# Oxford Policy Management

Improving lives through sustainable policy change

## Education

**2024**

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**Our Vision is for fair public policy that benefits both people and the planet.**

**Our Purpose is to improve lives through sustainable policy change in low- and middle-income countries.**

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# Our global offices

Through our global network of offices, we work **in partnership with national stakeholders and decision makers** to research, design, implement, and evaluate **impactful public policy.**



**Oxford** United Kingdom
**Berlin** Germany
**Washington DC** USA
**Islamabad** Pakistan
**Kathmandu** Nepal
**Dhaka** Bangladesh
**New Delhi** India
**Abuja** Nigeria
**Nairobi** Kenya
**Dar es Salaam** Tanzania
**Jakarta** Indonesia
**Pretoria** South Africa
**Canberra** Australia

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⦿ **OPM offices**      ● **Countries in which OPM is working, or has worked**

# Our expertise

We work in **all areas of economic and social policy and governance**.

Our **dedicated teams of specialists** in monitoring and evaluation (M&E), political economy analysis, economics, statistics, and research methods give us a deep understanding of the political economy of public policy.

Governance

Health

Education

Research and Evidence

Climate, Energy, and Nature

Poverty and Social Protection

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# Our values

**We are ambitious**

We embrace innovation and creativity, seeking to continually improve how we do things. We are open to new ideas, enabling people to be the best they can be.

**We have positive impact**

We strive to deliver work of the best quality and highest standards. We aim for excellence every day in all that we do.

**Together we make a difference**

We are stronger together, sharing knowledge and experience, helping others to solve problems and respecting and valuing differing views.

Our values **define the way we behave** toward our clients and each other – collectively and individually. They are at **the heart of everything we do** and how we do it.

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# Working across the policy cycle



Capacity building

Monitoring and evaluation

Research

Organizational reform

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Policy development

Policy options

From **researching the key drivers of a problem** through to **implementing** the chosen policy and **monitoring and evaluating progress**, this holistic approach enables us to provide **integrated support that is both practically and politically feasible** – essential ingredients for long-term change.

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# Education

We collaborate with **governments, development partners, foundations, and the private sector** to provide **policy research, technical assistance, and consulting services** aimed at fostering **high-quality, lifelong learning that enhances education and life outcomes** for children and youth in low- and middle-income countries.

Navigating the '**education challenge**' of **inclusive access, quality learning, and system resilience** stands as a fundamental policy obstacle for international stakeholders. To transition into a more inclusive and equitable world, a **transformation in educational frameworks** is crucial. Despite progress, significant disparities persist, with millions of children and youth – especially the most marginalized – still lacking access to **high-quality education and essential life skills**.

The urgency is clear: to support economic development and poverty reduction, education systems must evolve to be **adaptive, self-improving, and skills-oriented**. Our commitment lies in equipping education systems in **low- and middle-income countries** with the capacity to offer lifelong learning opportunities, fostering the skills, values, and attitudes necessary to **realize individual potential and collective development goals**.

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# Our capabilities

- Early childhood development (ECD)

- Skills, livelihoods, and education systems

- Inclusive education

- Education finance and planning

- Education monitoring, evaluation, assessments, and learning (MEAL)

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# ECD

- Executing **multi-country research** to optimize ECD service delivery
- Evaluating to **drive systemic change** in the global ECD sector
- Assessing **impact on ECD and nutrition** to refine program delivery

# Examples

- **THRIVE**

- **Global Early Childhood Development (GECD) Program**

- **Early childhood development and nutrition**

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# THRIVE

## Funder: FCDO; Prime: Oxford Policy Management; 2022-2026

Thrive is an expansive research program focused on improving ECD service delivery in countries including Bangladesh, Ghana, Sierra Leone, and Tanzania. The project, running from 2022 to 2026, aims to reform ECD systems for better child health, nutrition, education, and wellbeing outcomes globally.

As the lead, we are conducting comprehensive evaluations and providing technical assistance. The team's role encompasses strategic research, data analysis, and the application of findings to scale up and enhance ECD services.

The core aim of Thrive is to enable the widespread adoption of effective ECD services, driving significant advancements in childhood development and economic equity.

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# Global Early Childhood Development (GECD) Program

**Funder: Porticus Foundation; Prime: Oxford Policy Management; 2019–2023**

The Porticus Foundation's GECD program partnered with strategic organizations to foster whole child development from 2019 to 2023, prioritizing holistic support and collaborative systems change within ECD.

We evaluated the GECD program's efficacy and evolution, ensuring lessons learned shape impactful, inclusive future ECD initiatives and partnerships.

GECD aims to inform and improve holistic ECD practices globally, cultivating children's comprehensive development for societal benefit.

