

## **Chat from Global Education 'Smart Buys' event: Debating the Evidence 21 June 2021**

14:37:56 From Alethea Osborne : Hi everyone, Alethea Osborne from MannionDaniels, who help support the GEEAP Secretariat, for reference during the session further information about GEEAP is here: <https://www.worldbank.org/en/topic/teachingandlearning/brief/global-education-evidence-advisory-panel>

14:39:57 From Link Education International to All panelists : Evidence based on listening to all users of education - including learners, community members and those often excluded.

14:40:07 From Faith Rose to All panelists : Faith Rose from the Education Partnerships Group. Interest in evidence being used in country policy is to ensure that the policies are grounded in the reality of the country - not an idealised version - which meets the system where it is and supports incremental change or reform.

14:41:17 From Maria Ron Balsera (ActionAid) to All panelists : I'd like to see real evidence, not evidence that is easy to collect that is used to over-simplify the complexity of development. Also, we have had enough customised evidence to push for specific neoliberal reforms.

14:41:24 From Caine Rolleston : challenge to interpret global evidence for particular contexts - improving confidence that evidence is valid in a place where it was not necessarily generated

14:41:37 From Faith Rose : Faith Rose from the Education Partnerships Group. Interest in evidence being used in country policy is to ensure that the policies are grounded in the reality of the country - not an idealised version - which meets the system where it is and supports incremental change or reform.

14:41:50 From Pauline Rose : My ideal world - context-relevant evidence (rather than politics) informs change in policy and practice, with particular benefit to most disadvantaged

14:42:42 From Jane Mann : To support robust decision-making & advocacy around where best to invest for sustainable outcomes, avoiding anything too reactive or short-term or inappropriate for the context.

14:43:17 From Susy Ndaruhutse : Understanding and use of context-relevant evidence (quantitative and qualitative) to support decision-making in educational policy.

14:44:54 From Khadijah Fancy : I think it is really important for us to think about how evidence is democratized and more voices and perspectives can be captured. Evidence can work to reinforced power structures and exclude locally owned solutions and innovation. How can evidence shift power and increase local ownership of solutions and of systems?

14:46:12 From nike akerele de souza : Where can we get evidence on the outcomes of alternative education pathways such as radio, TV and mobile education to reach more children in developing countries especially Africa?

14:46:16 From Jo Westbrook to All panelists : Evidence taken from a variety of different studies that do not simplify issues, recognise complexities involved in getting children to school, to feel safe and learning with some engagement, no knee jerk responses to the latest fad in development/education, no panacea but a combination of often quite small changes or modifications may be needed - context specific.

14:47:02 From Fergal Turner : Fergal Turner here from Oxford MeasurEd - an ideal world would have policies built on quantitative and qualitative evidence, balancing methodological rigour

with engagement and participation in the evidence generation and use process. Would love to here more from the panel on this balance in practice.

14:47:36 From Mark Herbert to All panelists : Hi Benjamin - my response to your question is the simply that policy makers should have access to trustworthy evidence which shows what learning impact a particular investment is likely to have, and that includes value for money and feasibility of implementation. 'Trustworthy' to me means evidence which is grounded in the reality of similar LMICs and is robust enough to steer choices. (Mark Herbert, British Council)

14:48:57 From Alina.Lipcan to All panelists : Alina Lipcan from the Global Schools Forum. Ideally evidence would be generated based on the needs of policy-makers at all levels + teachers/schools in a specific context and there would be a coherent approach for evidence generated at each of these levels to inform school, district and national-level decision-making.

14:48:57 From Christine Harris-Van Keuren : For the data to be as useful as possible, we need to make sure that the methods are clear otherwise apples/oranges

14:53:46 From David ARCHER : I am very worried about this whole framing. We need to be clear that this is NOT about 'smart buys for education' but 'smart buys for achieving specific and reductive outcomes in literacy and numeracy in the early years'. This is an ideological framing that gives a very distorted set of outcomes.

14:54:39 From Susan Durston : I agreewith david.

14:55:17 From nike akerele de souza to All panelists : Hi Benjamin. Thanks much for sharing. Could we discuss with you after the session when convenient. I am part of a team working on school improvement and education reform in Lagos State in Nigeria. I wonder if you could share some of the things you are doing in Kenya and some of this evidence findings with the Commissioner for Education.

