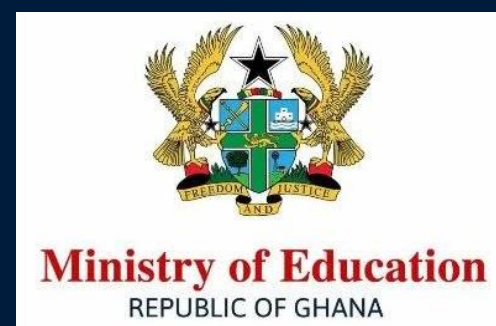


Make scale-ups work with implementation science

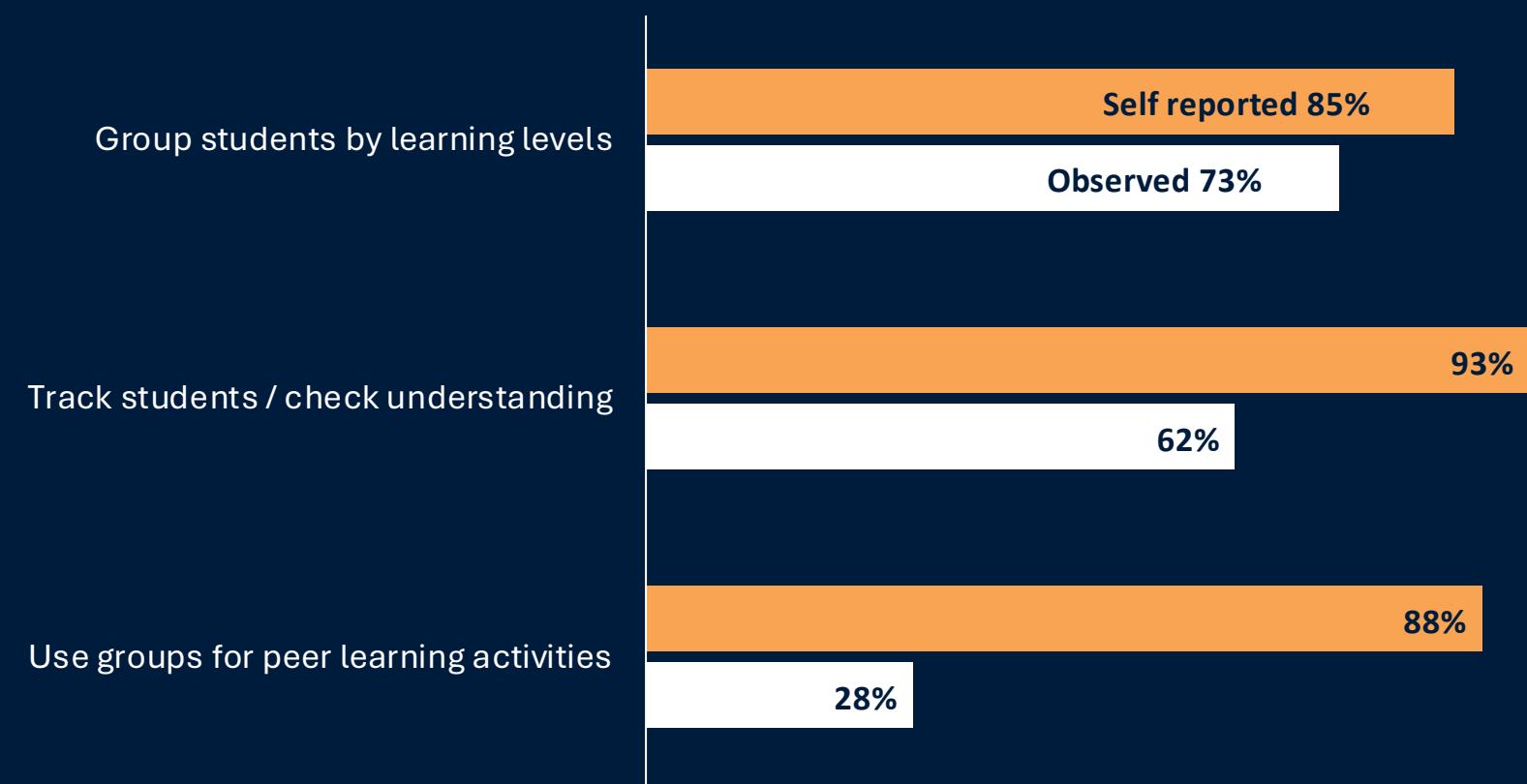
Evidence from scaling differentiated learning in Ghana

