



## Education Scaling Alignment Wheel (Beta)

A tool for assessing alignment of education innovations with national education systems

Funded by



# Scaling Education Innovations

In order to sustainably scale education innovations, there will need to be some level of engagement of the State, and it will more often than not require the government to take on the delivery of some, or all, of the aspects of the innovation in the medium to long term. The more aligned your innovation is to the national education system, the easier this is to achieve.

Although it requires significant work, in the majority of Least Developed Countries and Middle Income Countries, this should be fairly straight forward. However, in Lower Income Countries Under Stress, Fragile States and some humanitarian settings, the State may be unable, and in some cases unwilling, to take on the responsibility for educating host, migrant and/or refugee children. This can be due to funding, capacity or political reasons. It is still important for innovators to ensure that their innovation could be taken on by the State, if it becomes willing and/or able.

That said, misalignment with a current system is not always a bad thing. For example, your innovation may be promoting an improvement in pedagogy in that country, and therefore, although mis-aligned, it is designed to be so. The ultimate aim for any education innovation is to work collaboratively to strengthen the national system, not to just align with it, wherever possible.

# Introduction

The Education Scaling Alignment Wheel (ESAW) is designed to help education practitioners to get a quick understanding of how aligned, or non-aligned their innovation is with the national system and how it delivers education.

If the innovation is designed for a humanitarian setting, using the Gray Dot Catalyst (GDC) [Humanitarian Parameters Box](#), can assist in thinking through what stages of a disaster cycle your innovation is designed for, who the stakeholders should be, what the context is, and what 'rules' the innovation should be adhering to.

In order to assess alignment with the national education system, GDC has created the ESAW to think more deeply about the 'rules' section of the Humanitarian Parameters Box, as they relate to education. The ESAW can be used as a stand alone exercise, as well as in conjunction with the Humanitarian Parameters Box. The purpose of the analysis is to understand how difficult it will be for the government to work with you, or even adopt the innovation; and what areas of the innovation you will need to work on in order to scale up through, or with, the government.

## 1. Outline the scale ambition

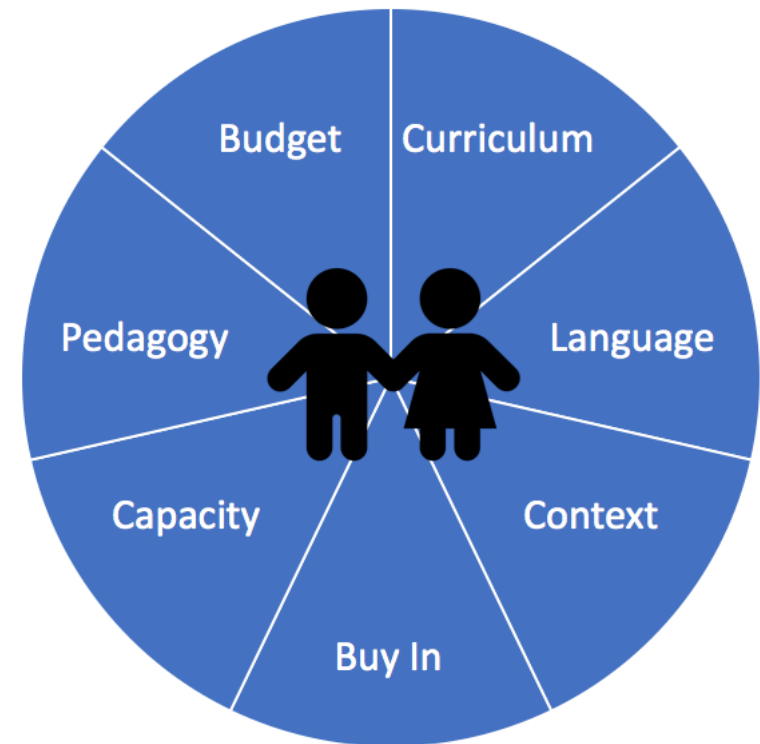
Identify the parameters for your innovation as you seek to scale it. You do this by completing the following:

- **Innovation** – Short description
- **Target Group** – Age, gender etc?
- **Type of Education** – Informal or Formal?
- **Geography** – Where are you hoping to scale?
- **Target Numbers** – How many are you hoping to reach?