14:55:56 From Andy Smart : @David Archer- agreed

14:56:01 From David ARCHER : It is also premised on valuing some forms of evidence over others - often ignoring the complexities - and sidelining a huge range of insightful qualitative work

14:57:17 From Alethea Osborne : More information about the LAYS here:  
<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/243261538075151093/learning-adjusted-years-of-schooling-lays-defining-a-new-macro-measure-of-education>

14:57:19 From Rob Gruijters to All panelists : Hi David, I think Noam is just explaining that the outcome measure is a combination of access and learning outcomes

14:57:54 From Guy Le Fanu to All panelists : Link to Smart Buys report (in case people don't have it): <https://documents1.worldbank.org/curated/en/719211603835247448/pdf/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.pdf>

15:00:20 From Christine Harris-Van Keuren : As a gentle reminder, the per \$100 as it assumes a linearity that doesn't exist.

15:00:24 From Emma Mba (Mott Macdonald) to All panelists : You can see by the wide ranges in impact in the charts - eg for SBMCs, that there are widely different approaches to doing

some of these interventions and it may be more useful to think about - which elements make these "buys" more effective - both from governance and implementation aspects.

15:01:12 From Benjamin Piper : @Chris - I agree with you.

15:02:15 From David ARCHER : Anyone who suggests that reducing class size (e.g. from 80 to 40) does not improve learning outcomes has not been a teacher or spent any serious time in a classroom!

15:02:17 From Pauline Rose : Given challenges of cost-effectiveness analysis, many studies only look at individual reforms whereas this isn't usually the reality of education reform. NB point on cash transfers on slide (showing low cost-effectiveness) is related to improved learning. The design of these is usually for access (with cash plus reforms aiming to combine cash transfers with pedagogical reforms). So important to be careful not to propose cash transfers aren't valuable when looked at in terms of what they aim to achieve, as an example

15:03:09 From Baela Raza Jamil to All panelists : Complementarity and sequencing matters for outcomes on interventions

15:03:11 From Benjamin Piper : @Emma - the issue of what drives the differential impact of programs under a particular category is a clear need for more research in the sector, I agree with you. It might be the most important thing we could do next, as a sector, since knowing what makes an intervention more likely to work is what governments need most

15:03:49 From Susan Durston : That depends how you define Foundational Learning There is an increasing amount of evidence that unless children have sound mental health and social and emotional learning they will learn little in literacy/numeracy. This is being highlighted in COVID, but has been an issue for many years-children in conflict etc. In addition, with domestic violence increasing, school-based interventions need to be partnered with other interventions in a child's life.

15:05:41 From Benjamin Piper : @Susan - I'm hopeful that the increase in research on socio-emotional learning would allow for more evidence to be included on this topic in the future. Very important in so many countries, particularly as so many girls who suffered in a variety of ways during the time out of school.

15:05:50 From Susan Durston : A question for all panelists. Has anyone asked the children? How is the process of child agency and meaningful participation being included in these interventions?

15:06:08 From Matthew Jukes : The state of knowledge in any field is our collective understanding based on evidence-based theories of how different approaches work, not a compilation of impact evaluations. The challenge is developing criteria we can agree on for what counts as knowledge in this more expansive view of understanding. Something that can rival the clarity and simplicity of inclusion criteria on a systematic review of RCTs. Any suggestions?

15:09:39 From Vikki Pendry to All panelists : When we 'measure learning levels' are we sure that the measures are reliable and useful? Exam scores for example in some contexts only measure low levels of understanding - recall of facts- because these are easy to assess.

15:10:00 From David ARCHER : @Benjamin @Susan - the problem is that you would struggle to design research on social-emotional learning that would be recognised on the terms used in this report ... and therein lies the problem ... a pre-selection of what will be counted and valued based on what can be measured in standardised

15:11:40 From Christine Harris-Van Keuren : Another gentle reminder that CEAs monetize contributions (i.e., an economic method) but cost-efficiency does not (i.e. an expenditure analysis). So what looks like a "good buy" might not line up to actual govt costs when they're going to actually implement a project or take it to scale.

15:13:42 From Benjamin Piper to All panelists : @David - Lego Foundation is supporting interventions in 5 countries that include socio-emotional learning as the outcome that use RCT designs. One example of work that is ongoing to deal with the issue you mention. Though I think understand that your concern is more than just that

15:14:39 From Matthew Jukes : An interesting question is how this report lands with the users of evidence. It could be additive (e.g. give people new options) or reductive (discourage people from pursuing policies that aren't endorsed in the report).

