



# **‘Building a Global Evidence Ecosystem for Teaching’ project logic model**

**September 2019**



## 1.1 Introduction

'Building a Global Evidence Ecosystem for Teaching' (GEE) is a five-year project delivered by the Education Endowment Foundation (EEF) with support from the BHP Foundation (BHP). The project aims to promote the generation and use of research evidence within and across different jurisdictions to improve the educational outcomes of disadvantaged children and young people. To do so, EEF is building Partnerships with organisations (charities and government departments) in a number of jurisdictions, which involve the provision of resources and the implementation of activities aimed at generating change across the following domains and strands of work:

- Making better use of existing evidence
- Generating new evidence
- Turning evidence into practice.

## 1.2 About this document

This document presents a description of the logic model for the GEE project developed in collaboration with the EEF. It sets out the expected impacts and overarching vision of the project and outlines the range of articulated outcomes for the three core strands of work that comprise it.

## 1.3 The overarching project impacts and vision

The high-level logic model for the GEE project (see Appendix A) presents the pathways expected to link EEF's project-specific activities and resources to intended impacts, through the sequencing of all intermediate (shorter, medium and longer-term) outcomes. The intended impacts of the project are:

- Improved academic outcomes of disadvantaged children and young people; and, consequently
- Reduction in the attainment gap with their more socio-economically advantaged peers.

The ultimate vision of the project is to achieve improved life chances for children across all supported jurisdictions.

## 1.4 Core activities

Key support and resources made available to project Partners include workshops, the provision of guidance, coaching and advice, bursaries for fellowships to support collaboration, and a Global Trials Fund to match-fund the commissioning of trials.

Each of the three strands of work involves a succession of shorter-term and medium-term outcomes, which are envisaged to lead in combination to a series of jurisdiction-specific longer-term outcomes.

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However, Partners are expected to implement activities within each strand of work that suit the local context and work at a pace that is context specific. The common focus of activities is likely to be the use and adaptation of the EEF's Teaching and Learning Toolkit (toolkit) , resulting in the contextualisation of the existing evidence base. This activity sits within the 'Making better use of existing evidence' strand of work.

## 1.5 Developing evidence ecosystems

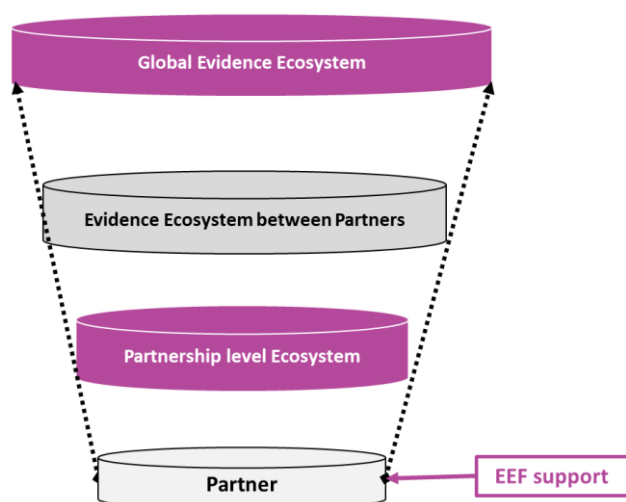
By delivering the core strands of work with the support of the EEF, and through a high level of collaboration, Partners are expected to contribute to 'evidence ecosystems for teaching' as depicted in Diagram 1. There are three types of ecosystems that may be created. In the first, thorough local collaboration and partnerships may result in the 'Partner level ecosystem'. This is a localised ecosystem with networked organisations and individuals that work collaboratively and consistently to strengthen ways of working in relation to evidence generation, contextualisation and use. Alongside the development of the Partnership level evidence ecosystem, EEF is supporting a process of knowledge sharing and collaboration between Partners. These efforts may create a cohesive network between Partners and build connections among stakeholders involved in each partnership. When this happens an evidence ecosystem between Partners is formed where evidence flows, and knowledge sharing takes place between jurisdictions. Once Partners begin extending their networks wider, and this may even happen from the start of the project, connections formed between global stakeholders may result in the development of a stable network of Partners and organisations (national and global) that undertake a shared approach to evidence generation and mobilisation.

