., & Dubeck, P. (n.d.). **Structured Pedagogy: Literature Review**. Science of Teaching); or 'a systemic change in educational content and methods, delivered through comprehensive, coordinated programmes that focus on teaching and learning, with the objective of changing classroom practices to ensure that every child learns' (p. 6 in Chakera, S., Haffner, D., & Harrop, E. (2020). **Structured Pedagogy: For Real-Time Equitable Improvements in Learning Outcomes**. UNICEF Eastern and Southern Africa Region Working Paper).

2 eg Pritchett, L., & Beatty, A. (2012). **The Negative Consequences of Overambitious Curricula in Developing Countries** (CGD Working Paper No. 293). Center For Global Development. Glewwe, P., Kremer, M., & Moulin, S. (2009). **Many Children Left Behind? Textbooks and Test Scores in Kenya**. *American Economic Journal: Applied Economics*, 1(1), 112–135.

3 eg Sabarwal, S., Evans, D. K., & Marshak, A. (2014). **The permanent input hypothesis: The case of textbooks and (no) student learning in Sierra Leone** (World Bank Policy Research Working Paper No. WPS7021). The World Bank. Fredriksen, B., & Brar, S. (2015). **Getting Textbooks to Every Child in Sub-Saharan Africa: Strategies for Addressing the High Cost and Low Availability Problem**. The World Bank. eg Kombi, A., & Shukla, R. (2021). **Accountability Relationships in 3Rs Curriculum Reform Implementation: Implication for Pupils' Acquisition of Literacy and Numeracy Skills in Tanzania's Primary Schools** (RISE Working Paper Series No. 21/065). Research on Improving Systems of Education (RISE). Piper, B., Sitabkhan, Y., Mejia, J., & Betts, K. (2018). **Effectiveness of Teachers' Guides in the Global South: Scripting, Learning Outcomes, and Classroom Utilization**. RTI Press.

4 Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2022). **Teacher professional development around the world: The gap between evidence and practice**. *The World Bank Research Observer*, 37(1), 107–136. See also Flaschen, K., Amjad, Z., Better, C., & Rinehart-Smith, K. (2024). **Improving Teacher Uptake of Pedagogical Best Practices for Foundational Literacy and Numeracy: Key behavioral barriers and tips to address them**. ideas42.

5 Piper, B., & Dubeck, P. (2022). **Structured Pedagogy: Literature Review**. Science of Teaching.



funded educational interventions in low- and middle-income countries (LMICs) that are described as 'structured pedagogy' emerged in the 2010s.⁶ Alongside these donor-led initiatives are a range of homegrown structured pedagogy approaches for foundational literacy and numeracy in LMICs.⁷

⁶ Graham, J., & Kelly, S. (2018). [How Effective are Early Grade Reading Interventions? – A Review of the Evidence](#) (Policy Research Working Papers, no. 8292). World Bank.

⁷ See, among others, Funda Wandu, Central Square Foundation and the Gauteng Primary Language and Mathematics Strategy in [Examples of structured pedagogy in action](#).



Box 3

How does structured pedagogy differ from targeted instruction?

The emphasis in structured pedagogy programmes on alignment between a clear progression of student competencies and a package of instructional elements is shared by other effective educational interventions such as targeted instruction programmes – and by principles of good pedagogy more broadly.⁸

However, targeted instruction programmes such as Teaching at the Right Level (TaRL),⁹ Mastery Learning¹⁰ and Direct Instruction¹¹ involve grouping children by assessed achievement levels and moving on to new topics once a certain threshold of content mastery is met.

In contrast, structured pedagogy programmes tend to emphasise a predetermined, scheduled progression of lessons. Thus, TaRL and similar targeted instruction programmes involve ongoing, student-level calibration at the point of instructional delivery to meet children's learning needs; on the other hand, structured pedagogy programmes involve system-level calibration at the point of programme design to identify a progression of student competencies and lesson activities that are expected to maximise learning for most children throughout the context and that are feasible to implement consistently at scale.

8 On the principle of alignment, see, for example, Porter, A. C. (2002). *Measuring the Content of Instruction: Uses in Research and Practice*. *Educational Researcher*, 31(7), 3–14.

9 <https://teachingattherightlevel.org/classroom-methodology/>

10 <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

11 Stockard, J., Wood, T. W., Coughlin, C., & Rasplika Khoury, C. (2018). *The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research*. *Review of Educational Research*, 88(4), 479–507.



2 Effectiveness and cost effectiveness of structured pedagogy

Most structured pedagogy programmes in low- and middle-income country (LMIC) education systems have been implemented at the lower primary school level and have focused on foundational literacy, with some programmes also addressing foundational numeracy.¹² Amid low levels of foundational literacy and numeracy among children in LMICs, **reviews of research on educational interventions have consistently found structured pedagogy to be one of the most effective interventions for raising children's learning levels.** For example, a 3ie systematic review of 216 educational programmes in low- and middle-income countries concluded that structured pedagogy programmes had 'the largest and most consistent positive average effects' (p. 443) on learning outcomes.¹³

Moreover, structured pedagogy programmes typically achieve these outcomes in a cost-effective manner. Accordingly, structured pedagogy is recommended as one of only three cost-effective 'Great Buys' in the 2023 Global Education Evidence Advisory Panel (GEEAP) report, which cites examples of particularly effective programmes in Kenya, Liberia, South Africa, and Uganda. (The other two 'Great Buys' are targeted instruction and providing information on education.)¹⁴ The academic analysis associated with the GEEAP report further observes that structured pedagogy and TaRL are 'consistently effective and cost-effective' (p. 20), such that structured pedagogy has improved children's learning gains across multiple implementation contexts.¹⁵

In Liberia, for example, the proportion of students meeting the Ministry of Education's oral reading fluency benchmark (35 correct words per minute) increased from 13% at baseline to 35.5% by the end of the Read Liberia programme, whereas the control group showed no improvement.¹⁶ Similarly, in Kenya, an external impact evaluation of the



Structured pedagogy programmes typically achieve their outcomes in a cost-effective manner.

12 Piper, B., & Dubeck, P. (2022). **Structured Pedagogy: Literature Review.** Science of Teaching.

13 Snilstveit, B., Stevenson, J., Menon, R., Phillips, D., Gallagher, E., Geleen, M., Maxwell Stamp, Jobse, H., Schmidt, T., & Jimenez, E. (2015). **The impact of education programmes on learning and school participation in low- and middle-income countries.** International Initiative for Impact Evaluation (3ie). See also 'individualized, repeated teacher training associated with a specific method or task' in Evans, D. K., & Popova, A. (2016). **What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Findings in Systematic Reviews.** *The World Bank Research Observer*, 31(2), 242–270.