15:14:50 From Jo Westbrook to All panelists : Yes - it depends where the focus and priorities of the Ministry is - strong argument to say what is most important is getting learners with disabilities and girls into schools and learning well, whatever the 'low' levels of evidence are and interventions for these groups will benefit 'other' learners - these two groups seem to be somewhat an aside here in as not so smart buys? Good that evidence itself is inclusive...

15:15:51 From Susan Durston : @David Archer. A good example of what education is all about apart from that which can be measured. However, unless we go ahead with SEL (not as an extra programme or subject but fundamentally underpinning the curriculum) we will continue to witness this kind of approach

15:16:20 From Keith Lewin : But children in the earthquake zone in Pakistan with mothers with primary education suffered no educational loss at all! Discuss!

15:17:05 From David ARCHER : I am particularly disturbed about the systemic effects of this on lower income governments coming under pressure from donors who tell them based on this study that there is no need to address teacher shortages / reduce class sizes -because that is not 'smart'... And just to be clear about the sub-text here - something that is 'not smart' is stupid ...

15:19:32 From Baela Raza Jamil to All panelists : Annual Development Budgets rolling out during COVID19 in country are still not revealing good evidence based allocations - without the granularity that is needed on where it is being allocated revealing high returns on what works in the sector or sub-sector ...

15:20:32 From Sheldon Shaeffer to All panelists : Two COVID-19 issues: (1) pre-school/ECCE is usually not covered when discussing "closures" and "recovery" when, in fact, this sub-sector has always been the most fragile and underfunded and will find it most difficult to return even to the modest gains of the last decade; (2) most of the discussion around learning loss/disruption puts all children in the same situation when, in fact, those most vulnerable before the pandemic (e.g., with disabilities, living in remote areas, of migrant/refugee status, from ethnic/linguistic minorities) will find their disadvantage has only increased after the pandemic -- and calls for "remediation" usually don't recognise this issue.

15:20:40 From Susan Durston : ...and the assumption that you "buy" a fix. Equity in research is when funding also comes from a more diverse research community and not from Northern donors, and when they can define the agendas and the approach and what counts as evidence. Take the colonialism out altogether.

15:28:17 From mahlomaholomahlomaholo to All panelists : Sharing evidence with governments, I usually sent reports and insist on formal presentation at their offices or alternatively invite government officials to be part of our research team who will be informed from the beginning through the entire process.

15:32:56 From Susan Durston : I would like to be involved in dialogue about children participating in decisions and supported to exercise their agency.

15:33:19 From Sandra Baxter : Angela's blog can be found here:  
Cost-effective approaches to improve global learning: is Teaching at the Right Level #TaRL a 'good buy'?

<https://www.ukfiet.org/2020/cost-effective-approaches-to-improve-global-learning-is-teaching-at-the-right-level-tarl-a-good-buy>

15:40:02 From Emma Mba (Mott Macdonald) to All panelists : This is why pilots need to take scale and institutionalisation into account and involve government in the design from the beginning. Not a lot will work in poor resource environments with large classes - is it more about getting governments to understand this and politically commit to resourcing education more effectively to reduce class sizes and give teachers the tools to have a better hope of engaging with each child.

15:43:17 From Christine Harris-Van Keuren : (clapping to Ben's comment)

15:44:01 From Emma Mba (Mott Macdonald) to All panelists : FCDO projects all need to conduct VFM analyses and these are expected to include benchmarks and comparative data - but project reports are not in the public domain - is this something that FCDO can do - to synthesise and publish this information?

15:44:02 From Sheldon Shaeffer : Two COVID-19 issues: (1) pre-school/ECCE is usually not covered when discussing "closures" and "recovery" when, in fact, this sub-sector has always been the most fragile and underfunded and will find it most difficult to return even to the modest gains of the last decade; (2) most of the discussion around learning loss/disruption puts all children in the same situation when, in fact, those most vulnerable before the pandemic (e.g., with disabilities, living in remote areas, of migrant/refugee status, from ethnic/linguistic minorities) will find their disadvantage has only increased after the pandemic -- and calls for "remediation" usually don't recognise this issue.

15:44:09 From Sandra Baxter : Link to systematic review Birte worked on with colleagues: Interventions for improving learning outcomes and access to education in low- and middle- income countries: a systematic review

<https://www.3ieimpact.org/evidence-hub/publications/systematic-reviews/interventions-improving-learning-outcomes-and-access>

15:45:23 From Amita Chudgar to All panelists : I think Ben's point on cost is well-taken, but thinking back to a point made earlier, "cost-efficiency" is sensitive to scale, isn't it? So this is an important note of caution for not extrapolating cost data as well? curious to hear if others have thoughts on this. Thanks.