Ama Anaman, Noam Angrist, Guillermo Romero, Surayya Masood, Shwetlena Sabarwal, and **Marla Spivack***

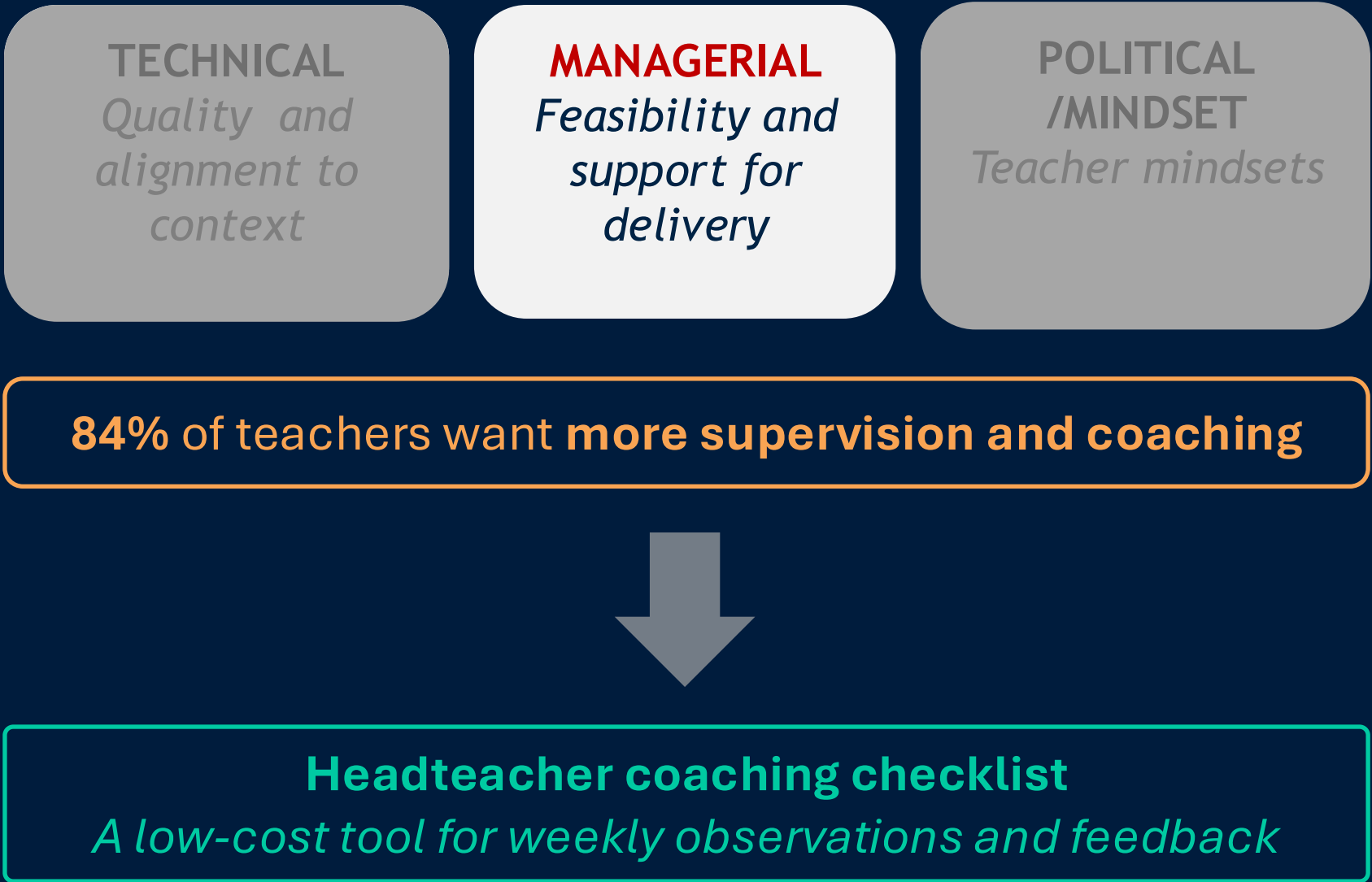


Ghana is scaling differentiated learning (DL) to 16,000 schools, but