14 Global Education Evidence Advisory Panel. (2023). **Cost-effective Approaches to Improve Global Learning—What does Recent Evidence Tell Us are “Smart Buys” for Improving Learning in Low- and Middle-income Countries?** FCDO, the World Bank, UNICEF, and USAID.

15 Angrist, N., Evans, D. K., Filmer, D., Glennerster, R., Rogers, H., & Sabarwal, S. (2023). **How to Improve Education Outcomes Most Efficiently?** (BSG-WP_2023/057). Blavatnik School of Government Working Paper. The quoted conclusion about structured pedagogy and targeted instruction is based on 363 observations (ie measured effects of educational interventions) in low- and middle-income countries. Ninety-six of these observations included cost data, of which 15 related to structured pedagogy programmes.

16 Menendez, A., Hoadley, U., & Solovyeva, A. (2021). **Read Liberia Impact Evaluation: Endline Report** July 2021 (Update version November 2021).



Tusome programme showed that the proportion of students meeting the emergent literacy benchmark increased from 12% at baseline to 30% for English (30 correct words per minute), and from 13% to 35% for Kiswahili (17 correct words per minute).¹⁷

Beyond impact evaluations of educational interventions in low- and middle-income country (LMIC) contexts, **research from other disciplines also adds to the evidence base for how and why structured pedagogy programmes are effective.**

- In educational research, alignment between curricular objectives, teaching and learning materials, and lesson delivery is often regarded as crucial for educational improvement.¹⁸
- In cognitive science, key principles for cultivating learning include building new knowledge by relating it to previously learned information and using ‘scaffolds’ and worked examples for managing learners’ cognitive loads¹⁹ – both of which are part of the student learning experience under the well-sequenced and scoped progression of competencies in structured pedagogy programmes.
- In psychology, research on deliberate practice has shown that people build expertise by repeatedly practising challenging but achievable tasks with informative feedback.²⁰ Structured pedagogy programmes offer aspects of deliberate practice to teachers through the instructional routines (ie repeated practice) incorporated into lesson plans (such that adequate guidance makes lesson delivery achievable) accompanied by ongoing coaching/supervision (which provides informative feedback).



Research from other disciplines also adds to the evidence base for structured pedagogy programmes.

17 Differences in benchmark expectations across languages vary due to language-specific characteristics such as average word length. For example, as Kiswahili is an agglutinative language, the average word length in Kiswahili is longer than the word length in English (a fusional language). See Freudenberger, E., & Davis, J. (2017). **Tusome external evaluation—Midline report** for information on literacy benchmarking in English and Kiswahili.

18 Porter, A. C. (2002). **Measuring the Content of Instruction: Uses in Research and Practice**. *Educational Researcher*, 31(7), 3–14. Hattie, J. (2023). **Visible learning: The sequel: a synthesis of over 2,100 meta-analyses relating to achievement**. Routledge.

19 Willingham, D. T. (2006). **How Knowledge Helps**. *American Educator*, Spring 2006. Education Endowment Foundation. (2021). **Cognitive science approaches in the classroom: A review of the evidence**.

20 Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). **The role of deliberate practice in the acquisition of expert performance**. *Psychological Review*, 100(3), 363–406.



3 | Elements of effective structured pedagogy programmes

The **main elements** of a structured pedagogy programme are:

- a well-sequenced and scoped **progression of competencies** for children to master;
- **detailed lesson plans** incorporating instructional routines, content and activities that build toward the intended competencies;
- **student learning materials** (eg workbooks, textbooks, flashcards) aligned with the lesson plans;
- **introductory training** for teachers in using the lesson plans and materials;
- **ongoing coaching and/or supervision** for teachers; and
- **other forms of support** for effective implementation, such as: a timeline mapping the lesson plans to the academic calendar, formative assessment tools, coordinated data and accountability systems for implementation along the delivery chain,²¹ and caregiver engagement mechanisms.²²

When well-aligned and of sufficient quality, these elements can collectively change what happens in the classroom and thus improve children's learning levels, as shown in Figure 1.

Specifically, the different **elements** of structured pedagogy programmes (first column in Figure 1) lead to two main **outputs** (second column in Figure 1). The first output of structured pedagogy programmes is that teachers are equipped to deliver classroom lessons that effectively build toward the intended competencies. The second is that teachers routinise and incrementally improve new instructional practices.

These outputs are closely related. Through the well-sequenced progression of competencies, student learning materials, initial training, and lesson plans, teachers are equipped to know what they should implement in their classrooms. But knowing what to do is insufficient on its own. The lesson plans, ongoing coaching or supervision, and other support mechanisms help teachers to routinise the new content and pedagogical approaches in the delivery of their lessons and continually improve their quality.



These elements can collectively change what happens in the classroom and thus improve children's learning levels.

21 For more on data systems in structured pedagogy programmes, see Stern, J., & Jordan, R. (2023). **Structured Pedagogy Guide 7: Data, Systems, and Accountability**. Science of Teaching.

22 For more on caregiver engagement in structured pedagogy programmes, see Chakera, S., Haffner, D., & Harrop, E. (2020). **Structured Pedagogy: For Real-Time Equitable Improvements in Learning Outcomes**. UNICEF Eastern and Southern Africa Region Working Paper.



When these two outputs are achieved, then:

Children consistently spend classroom time engaging with the intended competencies, ie thinking about intended knowledge and practicing intended skills (third column in Figure 1). Crucially, in a well-designed structured pedagogy programme, children's engagement with the intended competencies will occur at a pace and in a sequence that is tailored to cognitive development needs of most children at that grade level in that context.

In turn, this means that:

Children master the targeted competencies – as has occurred among significant proportions of children in prior structured pedagogy programmes that have been evaluated rigorously (fourth column in Figure 1) (see Section 2 above for a high-level summary).

To effectively achieve these outcomes, these elements of structured pedagogy programmes must be well-designed and carefully implemented. Detailed guidance on each of these elements is available via the Science of Teaching project. See **Guide 2** for an overview of structured pedagogy programme design, **Guide 3** on the clear progression of competencies to be mastered, **Guide 4** on detailed lesson plans and student learning materials, **Guide 5** on introductory teacher training, and **Guide 6** on ongoing teacher coaching.



These elements of structured pedagogy programmes must be well-designed and carefully implemented.



Figure 1. Theory of change for structured pedagogy programmes



4 | Implementing structured pedagogy programmes at scale

To reach millions of children and achieve transformative outcomes, programmes like structured pedagogy must be institutionalised in government systems and implemented at scale. However, evidence on how to do that effectively is limited. This section draws on evidence from structured pedagogy programmes implemented by governments or through government systems and identifies five key considerations for implementing at scale.²³ The next section then outlines areas in need of further research to inform the implementation at scale pathway.