15:47:51 From Sandra Baxter : Blog from Keith Lewin responding to GEEAP Smart Buys paper: Smart buys: great sales and special offers: Cost-effective approaches to improve global learning <https://www.ukfiet.org/2020/smart-buys-great-sales-and-special-offers-cost-effective-approaches-to-improve-global-learning/>

15:50:30 From Rachel Hinton : See examples of impact at <https://www.ids.ac.uk/projects/the-impact-initiative/>

15:51:47 From Noam Angrist to All panelists : It's a great point on learning from failure Keith. Agreed most gains might come from improving on those. A note on this is the figures in the paper do include those. There is another subset which doesn't, but all are included in the main figures.

15:52:30 From Susan Durston : Is the "government being talked about National Government or Regional/district? Decentralised systems have some autonomy.

15:52:34 From Caine Rolleston to All panelists : How would you advise more and different forms of evidence can be collected and more and smaller, local organisations can contribute to the evidence?

15:52:46 From Caine Rolleston to All panelists : TARR: Examples given in Ben's presentation are all 'part' of the time but slides says could also be whole day. Major difference in how policy makers might interpret this evidence. See streaming now being introduced in Delhi public schools. How to ensure Smart Buy caveats are clear and don't lead to unforeseen consequences?

15:52:55 From Caine Rolleston to All panelists : A question for all panelists. Has anyone asked the children? How is the process of child agency and meaningful participation being included in these interventions?

15:53:04 From Caine Rolleston to All panelists : The capacity of education Ministry personnel in developing countries is rudimentary to understand complexity of best buys. As a result they would be highly dependant on consultants and choose something that is not so worthy after all. How to address this?

15:53:13 From Caine Rolleston to All panelists : The Smart Buys report says there is a lack of evidence of what works in terms of improving the foundational skills of primary-school-aged children with disabilities. How do the panel think this situation can be improved? (Incidentally well-designed research with a strongly qualitative orientation carried out with small numbers of children with disabilities can generate theories that can then be tested at scale.)

15:53:23 From Caine Rolleston to All panelists : Along similar lines to Angela, structured pedagogy interventions are very diverse. Even just looking at one element, teacher guides, pedagogical approaches vary across the many different teacher guides that have been developed. Do you plan to put your support behind a particular pedagogical approach or support decision makers to decipher between them for what is practical and effective for their context?

15:53:33 From Caine Rolleston to All panelists : One of the issues with learning level is that children often end up out of sync with their peers in social (and sometimes physical) development, either with appearing "behind" as in children who are older for their grade, or younger than many of their peers. Age is also not so smooth on this front!

15:55:07 From David ARCHER : Yes, Keith, for me this is the heart of the problem. There have been some donors - notably WB and UK - pushing for many years for a narrow focus on literacy and numeracy in the early years - and indeed who argued for an SDG focused only on this . thankfully unsuccessfully as developing countries insisted on a more inclusive SDG agenda. My fear is that this external, ideological agenda is now pursued based on a claim of 'evidence' that is limited (only quantitative) and self-fulfilling (because it only values narrow outcomes)

15:55:16 From Susan Durston : Not to mention the operational costs of the particular aid agency

15:56:27 From Sandra Baxter : Blog from Susy Ndaruhutse in response to Smart Buys paper. Smart buys: system reform, local-level buy-in and reaching the most marginalised <https://www.ukfiet.org/2020/smart-buys-system-reform-local-level-buy-in-and-reaching-the-most-marginalised/>

15:59:40 From Maria Brindlmyer : You can find the link to cost measurement in education guidance here: <https://bit.ly/2GpnQVc> and here <https://www.youthpower.org/resources/be2-guidance-note-measuring-costs-donor-funded-education-programming>

15:59:49 From Khadijah Fancy : thanks Yvette! Key issue, well summarised!

16:01:25 From Annewiseman : thanks Yvette, totally agree. too many times when research is undertaken they key stakeholders with perhaps the most to contribute, are left out .

16:03:19 From Dr. Kisirkoi to All panelists : local contexts quite critical. Thank you for allowing me in this discussion. Florence kisirkoi in Kenya, a teacher educator in a university in Kenya. I teach curriculum studies courses and issues of implementation of CBC are critical in terms of learning outcomes.

16:04:37 From Susan Durston : I'm a bit puzzled by "prominence"-where? Indian and Ethiopian journals of education, and many others are full of local research with prominence in their own countries. Do you mean that Northern researchers can get access to these?