## 2. The ESAW structure

The ESAW assesses how aligned your innovation is with the government in the country/ countries you are seeking to scale in, across seven critical dimensions:

1. Curriculum
2. Language
3. Context
4. Buy in
5. Capacity
6. Pedagogy
7. Funding



We have children in the middle of the alignment wheel to remind us that even though the purpose of the ESAW is to assess alignment with the national system, students need to remain at the centre of your thinking about your education innovation.

## 3. MAS rating

For each dimension of the ESAW, assess where you are on a scale of:

**M = Mis-aligned with the National System**

**A = Aligned with the National System**

**S = Strengthens the National System**

Your team's interpretation of where your innovation is against these different categories will be subjective. There could also be times when you have a mis-alignment, but this may be an intentional misalignment, in order to strengthen the system. For each dimension some guidance and prompting questions are provided.

## 4. Instructions

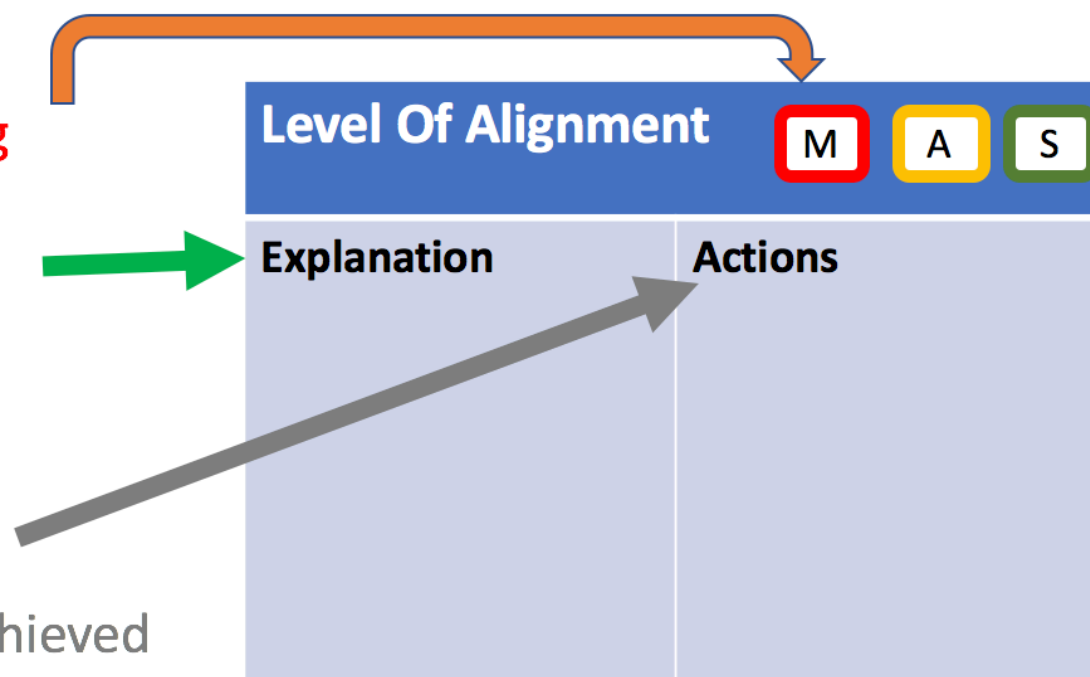
Carry this exercise out in a workshop setting with the key stakeholders in the innovation. The exercise should take between 60-90 minutes.

