

Implementing **structured pedagogy** programmes effectively at scale

What is structured pedagogy?

Structured pedagogy is a teaching and learning approach centred on a **well-sequenced and scoped progression of grade-level skills** for children to master and an **aligned package** of resources, training and support that enables teachers to deliver classroom lessons that build towards the intended skills.

What is the evidence base for structured pedagogy?

Reviews of research on educational interventions in global south contexts have consistently found structured pedagogy to be **one of the most effective interventions** for raising children's foundational literacy and numeracy levels at scale. For example:

- In Liberia, the Read Liberia structured pedagogy programme increased the proportion of students meeting the Ministry of Education's oral reading fluency benchmark from 13% to 35.5%.
- In Kenya, the Tusome structured pedagogy programme increased the proportion of students meeting the emergent literacy benchmark from 12% to 30% for English, and from 13% to 35% for Kiswahili.

Moreover, structured pedagogy programmes typically achieve these outcomes **cost-effectively**. Accordingly, structured pedagogy is recommended as one of only three 'Great Buys' in the 2023 Global Education Evidence Advisory Panel report.

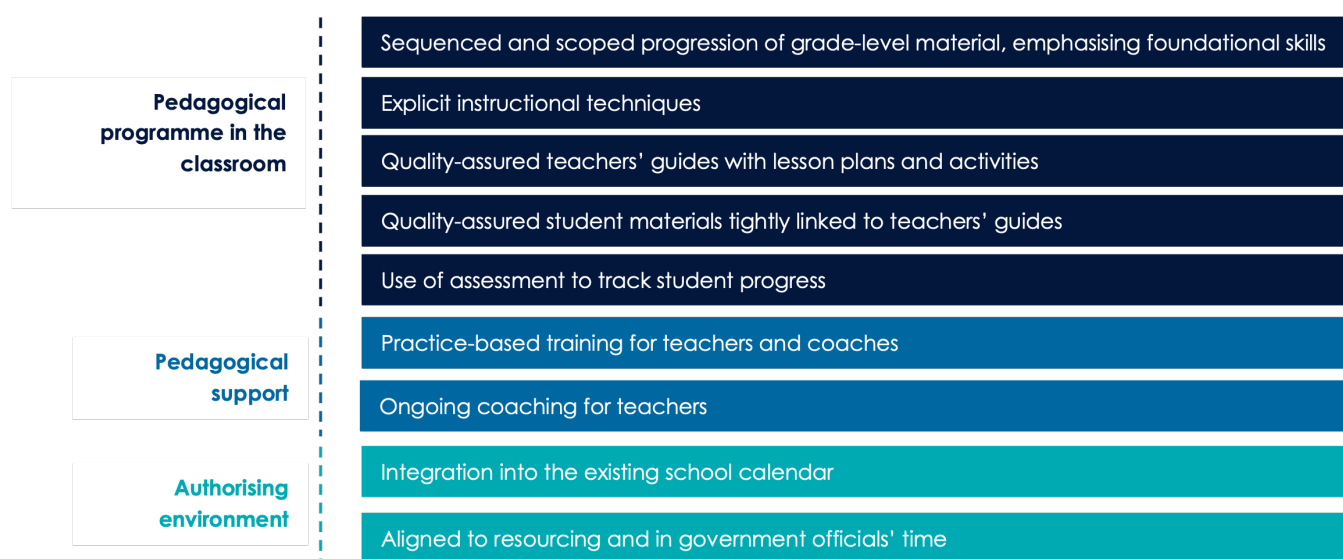
Academic research also provides evidence for how and why structured pedagogy programmes work. For example, a well-sequenced progression of skills is important for 'scaffolding' the student learning process. An aligned package of lesson plans, instructional materials, training, and ongoing support helps teachers to master new pedagogical techniques and embed them in daily lessons.

Where has structured pedagogy been implemented?

Structured pedagogy programmes have been implemented at scale in many education systems in Sub-Saharan Africa – **Ghana, Kenya, Liberia, Malawi, Nigeria, Senegal, South Africa, and Uganda** – and in South Asia – **India and Pakistan**. All of

these programmes targeted the lower primary grades (one programme also included kindergarten, another included out-of-school children). All programmes focused on foundational literacy, with some also addressing numeracy.

The core components of structured pedagogy programmes



New research from the What Works Hub for Global Education identifies the 'core components' of structured pedagogy. Each of these core components shown in the figure is essential to effectively implementing and institutionalising a structured pedagogy programme at scale through the government system. Global evidence suggests that each of these core components should therefore be retained when programmes are designed, adapted and scaled to ensure impact.

Key resources

What Works Hub for Global Education. (forthcoming). Core components of structured pedagogy: Unpacking the "black box" of proven programs by systematically combining multiple sources of rigorous evidence with implementer insights. What Works Hub for Global Education working paper. *Note: If you would like to be notified when this paper is released, please email wwhge@bsg.ox.ac.uk.*

Hwa, YY., Kayton, H. L., & Kaffenberger, M. (2024). Implementing structured pedagogy programmes at scale. What Works Hub for Global Education. Synthesis brief, 2024/002. https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RI_2024/002



What Works Hub for Global Education

Kayton, H.L., & Kaffenberger, M. (2025). The path to scale: navigating the scaling of structured pedagogy programmes. What Works Hub for Global Education. Insight note, 2025/001. https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-RI_2025/001

Global Education Evidence Advisory Panel. (2023). *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. <http://documents.worldbank.org/curated/en/099420106132331608/>

Science of Teaching. (2024). Structured Pedagogy [website]. <https://scienceofteaching.site/structured-pedagogy/>

Piper, B., & Dubeck, M. M. (2024). Responding to the learning crisis: Structured pedagogy in sub-Saharan Africa. *International Journal of Educational Development*, 109, 103095. <https://doi.org/10.1016/j.ijedudev.2024.103095>



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