The five key considerations include **designing** interventions with scalability in mind; **aligning** programme goals with government priorities; **working with** and not against government structures; **building flexibility and adaptability** into the programme; and **optimising cost effectiveness** (not just reducing cost). These considerations align with and draw on other efforts to analyse structured pedagogy programmes, including insights from the **Science of Teaching** and **Learning at Scale**.²⁴



Initial interventions have been designed with scalability in mind from the outset.

1. Designing with scalability in mind

Structured pedagogy programmes typically begin with smaller-scale pilot studies to determine efficacy in the context before being taken to scale. To enable scalability, initial interventions have been designed with scalability in mind from the outset.

In Liberia, for instance, the pilot phase of the EGRA Plus programme included relatively high-cost reading materials and frequent and costly coaching support for teachers.²⁵ These elements were challenging to sustain as the project transitioned to larger-scale implementation. By contrast, Kenya's PRIMR pilot programme adopted a higher ratio of schools to coaches and utilised existing government officers as coaches. **This strategic approach in the pilot phase made it more feasible to bring the project to scale.** It also made it more likely that the impact seen in the pilot project would be maintained at scale-up.²⁶

23 An overview of the programmes reviewed for this section is provided in Table 1, at the end of the brief.

24 Overviews of the structured pedagogy programmes used to inform this brief are provided in Tables 1 and 2 at the end of the brief.

25 Davidson, M., & Hobbs, J. (2013). *Delivering reading intervention to the poorest children: The case of Liberia and EGRA-Plus, a primary grade reading assessment and intervention*. *International Journal of Educational Development*, 33(3), 283–293.

26 Gove, A., Korda Poole, M., & Piper, B. (2017). *Designing for scale: Reflections on rolling out reading improvement in Kenya and Liberia*. *New Directions for Child and Adolescent Development*, 155, 77–95.



Research on scaled structured pedagogy programmes has found that successful scaling often involves gradually transferring responsibility for implementation to government leaders and ensuring that elements of the programme become part of the normal activities of government officers in the system.²⁷ This approach is demonstrated by organisations like the Language and Learning Foundation, which prioritises collaboration with government systems to ensure all their interventions are designed with the vision of systemwide implementation from the outset.²⁸ By embedding interventions into the existing educational infrastructure, the likelihood of long-term effectiveness and sustainability increases.

2. Working with – and not against – government structures

Implementing structured pedagogy programmes at scale requires a delicate balance between aligning with existing structures and adapting those structures to meet new requirements.

Aligning programmes with local systems

Leveraging existing government infrastructure such as training facilities, support staff or book distribution procedures can facilitate cost-effective, at-scale implementation. Alignment with existing systems takes multiple forms.

Aligning with local curricula and existing resources can help with institutionalising a structured pedagogy programme in government systems. In South Africa, two programmes demonstrate this principle:

- The **Funda Wande** programme carefully aligns all new teaching and learning materials with the local curriculum.
- The **Early Grade Reading Study** (EGRS) not only aligned with the curriculum but also utilised the existing nationally distributed government learner workbooks as learning resources in the new lesson plans.

These approaches ensure that structured pedagogy programmes complement and enhance existing education policies rather than conflicting with them. Alignment also makes it easier for teachers to adopt and integrate the new methods into their daily practice while maximising the use of available materials. Moreover, using the existing curriculum and resources fosters a sense of continuity and official endorsement, which can be crucial for the acceptance and sustainability of such programmes within the education system.²⁹



Implementing structured pedagogy programmes at scale requires a delicate balance between aligning with existing structures and adapting those structures.

27 Stern, J., Jukes, M., DeStefano, J., Mejia, J., Dubeck, P., Carrol, B., Jordan, R., Gatuyu, C., Nduku, T., Van Keuren, C., Punjabi, M., & Tufail, F. (2023). *Learning at Scale: Final report*. Prepared for the Center for Global Development and the Bill & Melinda Gates Foundation by RTI International.

28 Language and Learning Foundation. (2022). *Annual Report: 2021–2022*.

29 Botha, D & Schollar, E. (2018). *The second Early Grade Reading Study: Case studies in EGRS II schools 2018*. Wits Health Consortium & Department of Basic Education.



Utilising existing infrastructure and procurement processes can also support scaling. The Tusome programme, for example, ensured cost effectiveness when implementing their structured pedagogy programme by using existing book printing facilities to print inexpensive materials and resources.³⁰

Structured pedagogy programmes furthermore need to **work with district and sub-district officials** to maintain consistent support and communications and reinforce expectations. District and sub-district officials play a crucial role in translating national or regional policies into local action. By working closely with these officials, implementers can align the programme with local practice and create accountability structures to support ongoing implementation.

Working with headteachers can also help to ensure new practices are implemented through on-site support and mentoring. This was demonstrated in the Ghana Learning activity, where headteachers served as school-based coaches to facilitate collaborative meetings where teachers could discuss any issues, and professional development sessions that aimed to foster a culture of continuous teacher growth.³¹

Finally, **involving teachers in the adaptation and contextualisation process** and discussions can help address practical concerns specific to local contextual needs, as well as fostering ownership and buy-in. This approach also allows programmes to benefit from teachers' existing pedagogical and practical knowledge, such as classroom management, or strategies for handling issues such as teaching in diverse multilingual classrooms.³²

Adapting local systems to accommodate programmes

In some cases, the government system itself might need to make adjustments to accommodate the requirements of the programme.

In Lecture Pour Tous in Senegal, for example, a key tenet of the programme was to teach in a language that the students knew. In some cases, this meant teachers had to be reassigned to different schools to meet language needs. Following the success of the initial intervention, Senegal's national language policy was converted to a bilingual model where students learn in their first language (ie one of the Senegalese national languages) before transitioning to French as a medium of instruction.³³



Utilising existing infrastructure and procurement processes can also support scaling.

30 Piper, B., Destefano, J., Kinyanjui, E. M., & Ong'ele, S. (2018). **Scaling up successfully: Lessons from Kenya's Tusome national literacy program**. *Journal of Educational Change*, 19, 293–321.

31 Stern, J., Jukes, M., DeStefano, J., Mejia, J., Dubeck, P., Carrol, B., Jordan, R., Gatuyu, C., Nduku, T., Van Keuren, C., Punjabi, M., & Tufail, F. (2023). **Learning at Scale: Final report**. Prepared for the Center for Global Development and the Bill & Melinda Gates Foundation by RTI International.