For each dimension you should:

**Step 1: Decide on the alignment ranking**

**Step 2: Provide an explanation for the ranking**

**Step 3: Discuss and note any actions required regarding whether, and how, alignment or strengthening might be achieved**



## 5. Curriculum & certification

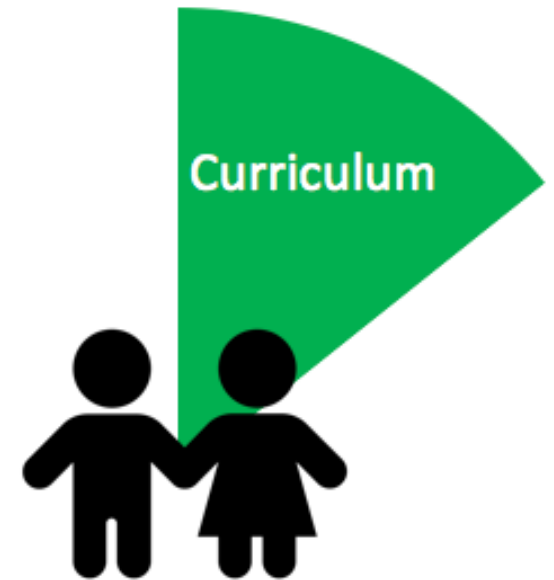
A key factor for scaling education innovations is whether they are aligned with the countries' existing curriculum.

Ensure that you understand how well aligned your innovation is to the existing curriculum, and whether there are any planned changes to the curriculum that you need to be aware of.

If there is certification, will this be recognised in the country where they are living? Will it be recognised in their home country if they are a migrant, asylum seeker or refugee?

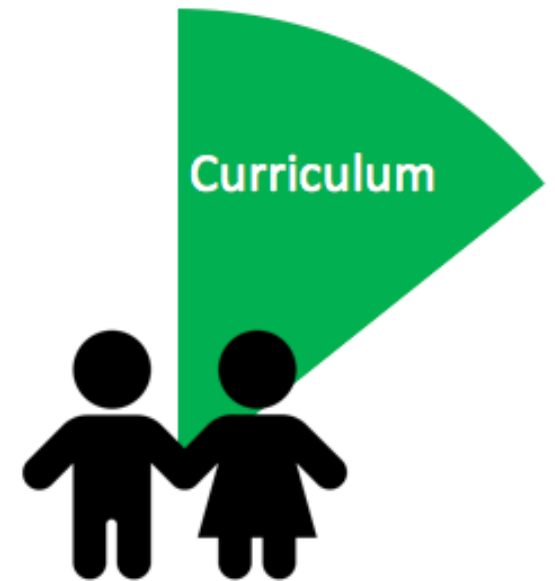
Are you using the same timetable and terms as the national system?

In this example, we have coloured in the dimension **green** to show it strengthens the national system.