Based on the EEF logic model, a Global Evidence Ecosystem for Teaching becomes fully formed once all three strands of activities are undertaken and the longer-term outcomes of Partner jurisdictions (see below) are achieved.

The Global Evidence Ecosystem for Teaching is characterised by:

- A collective identity
- Knowledge sharing and learning activities across jurisdictions (including evidence brokers)
- Collaborations on evidence generation, contextualisation and use
- Consistent application of agreed standards of evidence
- Partner organisation maintenance and growth of the evidence ecosystem
- Strategic global organisations buy into partner jurisdictions' approach to evidence generation and use
- Promotion of shared approach to evidence generation and mobilisation.

**Diagram 1. The creation of evidence ecosystems as a result of the EEF project**



## 1.6 Outcome pathways

For the EEF project to result in the creation of a global evidence ecosystem for teaching and to achieve the expected impacts at jurisdiction level, each strand of work is expected to generate a set of changes which are conceptualised as being linked. These series of changes form plausible and logical outcome pathways which can be divided up into shorter-, medium- and longer-term outcomes.

Each strand of work in the EEF project covers a specific set of outcomes. It is assumed that efforts to achieve each outcome drive change and influence progress towards subsequent outcomes.

In the EEF logic model each strand of work is expected to result in a specific set of shorter- and medium – term outcomes. The longer-term outcomes are shared and are achieved through a combination of success across all three domains of work. In the following sections, we describe the expected shorter-term and medium-term outcomes for each strand of work. The final section covers the shared set of longer-term outcomes.

### 1.6.1 Generating new evidence

This strand of work builds on activities and resources that include coaching, advice, and funding (the Global Trials Fund) to increase the competencies and capacities of Partners, evaluators and other organisations within jurisdictions, so that new robust evidence is produced. The target groups for the activities are Partners who in turn bring about change among local evaluators and stakeholders.

The shorter-term outcomes for this strand of work focus on EEF supporting Partners to increase their knowledge and capacity in relation to commissioning and running trials. An additional aspect of change in the shorter-term is supporting Partners to improve their level of engagement with local

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stakeholders (which may be teachers, schools, and government departments). The outcomes set out in the shorter term for Partners are:

- Increase in knowledge about commissioning trials
- Increase in capacity to manage trial grants
- Increase in understanding of how to engage local stakeholders.

Alongside these, the stated outcome for local evaluators is an

- Increase in opportunities to run trials.

Once these capacity building and knowledge outcomes are achieved, it is expected that, in the medium-term, Partners will be able to commission and manage more trials, at the same time acquiring matched funding to increase the commissioning of trials. Through the commissioning and management of trials, the secondary influence or change that will take place is among local evaluators who will also become more adept at carrying out trials.

For Partners, once the shorter-term outcomes stated above are achieved, the following are expected in relation to evidence generation:

- Increase in the commissioning of trials (with matched funding) which in turn results in an
- Increase in the generation of new (robust) evidence.

For evaluators, having more opportunities to run trials results in an

- Increase in local evaluator capacity and capability to deliver high quality trials.

There is an underlying assumption that there will be scrutiny and review of the conduct of trials in order to determine their quality and robustness. Although not stated, this may entail the set-up of an independent peer review panel similar to the current EEF model.

At the Partner level, there are two additional medium-term outcomes focused on engagement and influence of stakeholders:

- Increase in ability to influence stakeholders locally
- Increase in acceptance by key stakeholders to undertake trials in schools.

### 1.6.2 Making better use of existing evidence

This strand builds especially on the EEF fellowships, as well as on broader knowledge sharing and learning activities within and among Partner jurisdictions, to ensure key stakeholders can access and draw on contextually relevant, high-quality evidence. It further relies on the adaptation and development of the EEF toolkit so that available evidence is context relevant.

The shorter-term outcomes for this strand of work focus on building capacity among stakeholders involved in local partnerships, including Partner

organisations, research organisations and academic institutions, to synthesise and contextualise existing evidence.

This is expected to be achieved through the learning opportunities that EEF fellowships and other knowledge sharing activities provide. These acquired skills are expected to help Partners to build a locally-relevant evidence-base on educational practice to be included in their toolkit, and to identify gaps in the available evidence. The outcomes set out for local partnerships in the shorter-term are:

- Improved skills to synthesise and contextualise evidence
- Increased identification of evidence gaps in improving educational practice
- Increased local relevance of evidence.