32 See eg Mtsatse, N. (2022). **Developing the Funda Wande Literacy and Life Skills Grade 1 Workbook and Teacher Guide**. In N. Spaull & E. Pretorius (Eds.), *Early grade reading in South Africa* (pp. 196–220). Oxford University Press Southern Africa.

33 USAID. (2022). **Lecture Pour Tous: A revolution to get all children reading in Senegal**. Final performance report.



A common adaptation for embedding structured pedagogy programmes in government systems is **increasing instructional time focused on foundational skills**. This typically requires a large-scale policy shift that either lengthens the school day or shifts time allocations for different subject areas within the current school day. For example, the government of Madagascar adjusted its school calendar to allow more time for language, reading and writing instruction for the implementation of the Mahay Mamaky Teny programme.³⁴ Similar adjustments allowed additional daily focused reading instruction time in the Pakistan Reading Project (PRP). The PRP also supported the government to revise the national reading curriculum to reflect updated reading standards and integrate PRP reading materials into new government textbooks.³⁵

Existing support and mentoring structures within government systems have also been leveraged to support the scaling of structured pedagogy programmes. In some cases, this has involved repurposing the roles of school inspectors, transforming them into instructional coaches who provide ongoing support to teachers implementing new pedagogical approaches.³⁶ In the Funda Wande programme, for instance, school-level heads of department and district-level subject advisors, whose job descriptions already included teacher professional development, were trained to take on the role of expert coaches.³⁷ Similarly, in both Northern Education Initiative Plus (NEI+) in Nigeria and SERI in India, master trainers were selected from existing cluster- or state-level officials employed by government.³⁸ These strategies not only leverage existing human resources but also enhance skills and capacity and help to embed new practices.



A common adaptation is increasing instructional time focused on foundational skills.

34 Moussa, W., Louge, N., Pauwelyn, L., Contreras-Gomez, R., & Cao, Y. (2024). *Should teachers stick to the script? Examining the effects of scripted lessons on student literacy in Madagascar*. *International Journal of Educational Research*, 124, 102290. See also the **Nigeria Northern Education Initiative Plus (NEI+)** programme and the **3Rs curriculum reform** in Tanzania for further examples of timetable adaptations to increase time allocated for learning foundational skills.

35 Stern, J., Jukes, M., DeStefano, J., Mejia, J., Dubeck, P., Carrol, B., Jordan, R., Gatuyu, C., Nduku, T., Van Keuren, C., Punjabi, M., & Tufail, F. (2023). *Learning at Scale: Final report*. Prepared for the Center for Global Development and the Bill & Melinda Gates Foundation by RTI International.

36 Crouch, L. (2020). *Systems implications for core instructional support lessons from Sobral (Brazil), Puebla (Mexico), and Kenya*. RISE Insight Note.

37 The training was delivered through a two-year Advanced Certificate course at a local university. This programme has continued to adapt further and is now offered as a six-month online short course focused on coaching components. For further detail, see Meiring, T. (2021). *Impact evaluation of Funda Wande in-service teacher coaching intervention: Findings from the first year*. SA-TIED Working Paper 156; and Taylor, N. (2021). *Evaluation of the Advanced Certificate in Foundation Phase Literacy Teaching*. JET Education Services Report.

38 Stern, J., Jukes, M., DeStefano, J., Mejia, J., Dubeck, P., Carrol, B., Jordan, R., Gatuyu, C., Nduku, T., Van Keuren, C., Punjabi, M., & Tufail, F. (2023). *Learning at Scale: Final report*. Prepared for the Center for Global Development and the Bill & Melinda Gates Foundation by RTI International.



Box 4

How can implementers ensure that a structured pedagogy programme empowers teachers rather than compromising their autonomy?

A common concern about structured pedagogy is that detailed lesson plans and pre-defined progressions of intended competencies can compromise teachers' autonomy. Although highly scripted and rigidly enforced lesson plans can constrain teachers' abilities to respond to their students' needs, structured pedagogy lesson plans do not necessarily provide rigid scripting, and teachers often appreciate the structured materials.³⁹

A study of 34 teachers' guides in 13 countries analysed levels of structure and scripting across programmes, drawing on both quantitative data, including student learning outcomes and the number of words per lesson plan, and qualitative data, including interviews with teachers and classroom observations.⁴⁰ The study found that structured teacher guides are consistently associated with higher student learning outcomes. It also found that teachers adapt the guides for their classroom instruction, suggesting that the guides do not create 'robotic teachers' who simply follow scripting. Highly scripted guides were associated with slightly lower student learning improvements, indicating there is a sweet spot of adequate structure to inform instruction without being overly prescriptive. The authors also suggest it may be beneficial to offer more detailed guidance at the start of a programme and less scripting in later lesson plans once teachers have had the opportunity to practice the instructional routines.

Teachers in some high-performing education systems have also affirmed the importance of high-quality textbooks and teachers' guides as valuable tools for classroom instruction, rather than viewing such resources as restrictions.⁴¹

³⁹ For a more detailed discussion, see Sections B and C.11 in the *Science of Teaching literature review*.

⁴⁰ Piper, B., Sitabkhan, Y., Mejia, J., & Betts, K. (2018). *Effectiveness of Teachers' Guides in the Global South: Scripting, Learning Outcomes, and Classroom Utilization*. RTI Press.

⁴¹ Fan, L., Cheng, J., Xie, S., Luo, J., Wang, Y., & Sun, Y. (2021). *Are textbooks facilitators or barriers for teachers' teaching and instructional change?* An investigation of secondary mathematics teachers in Shanghai, China. *ZDM – Mathematics Education*, 53(6), 1313–1330. Viholainen, A., Partanen, M., Piironen, J., Asikainen, M., & Hirvonen, P. E. (2015). *The role of textbooks in Finnish upper secondary school mathematics: Theory, examples and exercises*. *Nordic Studies in Mathematics Education*, 20(3–4), 157–178.



3. Aligning with government priorities

Another key consideration is ensuring alignment between the programme goals and the government's education priorities.⁴² Such alignment facilitates buy-in from stakeholders at all levels. UNICEF, for instance, identifies 'genuine political will' as a critical factor in successfully implementing structured pedagogy programmes.⁴³ This alignment between the programme and broader system objectives and priorities is particularly important for ensuring government teachers are open to implementing structured pedagogy approaches in their classrooms.⁴⁴

Furthermore, while improving learning outcomes is often readily endorsed by governments, **alignment on overarching goals is not sufficient**. Effective implementation at scale requires alignment on both the broad goal of improved learning outcomes as well as the specific, delineated strategies and approaches embedded in the structured pedagogy programme. Communication of the goals should be clear and explicit, and specific expectations should be realistic, ambitious and data driven.⁴⁵

The Tusome programme in Kenya, for instance, was designed in close collaboration with the ministry of education and aligned with the government's literacy improvement goals. While support for the programme has varied as government leadership has changed, ultimately the programme has been sustained at scale. Despite a short hiatus, the Tusome project is being reintroduced in Kenyan schools in 2024 as part of the nationwide implementation of the Kenya Primary Literacy Programme.⁴⁶ The KPLP aligns the day-to-day roles and responsibilities of teachers, headteachers and government officers with government goals and the requirements for the programme,⁴⁷ enabling nationwide scaling and supporting the sustainability of the programme.