16:04:51 From Benjamin Piper : Daktari Kisirkoi - I am hopeful that people like you can share findings on how CBC implementation is going so that KICD and others at the MOE can do rapid improvements. From what I have seen, they are open to research findings

16:04:52 From Ricardo Sabates to All panelists : What can be done: To start, not to reduce the use of evidence to one methodological approach. Yes, RCT are important, but not to dominate the field.

16:05:17 From Jo Westbrook to All panelists : @ Keith Lewin - agree that focus on foundational literacy may assume that reading one paragraph is sufficient, whereas this is only the start, and at secondary school learners need to read and comprehend across several if not many pages so it's that whole picture of progression of learners across time that is important.

16:05:43 From Sandra Baxter : African Education Research Database here: <https://essa-africa.org/AERD>

16:06:08 From nike akerele de souza to All panelists : There needs to be a conscious decision to deliberately seek evidence from the global south. There are local studies and research but I think there might be a deliberate effort not to publish or give prominence to local researchers not funded by the global North

16:06:25 From Angela Little : Increase prominence of Southern researchers? Invite country-specific literature reviews by 'Southern researchers' drawing on Phd and Masters theses and national journals - and grey literature

16:06:35 From Guy Le Fanu : There are similarities as well as differences between contexts. Children across contexts have shared needs. Certain approaches in one context can work in another context as long as they are sensitively introduced and if necessary adapted/refined.

16:06:58 From Benjamin Piper : One possibility would be to create research communities of practice in country that regularly update the gov'ts. This seems to be much more effective at actually supporting decision-making than any external effort, including the GEEAP report, to be honest. Kenya has a pretty robust research community who reach gov't leaders

16:07:12 From Keith Lewin : Southern researchers

The CREATE DFID research centre ([www.create-rpc](http://www.create-rpc)) involved over 100 researchers including many from the South and supported many PhDs and Masters theses and related books and articles. This was undertaken as a multicountry research programme with in country research groups using mixed methods so much of the research is not visible in RCT focussed reviews.

16:07:39 From Dr. Kisirkoi to All panelists : Yes, Piper that is good challenge that in universities we should conduct great research and share for improvement.

16:07:51 From Susan Durston : Does the decolonization of education process ever question/consider having these databases in, for example Africa, where decisions of inclusion could be made based on the context on that continent?

16:07:58 From nike akerele de souza to All panelists : An example, is all the evidence available by local organisations during the pandemic. When you read research and blogs, there seems to be little emphasis on evidence generated and available in the global south

16:08:26 From Benjamin Piper : I also think that Northern researchers should commit to not publishing without meaningful co-authorship as well as research direction from local researchers.

16:09:29 From Christine Harris-Van Keuren : Just to be clear, the language problem is "our" problem, right? We need to put local languages first and not expect them to cater to English?

16:10:18 From nike akerele de souza to All panelists : I believe that local organisations and governments in the global south, especially in some African countries are already generating their own evidence and making policy decision from there. There are no relying less and less on research done by the global North which sometimes may not be adequately contextual

16:10:20 From Pauline Rose : @Christine - absolutely. That was what I was meaning to say re language

16:10:38 From Christine Harris-Van Keuren : @Pauline great thank you

16:12:04 From Susy Ndaruhutse : KIX regional hubs have a key role to play in creating and sharing of southern-based research.

16:12:19 From Rachel Hinton : In Ghana the Ministry organises an 'evidence week' that links to the policy cycle and this has a strong focus on robust local evidence.

16:12:49 From Pauline Rose : @Nike Really important point about deliberately seeking evidence from the global South.

16:13:03 From Angela Little : Effective and innovative ways of transferring findings? Does the framing of this question undervalue the need to create findings from the country in question?

16:13:52 From Susan Durston : @Angela Little-agreed.

16:14:59 From Keith Lewin : Exogenous innovation that is owned and thus more likely to be sustained is part of a national political economy and investment. Cross national studies are usually



more useful to global agencies than to Ministries dealing with the specifics of many different systems

16:16:25 From Susan Durston : The other issue in transferring findings is that big agencies always manage to persuade governments, and ignore evidence from smaller organisations. Said from the heart after more than 30 years working in LIC government institutions and agencies

16:16:41 From Angela Little : I enjoyed Ben's response to my on-screen question i.e. Which of the TARL interventions will you be hard-selling and which soft-selling - in conversations with Ministries?