As the evidence-base made available through the Partners' toolkit becomes more relevant to the local context, it is expected that key stakeholders (such as policy-makers, school-leads and teachers) will, in the medium-term, increasingly access the toolkit and use the available evidence.

Once the above-mentioned shorter-term outcomes are achieved within local partnerships, the following medium-term outcomes are identified for key stakeholders:

- Increase in access to the toolkit
- Increase in use of available evidence.

### 1.6.3 Turning evidence into practice

This strand of work focuses on the implementation of Knowledge Mobilisation (KM) strategies to ensure key educational stakeholders engage with the available evidence and use it to inform approaches to policy development, teaching and learning in Partner jurisdictions. The implementation of KM strategies would be supported by collaborations among mid-tier evidence brokers (similar to EEF's Research Schools Network model) within and across jurisdictions.

In the shorter-term, it is expected that involvement in learning activities within and across Partnerships will bring about changes in Partners' knowledge and use of KM approaches. Partners are expected to develop an increased understanding of what KM entails, and as they do so, to become more willing to experiment with different strategies. This will, in turn, allow for increased adaptation and embedding of KM strategies within the local context to promote the use of available evidence among key stakeholders.

The shorter-term outcomes identified for Partners are:

- Increased understanding of KM
- Increase in willingness to experiment with mobilisation strategies
- Increased contextualisation of KM strategies to encourage evidence use.

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Medium-term outcomes for this strand of work focus on knowledge brokers' ability to critically review and successfully translate education research evidence so that key messages are meaningful and accessible for policy and practice audiences. Through this capacity to translate research, it is expected that brokers will also become more responsive to expressed evidence needs and will provide a bespoke level of input to support policy and practice.

For knowledge brokers, stated medium-term outcomes are:

- Increased capacity to critically review the evidence
- Increased responsiveness to teachers' needs.

Within jurisdiction, the expected result of KM activities and increased responsiveness of brokers is the acceptance of knowledge mobilisation and a recognition of its importance. The stated outcome is:

- Increased acceptance of the importance of KM.

## 1.7 Longer-term outcomes

Across the three strands of work, once the above shorter and medium-term outcomes are achieved, broader changes are expected to take place in the longer-term within and across Partnerships. It is through a combination of achieving shorter and medium-term change across all three strands of work that these longer-term outcomes may be realised. They include the availability of a higher-quality evidence-base at the jurisdiction level and the development of a shared language and consistent standards around it. Alongside this, an increased culture of evidence use, and consequent improvements in education policy and practice are expected to emerge. Longer-term outcomes set out within and across Partner jurisdictions are:

- Better-quality evidence underpins the Partner toolkits (robust, contextually relevant)
- Increased use of a shared language around evidence and 'what works'
- Increased use of consistent standards of evidence
- Increased culture of evidence-based policy and practice in education, in terms of both breadth and depth of evidence used.

The availability of better-quality evidence and the establishment of a culture of evidence-based education policy and practice are expected to ultimately lead to an

- Improvement in policy making, school level decision-making and teaching practice, by using the evidence base.

As the Partnership-level ecosystem becomes more mature and the increasing adoption of evidence-based approaches leads to improvements to education policy and practice, Partners' influence beyond their jurisdiction is expected to expand. This will result in increased collaboration across Partnerships and interactions with other organisations globally. It is expected that these global interactions may result in partnerships influencing global standards of evidence



synthesis and generation. Longer-term outcomes for Partners reaching beyond the jurisdiction level are:

- Increased interaction with other organisations globally.
- Increased collaboration across Partner organisations.
- Increased ability to influence standards of evidence synthesis and generation.

Achieving these longer-term outcomes will result in the creation and expansion of the Global Evidence Ecosystem for Teaching. The characteristics of this are set out in section 1.5 and reflect the consolidation of learning and the growth of a model of working exemplified by a shared ethos and practice around evidence generation and mobilisation for teaching.

The establishment of evidence ecosystems and evidence-based approaches to education decision-making within and between Partners, as well as globally, is expected to underpin the project's stated impact to improve academic outcomes and reduce the attainment gap for children from disadvantaged backgrounds.



Appendix A: ‘Building a Global Evidence Ecosystem for Teaching’ High-level Logic Model