4. Building in flexibility and adaptability

Robust monitoring and feedback mechanisms can allow for real-time adjustments to be incorporated into a structured pedagogy programme. These are especially important for scaling, as a programme expanding into new contexts may face new challenges or otherwise need to adapt.



Effective implementation at scale requires alignment on the broad goal of improved learning outcomes and on the specific, delineated strategies and approaches.

42 Piper, B., & Dubeck, M. M. (2024). *Responding to the learning crisis: Structured pedagogy in sub-Saharan Africa*. *International Journal of Educational Development*, 109, 103095.

43 Chakera, S., Haffner, D., Harrop, E., (2020). *UNICEF Eastern and Southern Africa Region Working Paper – Structured Pedagogy: For Real-Time Equitable Improvements in Learning Outcomes*. UNICEF, Nairobi.

44 Global Education Evidence Advisory Panel. (2023). *Cost-Effective Approaches to Improve Global Learning – What does recent evidence tell us are “Smart Buys” for improving learning in low- and middle-income countries?* K. Akyeampong, T. Andrabi, A. Banerjee, R. Banerji, S. Dynarski, R. Glennerster, S. Grantham-McGregor, K. Muralidharan, B. Piper, S. Ruto, J. Saavedra.

45 DeStefano, J. (2023). *Structured Pedagogy Guide 8: What do Education Leaders Need to Know?*. Science of Teaching.

46 Education News Kenya. (2024, April 23). *QASOs, CSOs countywide attend training on Primary Literacy Programme*.

47 Kiptoo, J. (2024, April 29). *How the literacy programme Tusome will be run in schools*. Education News Kenya.



There are three main elements related to building in flexibility and adaptability: systematically monitoring learning improvements, incorporating continuous feedback loops for improvement, and adapting implementation strategies based on programme maturity and local contexts.

First, **systematic monitoring of learning improvements** involves regularly gathering information on student learning outcomes, teaching practices and school environments. Combining data from existing systems, baseline assessments and ongoing progress monitoring enables the pinpointing of areas where additional support or resources are needed to support scaling.

At-scale structured pedagogy programmes have used a number of assessment tools. The Early Grade Reading Assessment (EGRA), for instance, has been integrated into several structured pedagogy programmes including the ERGS in South Africa, EGRA Plus in Liberia, and the Malawi Early Grade Reading Activity. Implementing frequent, low-stakes assessments allows continuous tracking of student learning.

Collecting data on its own, of course, is not sufficient for ensuring flexibility and adaptability as programmes scale. **Continuous feedback and improvement loops** are a second element for building in flexibility and adaptability.

For teachers, regular, constructive feedback about their instructional practices is crucial for improving classroom teaching and embedding new practices. For example, the Early Grade Reading Study (EGRS) in South Africa found that while a combination of initial training and lesson plans shifted teaching practice and improved learning, the impact was significantly larger when teachers received ongoing observation and feedback from a coach.⁴⁸ This was especially true for more complex teaching techniques, highlighting the importance of sustained, targeted support for teachers.

At the programme level, it is important to establish mechanisms for gathering and acting upon feedback from various stakeholders including teachers, school leaders and local officials. For instance, in the SERI programme in India, Room to Read developed a partnership model with government systems, integrating their monitoring forms into the state information management system and facilitating a gradual handover of responsibility to the government.⁴⁹ They also implemented regular meetings with cluster officials to discuss successes and challenges in schools, creating a forum for

Building in flexibility and adaptability

1. Systematically monitor learning improvements
2. Use continuous feedback loops for improvement
3. Adapt implementation strategies based on data and contextual needs

48 Cilliers, J., Fleisch, B., Prinsloo, C., & Taylor, S. (2020). **How to improve teaching practice?: an experimental comparison of centralized training and in-classroom coaching.** *Journal of Human Resources*, 55(3), 926–962.

49 Stern, J., Jukes, M., DeStefano, J., Mejia, J., Dubeck, P., Carrol, B., Jordan, R., Gatuyu, C., Nduku, T., Van Keuren, C., Punjabi, M., & Tufail, F. (2023). **Learning at Scale: Final report.** Prepared for the Center for Global Development and the Bill & Melinda Gates Foundation by RTI International.



sharing experiences, identifying common issues and collaboratively developing solutions.⁵⁰ These meetings created a regular forum for sharing experiences, identifying common issues, and collaboratively developing solutions.

To effectively implement feedback loops in a scalable and sustainable way, structured pedagogy programmes **should leverage existing government data resources**, as well as existing data collection tools (eg school surveys, routine school visits).⁵¹ However, in cases where the existing systems are not sufficient (or not routinely employed), introducing new monitoring tools combined with training can be effective. This was demonstrated in Kenya's Tusome programme, which developed a technology-enabled system to enhance the monitoring of education quality, and instructional coaches received tablets linked to a national database to monitor classroom quality.⁵²

The feedback loops then inform adaptations to implementation.

For example, in the Literacy Achievement and Retention Activity (LARA) in Uganda, continuous assessment forms were developed, and teachers were trained to use the forms to monitor learners' reading progress. However, the midpoint impact evaluation found that the forms were not being used by teachers due to their length and the challenges of conducting individualised continuous assessment.⁵³ It was recommended that the forms be simplified, and future training include more practical support for teachers to use them.



The feedback loops then inform adaptations to implementation.

Throughout all these processes of monitoring and adaptation, it is crucial to keep the primary goal of improving learning outcomes at the centre. The monitoring and feedback loops serve multiple purposes:

1. Providing information and feedback to students and teachers about **individuals' learning progress**.
2. Offering guidance to teachers about how to enhance student learning through **their teaching practices**.
3. Informing implementers about changes in teaching practices and their **impact on learning outcomes**.
4. Guiding policymakers in making data-driven decisions **to improve the overall education system**.

50 Kapoor, A., Chakma, N., & Zutshi, S. (2023). *Foundational literacy and numeracy report*. Institute for Competitiveness.

51 Piper, B., & Dubeck, M. M. (2024). *Responding to the learning crisis: Structured pedagogy in sub-Saharan Africa*. *International Journal of Educational Development*, 109, 103095.