16:16:54 From Maria Brindlmyer : This synthesis paper summarizes a discussion about strengthening research capacity for mutual learning: <https://drive.google.com/file/d/1jfkvEc0-k9oi4Oyt4dpubg0MofwML3dE/view?usp=sharing>

16:18:25 From Emma Mba (Mott Macdonald) to All panelists : We saw small scale benefits of linking research by pre-service students and district education managers in NE India, @Keith on RMSA-TCA. Research that matched need, was far more likely to be read and engaged with!

16:19:02 From Angela Little : Sorry, pressed the wrong button! Ben's response to hard-sell and soft-sell demonstrated well the importance/necessity of those taking part in 'the conversation' having a deep knowledge of the country.

16:20:18 From Keith Lewin : What modalities of aid (grants, loans, development bonds?) will be most effective in supporting green and sustainable educational financing and progress towards Net Zero? There is no data on the environmental implications of SDG but eg. Transport to schools is a major polluter. What is the carbon audit of best and bad buys?

16:20:50 From Christine Harris-Van Keuren : Adding on to @Ben's comment, I think the research needs to be published first in the local language and then English

16:20:55 From David ARCHER : Agreed Keith - and let us not forget that even cross-country analysis of literacy data can be problematic as it depends so much e.g. on whether the literacy is in mother tongue, second or third language and how complex the alphabet is (e.g. 26 letters on 56 plus compounds or ideographic) and whether the same alphabet is used for different national languages. Even this apparently 'standardisable' comparative data is more complex than we think

16:21:36 From Angela Little : Christine. I agree.

16:21:47 From Keith Lewin to David ARCHER and all panelists : Are Smart buys also smart sales? LAYS is benchmarked to Singapore, is anything lost in translation ?

16:21:47 From Ricardo Sabates to All panelists : We are collaborating with Dr Narayan Das and Professor Nidhi Singal on the cost effectiveness of a programme to enhance inclusive education for children with disabilities in Bangladesh (funded by FCDO under PENDA Funding).

16:22:56 From Benjamin Piper : @ricardo - this is very welcome, definitely looking forward to those findings. We were desperately looking for this kind of work

16:23:55 From David ARCHER : Lovely in theory Rachel - that we would learn from the South - but very sadly there is little evidence of this happening and I don't think the evidence in this report would be taken seriously by the UK Department for Education. If you can show me that it is that would be great ... but to be honest it is not framed for a universal audience

16:24:20 From Susan Durston : Personally, I don't think it is so much about communication but about attitude of who calls the shots, initiates the research etc etc.

16:25:07 From Angela Little : There have been several contributions on the importance of SEL. We can all agree on this - but PLEASE let us not rush into creating a 5-item scale for 5-7 year olds in N languages!

16:25:43 From Susan Durston : I believe there is a parallel-if G7 was a lost opportunity as is said, and MICS are calling their own summit. This is what needs to happen.

16:26:08 From Michael El to All panelists : Will we be able to save the chat AND Q&A? And what is this contribution of Ricardo (Sabates?) - I can't see it.

16:26:30 From Fergal Turner : Agree on saving the outcomes of this chat - really interesting comments across the board, looking forward to seeing them consolidated

16:26:45 From Maria Brindlmyer : Share research that you would propose to be considered for the update of the Smart Buys and the new papers here: <https://forms.gle/vAAfnub485rMTDKN9>

16:26:49 From Sandra Baxter : Event jointly organised by ESSA and the REAL Centre 21 June 2-4pm UK time. Discussing research funding for African-led education research. Still time to sign up! <https://essa-africa.org/node/1426>

16:27:24 From Jan to All panelists : @sandra! Thanks for this

16:27:30 From Kwame Akyeampong to All panelists : Very insightful contributions which will all help to improve GEEAP papers to come

16:27:59 From Sandra Baxter : Paper from the Impact Initiative indicating that different forms of evidence can achieve different types of impact:  
Celebrating the impact of the Raising Learning Outcomes in Education Systems Programme  
<https://www.theimpactinitiative.net/resources/celebrating-impact-raising-learning-outcomes-education-systems-programme>

16:28:28 From Sandra Baxter : And related blog: Putting the collective impact of global development research into perspective – What we learned from six years of the Impact Initiative  
<https://blogs.lse.ac.uk/impactofsocialsciences/2021/05/20/putting-the-collective-impact-of-global-development-research-into-perspective-what-we-learned-from-six-years-of-the-impact-initiative/>

16:30:13 From Susan Durston : Thanks Surely what should be tested is dynamic