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# Early Childhood Development and Nutrition in India

## Funder: IFPRI; Prime: Oxford Policy Management;  2014

The project evaluated India's Integrated Child Development Program enhancements, focusing on early childhood care and nutrition services in Madhya Pradesh.

We implemented a rigorous evaluation using randomized control trials to measure the program's impact on child development and nutritional outcomes.

The aim was to generate evidence to refine and scale up effective child development and nutrition interventions across India.

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# Skills, livelihoods, and education systems

- Crafting **strategy and policy advice** for skills and livelihood programs
- Executing **M&E** focused on Results-Based Financing in skills development
- Analyzing **future skills and socio-emotional learning impacts** for inclusivity

# Examples

- **Assessing the impact of the Skills Impact Bond in India**
- **Women's Economic Empowerment Program (MUVA)**
- **Research on Improving Systems of Education (RISE)**

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# Assessing the impact of the Skills Impact Bond in India

## Funder: British Asian Trust; Prime: Oxford Policy Management; 2022–2026

The Skills Impact Bond in India aims to enhance the skills of 50,000 youth, focusing on women, and assess the efficacy of the Development Impact Bond model in driving employment in post-COVID-19 recovery sectors.

Our dual role involves validating training outcomes and evaluating the broader impact of the Skills Impact Bond, including its influence on trainees' career progression and the skills ecosystem, with a special emphasis on gender-based outcomes.

The initiative seeks to redefine success in skills development, moving from output to outcome measurement and ultimately enhancing the employment prospects and long-term well-being of India's youth.

# MUVA: Women's economic empowerment in Mozambique

**Funder: FCDO; Prime: Oxford Policy Management; 2015–2021**

The MUVA program sought to empower economically disadvantaged young women in urban Mozambique, aiming to improve their access to decent work and economic opportunities.

We supported MUVA by researching socio-economic conditions and piloting over 25 innovative empowerment strategies while providing a robust MEL framework to measure and adapt these interventions for greater impact.

MUVA's core goal was to enhance women's economic standing in Mozambique through evidence-based practices, influencing policy changes, and promoting sustainable female entrepreneurship and labor market participation.

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# RISE (Research on improving systems of education)

**Funder: FCDO, DFAT and BMGF; Prime: Oxford Policy Management;  2015–2023**

RISE was an international research initiative examining education systems to provide insights and evidence to enhance learning outcomes in low-income countries.

OPM, in partnership with the Blavatnik School of Government, managed RISE and coordinated research across countries and stakeholders to identify effective educational reforms and ensure policy relevance and impact.

The primary goal of RISE was to generate evidence on educational reforms that improved learning outcomes, influenced policymakers, and shaped a systems-wide discourse in education research globally.

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# Inclusive education

- Crafting **quality education strategies** with a focus on girls and children with disabilities

- **Evaluating education projects** for marginalized girls through mixed methods

- Improving **education access** with evidence-based strategies

# Examples

- **Leh Wi Lan (Let's Learn)**

- **Girl Education Challenge (GEC)**

- **Out-of-School Children Initiative in MENA**

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# Leh Wi Lan (Let's learn)

**Funder: FCDO; Prime: Oxford Policy Management; 2016-2021**

The Leh Wi Lan project aimed to bolster learning outcomes in Sierra Leone's secondary schools, with a special focus on girls and children with disabilities.

Our role included designing and implementing annual national learning assessments, informing the Ministry of Basic and Senior Secondary Education's (MBSSE's) oversight of service delivery, and improving school and district performance management systems.

The project's goal was to enhance the quality of education, particularly for girls and children with disabilities, leading to better retention and performance in junior and senior secondary schooling.

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# Girl Education Challenge (GEC)

**Funder: FCDO; Prime: Oxford Policy Management; 2017–2021**

The project was focused on enhancing education for over a million of the world's most marginalized girls, including those with disabilities or at risk of being left behind.

We evaluated education projects within the GEC, employing mixed methods and focusing on gender and disability sensitivities to assess the effectiveness of interventions aimed at marginalized girls.

The GEC aimed to ensure marginalized girls received a quality education, empowering them for a better future and contributing to overcoming barriers such as disability, poverty, and restrictive social norms.

# Out-of-school children initiative in MENA

**Funder: UNICEF; Prime: Oxford Policy Management; 2013**

The project aimed to identify barriers to education and necessary policies for inclusion at primary and lower secondary levels.

We analyzed regional data to produce a comprehensive study on out-of-school children, developing an innovative framework for understanding exclusion and crafting statistical profiles to guide policy reform.

To enhance access to education for all children in the MENA region by identifying and addressing the barriers to school attendance and informing targeted educational strategies.