52 Piper, B., Oyang, A., Mejia, J., & Pouezevara, S. (2017). *Implementing large-scale instructional technology in Kenya: Changing instructional practice and developing accountability in a national education system*. *International Journal of Education and Development Using ICT*, 13(3).

53 Menendez, A., R. Nayyar-Stone, I. Rojas, C. Fierros, M.C. Schulte, L. Onyango, and S. Downey (2020). *Uganda Performance and Impact Evaluation for Literacy Achievement and Retention Activity (LARA) Midterm impact and final performance evaluation report*. NORC at The University of Chicago. USAID.



By maintaining a focus on learning outcomes, structured pedagogy programmes can ensure that all monitoring and adaptation efforts contribute to the ultimate goal of improving learning for students.

5. Optimising cost effectiveness (not just reducing cost)

When scaling structured pedagogy programmes, a common approach is to streamline the bundle of elements included to make resourcing and financing more feasible. However, this should be done with caution, given that alignment between various elements is crucial to effectiveness.

Ongoing coaching, for instance, is often the most substantial ongoing expense in structured pedagogy programmes.⁵⁴ The importance of this element is illustrated by a randomised experiment in South Africa, which found that in-person coaching for teachers was more effective in raising student learning outcomes than virtual coaching through phone calls, text messages and WhatsApp groups. More notably, in-person coaching was also more cost-effective. **Despite being more expensive, in-person coaching proved more cost-effective due to its larger impact** on learning outcomes.⁵⁵ Similarly, cost evidence from the Pakistan Reading Project showed that although coaching was more expensive than training sessions, regular coaching visits were twice as effective as the trainings.⁵⁶



Streamlining should be done with caution, given that alignment between various elements is crucial to effectiveness.

⁵⁴ Chakera, S., Haffner, D., & Harrop, E. (2020) **Structured Pedagogy: For Real-Time Equitable Improvements in Learning Outcomes**. UNICEF Eastern and Southern Africa Region Working Paper.

⁵⁵ Cilliers, J., Fleisch, B., Kotze, J., Mohohlwane, N., Taylor, S., & Thulare, T. (2022). **Can virtual replace in-person coaching? Experimental evidence on teacher professional development and student learning**. *Journal of Development Economics*, 155, 102815.

⁵⁶ Byrne, E., Tulloch, C., Sohail, N., & Diazgranados Ferrás, S. (2023). **Harnessing cost data to improve early grade reading: Cost evidence from a large-scale literacy initiative in Pakistan**. *Journal of Development Effectiveness*, 15(1), 43–76.



Box 5

A Kenyan case of cost-effective scaling

A randomised experiment in Kenya compared different versions of implementation of a pilot structured pedagogy programme called PRIMR.⁵⁷

Full programme	Reduced version 1	Reduced version 2
Teacher professional development	Teacher professional development	Teacher professional development
Ongoing coaching	Ongoing coaching	Ongoing coaching
Student materials	Student materials	
Teachers' guides		

Results

- The full programme was most effective in raising student learning outcomes.
- It was also the most cost-effective, despite being the most expensive.

The programme was successfully scaled to the national level as part of the Tusome programme with some carefully considered cost cutting adaptations.⁵⁸ These adaptations included:

- Introductory teacher training was reduced from 10 days to 6 days.
- Support provided to coaches was reduced (while maintaining the ongoing support from coaches to teachers).

Key takeaway

While streamlining programme elements can make implementation more feasible, it is essential to consider cost effectiveness holistically, rather than merely reducing or excluding key elements, to ensure effective improvement of learning outcomes.

57 Piper, B., Simmons Zuilkowski, S., Dubeck, M., Jepkemei, E., & King, S. J. (2018). Identifying the essential ingredients to literacy and numeracy improvement: Teacher professional development and coaching, student textbooks, and structured teachers' guides. *World Development*, 106, 324–336.

58 Piper, B., Destefano, J., Kinyanjui, E. M., & Ong'ele, S. (2018). Scaling up successfully: Lessons from Kenya's Tusome national literacy program. *Journal of Educational Change*, 19(3), 293–321.



5 | Research gaps for implementing structured pedagogy at scale

While a significant body of research indicates that structured pedagogy can effectively improve learning outcomes, important research gaps particularly related to implementation at scale and institutionalising in government systems remain.⁵⁹

The What Works Hub for Global Education has proposed an intellectual framework that articulates stages of implementation and types of evidence that can contribute at an intervention's design, initial testing, and scaling and institutionalisation (Figure 2). The framework includes four key areas: Efficacy, Efficacy+, Policy Plans and Practice at Scale. These contribute to a final area, effectiveness, in which the programme or policy is sustained at scale.

Efficacy includes testing of a programme's design, usually in small scale pilots, to determine if it produces intended outcomes. Efficacy+ tests similar programmes in new contexts, at different levels of scale, or with a different implementer (such as NGO vs government implementation). Policy plans include development of policies and programmes by governments (which vary in the degree to which they are informed by evidence). Practice at scale includes widespread adoption and institutionalisation of a programme or reform. The arrows in the framework represent pathways through which evidence could flow. Ideally, these processes and pathways work together to improve education system effectiveness and children's learning.

For structured pedagogy programmes, there is strong evidence in the efficacy and efficacy+ areas.

- The **Efficacy** area includes a strong evidence base for structured pedagogy programmes, including convincing evidence from a number of pilot studies demonstrating the effectiveness of structured pedagogy interventions.
- **Efficacy+** also has strong evidence through studies of implementation in new contexts, implementation by both NGO and government implementers, and through a limited number of large-scale studies. Yet, there remain variability on implementation quality and questions about how to adapt and optimize across diverse settings.