key practices don't reach most classrooms

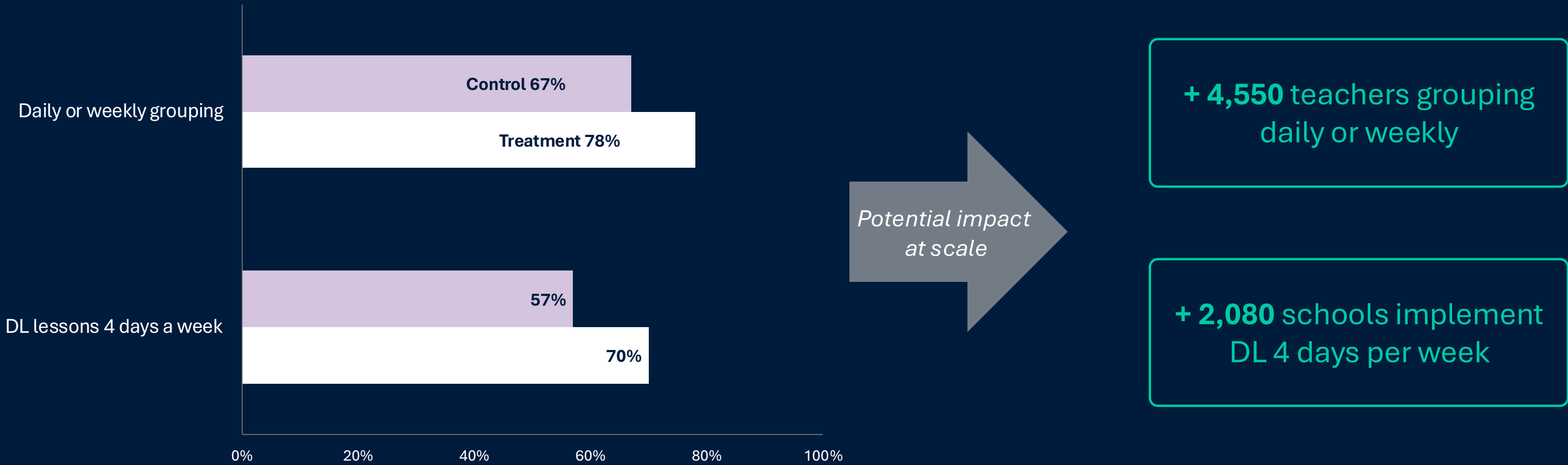
There is a gap between what teachers believe and what observers see



What type of gap is this – and how can we close it?