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# Education finance and planning

- Evaluating **Results-Based Financing (RBF)** programs for primary education outcomes

- Advising the **GPE Board on the Education Sector Investment Case Approach** to enhance education financing from diverse sources

- Developing the **Education Finance Data Training Module**, overseeing content and e-learning design

# Examples

- **Sierra Leone Education Innovation Challenge (SLEIC)**

- **Education Sector Investment Case Approach**

- **Global Education Finance Data Training Module**

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# Sierra Leone Education Innovation Challenge (SLEIC)

**Funder: Education Outcomes Fund (EOF); Prime: Oxford Policy Management; 2020–2023**

We served as the independent evaluator for a four-year RBF program in Sierra Leone, targeting the enhancement of literacy and numeracy among primary school pupils.

As evaluators, we rigorously assessed the program's impact on improving key learning outcomes, employing data-driven methodologies to ensure accountability and inform future educational strategies.

The EOF aimed to significantly elevate primary education quality in Sierra Leone, focusing on the critical literacy and numeracy skills essential for pupil development and success.

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# Education Sector Investment Case Approach

**Funder: Global Partnership for Education (GPE); Prime: Oxford Policy Management; 2017–2018**

We collaborated with the GPE to enhance education investments, focusing on two main areas: examining the operational model's efficiency and developing an Education Sector Investment Case (ESIC) to attract more funding for education.

Our role involved conducting studies to assess the effectiveness of GPE's country-level model and supporting the GPE Board with the ESIC approach to mobilize additional financing for education sectors, aiming at improved efficiency and investment.

The project aimed to enable greater investments in education by optimizing GPE's operational model and establishing an ESIC approach, facilitating increased and better-targeted funding for global education initiatives.

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# Global Education Finance Data Training Module

**Funder: World Bank; Prime: Oxford Policy Management; 2022**

We developed an interactive module on Global Education Finance Data for the World Bank's Education Finance Policy Academy aimed at enhancing the financial planning capabilities of educational policymakers and practitioners globally.

We led the scoping, content development, and design of the module, focusing on the importance of global finance data, key data sources, and national education accounts, utilizing the Moodle platform for an engaging, self-paced online learning experience.

To equip participants with critical knowledge on education finance, leveraging interactive and practical learning tools to improve resource mobilization, spending efficiency, and equitable resource use in education systems worldwide.

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# MEAL

- Serving as an independent verification supplier to **enhance school systems and education outcomes**

- Assessing the impact on **learning quality, teacher capacity, and leadership**

- Conducting **sector reviews and rapid research** on maintaining essential services after disasters across multiple countries

# Examples

- **Education Program for Results (EPforR)**

- **Quality Improvement Program in Tanzania (EQUIP-T)**

- **Maintains Programme: Research supporting social services' adaptation to external shocks**

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# Education Program for Results (EPforR)

**Funder: FCDO; Prime: Oxford Policy Management; 2022–2027**

We serve as the independent verifier for EPforR, an RBF initiative aimed at enhancing education system capacity and student outcomes.

As the third-party verifier, we are evaluating the government's progress against set Disbursement-Linked Indicators, ensuring the accuracy, completeness, and feasibility of reported achievements, in order to guide performance payments and systemic improvements.

EPforR aims to bolster Tanzania's education sector by incentivizing system strengthening, capacity building, and the improvement of literacy and numeracy outcomes, guided by transparent and verified progress assessments.

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# Quality Improvement Program in Tanzania (EQUIP–T)

## Funder: FCDO; Prime: Oxford Policy Management; 2013–2018

We evaluated the impact of FCDO's EQUIP-T, focusing on primary education improvements from 2014 to 2018, including pupil learning, teacher capacity, and school management.

We conducted a mixed-methods impact evaluation, employing quantitative surveys and qualitative research to assess EQUIP-T's effectiveness, and developed new instruments such as the Teacher Development Needs Assessment for comprehensive data collection.

The goal was to analyze EQUIP-T's contributions to enhancing primary education quality, particularly in learning outcomes and gender equality, providing evidence for potential national scale-up and informing broader educational strategies.

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# Maintains Programme: Research supporting social services' adaptation to external shocks

**Funder: FCDO; Prime: Oxford Policy Management; 2018–2023**

The Maintains program focused on enhancing the resilience of social services in six countries to external shocks, with a systems lens on health, education, nutrition, and social protection.

We conducted sector reviews and rapid research on shock preparedness and response, including Covid-19 case studies, providing crucial insights and technical assistance to improve service adaptability during and after shocks.

To empower countries to manage risks more effectively, ensuring their social services and humanitarian responses are quicker, more reliable, and cost-efficient during and after external shocks.

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