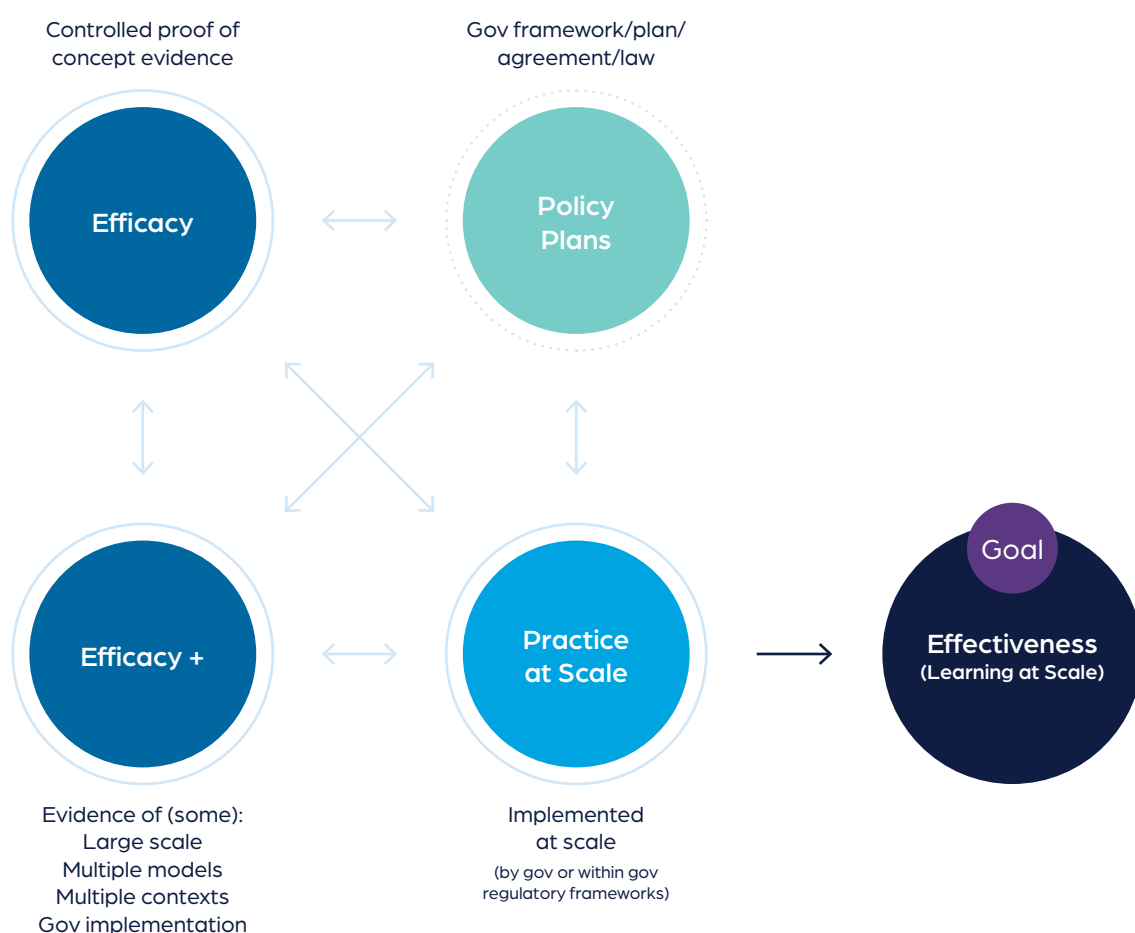
An intellectual framework that articulates stages of implementation and types of evidence that can contribute at an intervention's design, initial testing, and scaling and institutionalisation.

⁵⁹ A review of early grade learning programmes found only eight programmes that met criteria for evidence on effectiveness at scale, and only six of these included structured guidance for teachers, students and coaches.



- **Policy Plans** represent an area with strategies for aligning programmes with existing education policies. The key consideration here is how to effectively translate evidence from pilots into scalable, sustainable policies. There is a need for more evidence on how to support governments to incorporate structured pedagogy programmes into their policy plans (and in turn into practice at scale).
- The **Practice at Scale** area highlights practical considerations for sustained large-scale implementation and institutionalisation, such as teacher training, ongoing coaching and distribution of learning materials. More research is needed on how to support consistency in implementation and embed monitoring and feedback loops.

Figure 2. Intellectual framework of the What Works Hub for Global Education



The relationships (arrows) between these framework areas

illustrate further ongoing research needs. In order to effectively implement structured pedagogy programmes at scale, more understanding is needed of how Efficacy+ evidence translates into practice at scale (Efficacy+ → Practice at Scale), how pilot evidence can better inform policy planning (Efficacy → Policy Plans) and how policy decisions influence implementation and teaching practices (Policy Plans → Practice at Scale). Crucially, the feedback loop from large-scale implementation back to evidence and policy (Practice at Scale → Efficacy+) needs to be strengthened, ensuring that scaling efforts continuously improve based on real-world experiences and evidence.

Specific open research questions are proposed in Box 2 at the beginning of this brief. By focusing research efforts on addressing such gaps, we can develop even more robust, adaptable and sustainable approaches to scaling structured pedagogy programmes, moving towards the ultimate goal of improving learning outcomes for all students.



Specific open research questions are proposed in Box 2 at the beginning of this brief.



6 | Additional resources on structured pedagogy

The following resources provide additional detail on structured pedagogy, including programme design, implementation and evidence base.

Select references and examples of structured pedagogy

- Science of Teaching. (2024). **Structured Pedagogy**
 - This website offers a detailed suite of resources for understanding, designing and implementing structured pedagogy, including briefs for top decisionmakers, a two-page introduction, a set of how-to guides (in English, French, Spanish and Kiswahili) with accompanying videos, and a literature review.
- Chakera, S., Haffner, D., & Harrop, E. (2020) **Structured Pedagogy: For Real-Time Equitable Improvements in Learning Outcomes.** UNICEF Eastern and Southern Africa Region Working Paper.
 - Areas discussed include: teacher professional development, teaching and learning materials, formative assessment, engagement of primary caregivers, effective delivery approaches and country examples.
- Fleisch, B., Schöer, V., Roberts, G., & Thornton, A. (2016). **System-wide improvement of early-grade mathematics: New evidence from the Gauteng Primary Language and Mathematics Strategy.** *International Journal of Educational Development*, 49, 157–174.
- Hoadley, U. (2024). **How do structured pedagogy programmes affect reading instruction in African early grade classrooms?.** *International Journal of Educational Development*, 107, 103023.
- Kim, Y.-S. G., & Davidson, M. (2019). **Promoting successful literacy acquisition through structured pedagogy.** Global Reading Network Critical Topics Series. USAID.
 - Includes a detailed discussion of pedagogical principles underlying structured pedagogy (eg establishing instructional routines, providing scaffolding) and a two-page narrative of what effective structured pedagogy would look like from the perspective of a grade 1 teacher.
- Piper, B., Destefano, J., Kinyanjui, E. M., & Ong'ele, S. (2018). **Scaling up successfully: Lessons from Kenya's Tusome national literacy program.** *Journal of Educational Change*, 19(3), 293–321.
 - Includes discussion of designing structured pedagogy programmes for scale from the outset, and insight on



institutionalising the programme in government structures.

