

Research and Evaluation

FHI 360 Education Policy and Data Center (EPDC)

EPDC is a unique resource for global education data, analysis and custom research. Leveraging access to a wealth of international education data sources, EPDC applies its expertise in data collection and statistical analysis towards existing and emerging issues in education policy and practice.

The EPDC website provides free country profiles that include key education indicators from a variety of sources. Recent research includes an analysis of the implementation of Universal Primary Education policy in Sub-Saharan Africa and an ongoing analysis of equity in education resource allocation, with data from several country cases.

EPDC's research is available at www.epdc.org.

Education Equity Research Initiative

Launched by FHI 360 with Save the Children, this collaborative partnership brings together research and implementing organizations to develop and disseminate evidence for strengthening equity in and through education.

Learn more at www.educationequity2030.org



As a science-driven organization, FHI 360 is committed to a continuous process of learning and knowledge sharing for improved solutions in education around the world. Our research, monitoring and evaluation specialists conduct studies and evaluations that contribute to the evidence base on the effectiveness of educational interventions in a wide variety of contexts, with particular **focus on literacy and learning, education in emergencies and workforce training for youth**.

LITERACY AND LEARNING

Literacy and learning, especially in the early grades, provides children and their families with the foundational skills needed to improve their lives and communities. Understanding how kids learn and what interventions are most effective at improving learning outcomes—with the least cost, and at scale—are critical issues that FHI 360 evaluators and researchers work to address. We currently implement large-scale early learning interventions in the **DJIBOUTI, DR CONGO, GHANA, NIGERIA** and **SENEGAL**. We use early grade reading, writing and mathematics assessments, highly structured classroom observation tools, and qualitative methods such as interviews and focus groups to measure fidelity of implementation, time on task, teacher behavior change, student learning and community support for education. Continuous data collection for monitoring purposes is integrated into online visualization dashboards, allowing project teams and local stakeholders access to rapid real-time information from schools on their attendance, teacher observation and learning outcomes data.

In **NORTHERN NIGERIA**, our experts designed and implemented a randomized controlled trial (RCT) of the use of read-aloud story lessons in early grade reading and numeracy interventions. The study employs a multi-treatment RCT to show that math-themed read-alouds are effective in improving comprehension and numeracy, while standard read-alouds are more effective in improving reading outcomes. Using the same project data, our experts augmented the existing M&E system with the use of teacher value-added modeling to determine heterogeneity in teacher performance. This allowed the project to reallocate resources more efficiently according to need. In **GHANA**, our fidelity of implementation monitoring data is used to identify struggling schools and provide remediation through interactive dashboards. In **DR CONGO**, and on a recently completed project in **MADAGASCAR**, we use similar data to inform the materials revision process and teacher training.

About FHI 360: FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff includes experts in health, education, nutrition, environment, economic development, civil society, gender, youth, research, technology, communication and social marketing—creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 70 countries and all U.S. states and territories.

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EDUCATION IN EMERGENCIES (EiE)

Globally, there is a dearth of evidence on how to improve equitable access, retention, learning and social-emotional well-being outcomes for children and youth in conflict and crisis settings. With current education programs in **AFGHANISTAN**, **EL SALVADOR**, **NORTHEAST NIGERIA**, and **SOUTHERN SENEGAL**, FHI 360 is carrying out education and risk analyses, addressing measurement challenges around equitable access, social-emotional learning, and teacher well-being, and evaluating the effectiveness of formal, non-formal and accelerated education programs for children affected by conflict and crisis. FHI 360's education monitoring systems feature rolling assessments and adaptive management approaches that are appropriate for complex contexts.

Through leadership roles with the **Inter-Agency Network on Education in Emergencies** and implementation of the **USAID Middle East Education Research Training and Support** program, FHI 360 is helping to shape the international research agenda for EiE, including producing global guidance and training on how to navigate EiE data and evidence. A newly awarded research grant from **Dubai Cares** will investigate how participation in an accelerated education program shapes adolescents' trajectories and outcomes in **NORTHEAST NIGERIA**.

EDUCATION FOR YOUTH AND WORKFORCE DEVELOPMENT

Today's youth population is the largest in history. With this population growing the fastest in the poorest nations, understanding what education interventions work best in enabling youth to succeed in the global economy is critical for development. We implement youth-focused activities with rigorous research and evaluation agendas in **AFGHANISTAN**, **GUATEMALA**, **JAMAICA**, **HONDURAS** and **MOROCCO**. Our approach not only ensures that we understand the knowledge and skills with which youth are leaving the education system, but how well equipped they are to lead healthy and productive lives. In addition, through USAID Youth Power Action, we are developing and testing a new tool for measuring youth soft skills, including positive self concept, self-control and higher order thinking skills.

In our workforce development programs, we establish evidence-building systems to trace effects on employability and job placement. In **AFGHANISTAN**, a tracer survey follows program participants to evaluate program impact on improving employment opportunities, mitigating labor market frictions and job search time, as well as participant self-efficacy in job related activities. Tracer systems are being set up in our newer programs in **LATIN AMERICA** and **KOSOVO**. To ensure that our programs are responsive to labor market demand, Labor Market Analyses are integral parts of FHI 360 program design for workforce training. In addition, we carry out systems-level research on secondary education, such as a recent analysis of the skills gap between employer demand and secondary graduate competencies in **COLOMBIA**, **EL SALVADOR** and the **DOMINICAN REPUBLIC**.

For more information, please contact research@fhi360.org.