The checklist improved delivery and is now scaling nationwide



Implementation science is diagnosing and closing gaps in other contexts

TECHNICAL

Quality and alignment to context

MANAGERIAL

Feasibility and support for delivery

POLITICAL /MINDSET

Buy-in and Teacher mindsets

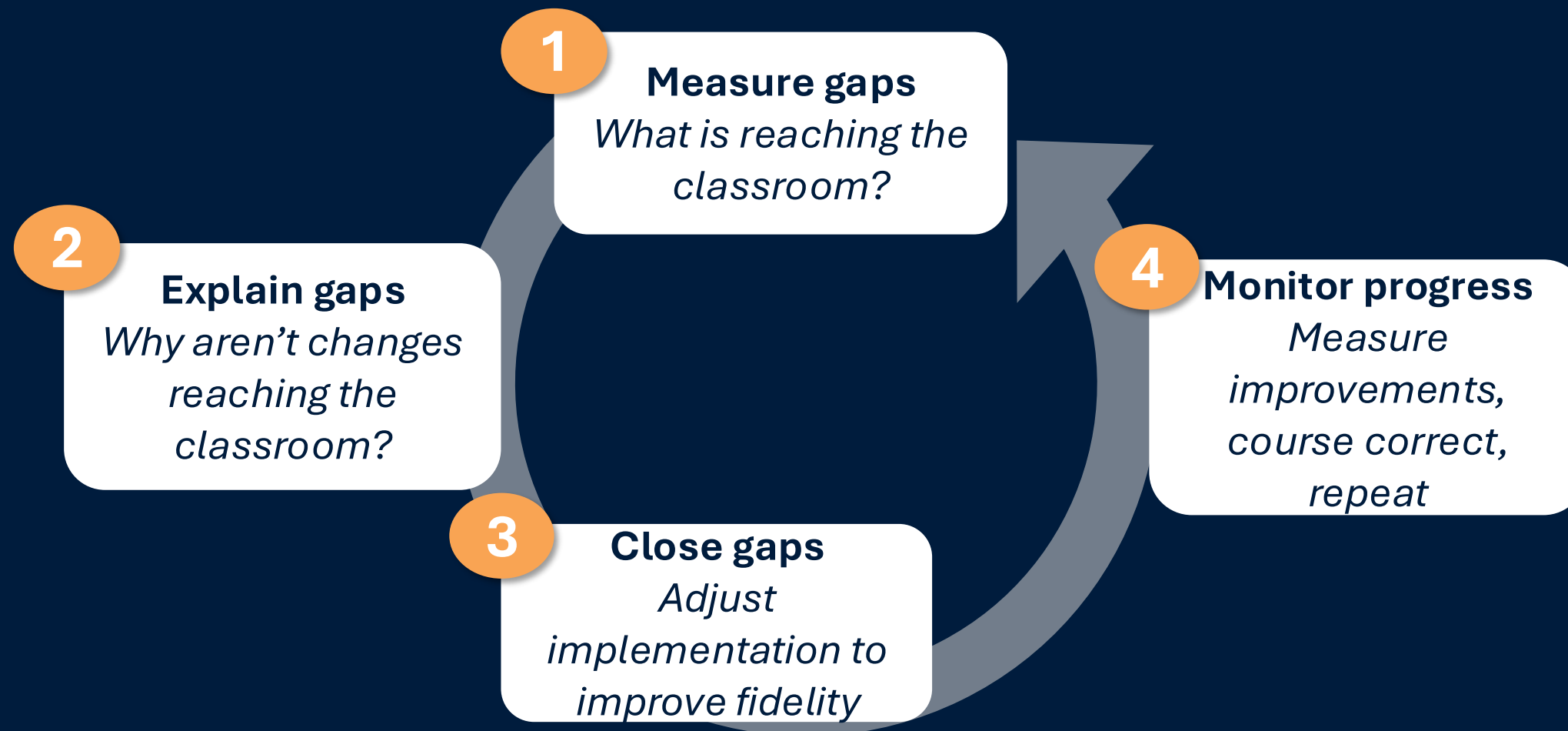
Cambodia

Structured monthly practice to address gaps in single-round training with limited structured practice and continued support

Morocco

Structured problem-solving sessions among inspectors and headteachers to address unclear roles and responsibilities

Tools for closing implementation gaps in education



Get the toolkit