- Piper, B., & Dubeck, M. M. (2024). **Responding to the learning crisis: Structured pedagogy in sub-Saharan Africa**. *International Journal of Educational Development*, 109, 103095.
- Sapire, I., Isaac, P., Mpofu, S., Sako, L., Seoloana, M., Ndamase, T., & Mafilika, V. (2022). **The implementation of the Bala Wandé programme in Grade 1 in three provinces: Lessons learned**. In N. Spaul & S. Taylor (Eds.), *Early grade reading and mathematics interventions in South Africa* (pp. 207–228). Oxford University Press.
 - See also Funda Wandé’s **Learning resources** for a suite of aligned materials used for structured pedagogy in South Africa, including teacher training academy resources, teachers’ guides, learners’ activity books, and training videos.

Syntheses comparing structured pedagogy with other interventions











- Global Education Evidence Advisory Panel. (2023). **Cost-Effective Approaches to Improve Global Learning – What does recent evidence tell us are “Smart Buys” for improving learning in low- and middle-income countries?** [K. Akyeampong, T. Andrabi, A. Banerjee, R. Banerji, S. Dynarski, R. Glennerster, S. Grantham-McGregor, K. Muralidharan, B. Piper, S. Ruto, J. Saavedra, S.
 - Technical analysis underlying the GEEAP report: Angrist, N., Evans, D. K., Filmer, D., Glennerster, R., Rogers, H., & Sabarwal, S. (2023). **How to Improve Education Outcomes Most Efficiently?** Blavatnik School of Government Working Paper Series.
- Evans, D. K., & Popova, A. (2016). **What Really Works to Improve Learning in Developing Countries?** An Analysis of Divergent Findings in Systematic Reviews. *The World Bank Research Observer*, 31(2), 242–270.
- Snilstveit, B., Stevenson, J., Menon, R., Phillips, D., Gallagher, E., Geleen, M., Maxwell Stamp, Jobse, H., Schmidt, T., & Jimenez, E. (2016). **The impact of education programmes on learning and school participation in low- and middle-income countries**. (2016 ed.). International Initiative for Impact Evaluation (3ie).



Examples of structured pedagogy in action

The tables that follow provide an overview of structured pedagogy programmes that have been discussed in this brief. Table 1 provides examples of programmes that have been scaled at a national or sub-national level, while Table 2 provides examples of programmes that are still in an evidence-establishing phase.

Table 1 Overview of scaled structured pedagogy programmes

Country	Programme	Year Started	Scale achieved in (year achieved)				Is the programme ongoing?	Further reference
			Schools	Admin units	Grades included	Subjects Included		
 Ghana	Ghana Learning Activity	2014	7,404 (2020)	100 districts (2020)	Kindergarten, Primary 1 & 2	Reading (and Mathematics pilot)	Ended 2023	USAID/Ghana Learning Activity Fact Sheet
 India	Scaling Up Early Reading Intervention (SERI)	2015	2,622 schools (2018)	3 states (2018)	Grades 1 & 2	Reading	Informed NIPUN Bharat initiative (2021–25)	SERI 2018 Evaluation Report for Chhattisgarh and Uttarakhand
 Kenya	Tusome (Pilot: PRIMR)	2014	23,000 public schools + 1,500 low-cost private schools (2022)	all 47 counties (2022)	Grades 1–3	Reading	Informed Kenya Primary Literacy Programme (2024)	Scaling up successfully: Lessons from Kenya's Tusome national literacy program
 Liberia	Liberia Teacher Training Program Phase II (LTTP II) (Pilot: EGRA Plus Liberia)	2008	1,020 schools (2015)	4 counties (2015)	Grades 1–3	Reading (2008–2013)	Informed Read Liberia programme and materials (2017–22)	LTTP II Endline assessment of the impact of early grade reading and mathematics interventions
 Malawi	Malawi Early Grade Reading Activity	2013	1,610 schools (2017)		Standards 1–3 (2017)	Reading	Informed Malawi NextGen (2022–27)	Malawi Early Grade Reading Activity: Final Project Report
 Nigeria	Northern Education Initiative Plus (NEI+) (Pilot: NEI)	2015	8,000 schools + 11,000 non-formal centres (2021)	2 states (2021) (reduced from 3 for sustainability)	Grades 1–3 (as well as out of school children)	Reading, Mathematics and Life Skills	Informed LEARN to read (2022–27)	NEI+ End Line Performance Evaluation Report
 Pakistan	Pakistan Reading Project (PRP)	2013	24,000 schools (2020)	7 provinces (2020)	Grades 1 & 2 (new cohort of Grade 1s introduced every two years)	Reading	Ended 2020	PRP 2020 Early Grade Reading Endline Assessment – Khyber Pakhtunkhwa
 Senegal	Lecture Pour Tous	2017	3,900 schools (2021)	6 regions (2021)	Grade 1 (2018), Grades 1–2 (2019–2021)	Reading	Informed RELIT programme (2022–27)	Lecture Pour Tous: A revolution to get all children reading in Senegal Final performance report
 South Africa	Gauteng Primary Language and Mathematics Strategy (GPLMS)	2011	1,000 schools (2013)	1 province (2013)	Grades 1–3 (2011), Grades 1–7 (2012–13)	Reading (2011), Reading and Mathematics (2012–13)	Discontinued, indirectly informed the design of both EGRS and Funda Wande initiatives	System-wide improvement of early-grade mathematics: New evidence from the GPLMS
 Uganda	Literary Achievement and Retention Activity (LARA)	2015	1,730 schools (2016)	28 districts (2019)	Primary 1–4 (new P1 cohort added each year)	Reading	Ended 2021	USAID Uganda LARA: Activity Monitoring, Evaluation and Learning Plan

 = Link for further reference



Table 2 Overview of structured pedagogy interventions in evidence-establishing phase

Country	Programme	Year Started	Scale achieved in				Is the programme ongoing?	Further reference
			Schools	Admin units	Grades included	Subjects Included		
Liberia 	Read Liberia	2017	640 schools + 60 Kindergarten centres	6 counties	Grades K, & 1-2	Reading	Indirectly informed Liberia Foundational Skills Activity (LFSA)	Read Liberia impact evaluation: Endline report
Madagascar 	Mahay Mamaky Teny (MMT)	2018	119 schools	2 regional departments	Grade 1	Reading	Informed Lova (2023-28)	Education Program for USAID/Madagascar "Mahay Mamaky Teny!": Final Report
South Africa 	Early Grade Reading Study I & II (EGRS)	2015	420 schools	2 provinces	Grades 1-3 (new cohort added each year)	Reading (new language focus subject added in 2017)	Informed coaching models in Funda Wandé	Synthesis Report of EGRS I and EGRS II
South Africa 	Funda Wandé	2019	280 schools	3 provinces (different interventions in each)	Grades R, 1-3	Reading, Mathematics (from 2022)	Yes	Funda Wandé: 2022 Annual Report

 = Link for further reference





What Works Hub
for Global Education

www.wwhge.org
wwhge@bsg.ox.ac.uk