Level Of Alignment	
	M A S
Explanation	Actions

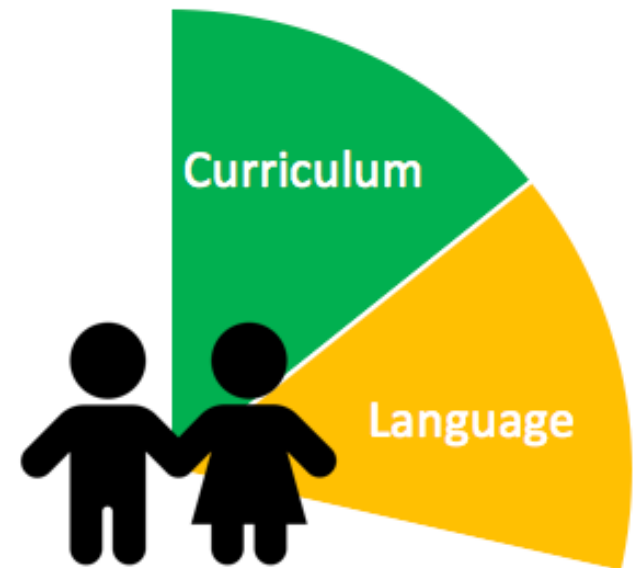


## 6. Language

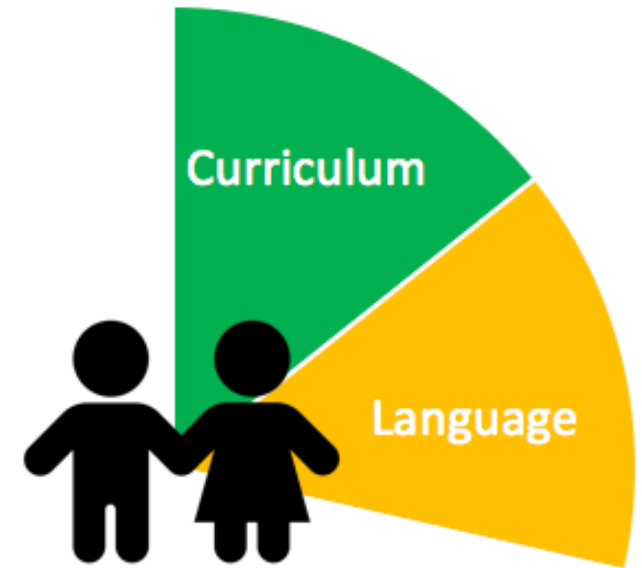
Is the language of instruction in alignment with the government agreed language of instruction for the subject?

There may be a need for the language of instruction to be different in some subjects - to make it accessible to migrants, asylum seekers and refugee learners, particularly those who require accelerated education, or to provide extra support for children and youth learning in a second language.

In this example, we have coloured in the dimension **amber** to show alignment.



Level Of Alignment		M	A	S
Explanation	Actions			



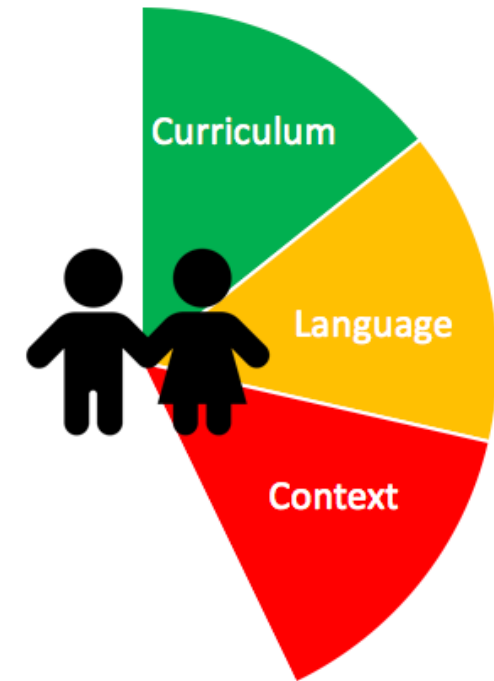
## 7. Context

Is your innovation contextually appropriate? Does your innovation use appropriate cultural references in the material you use with children? Is it something that the Ministry in charge of education would recognise as culturally appropriate?

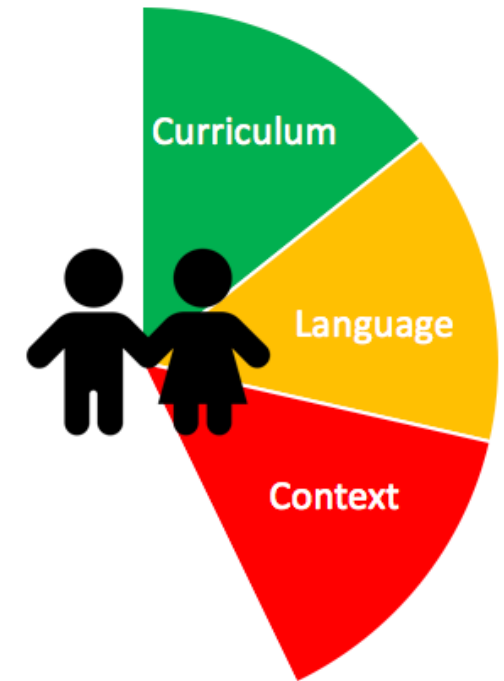
E.g. Do pictures of children look like them?  
Do products you refer to match those from that context?

Do references to places, people etc. come from the context they are learning in?

In this example, we have coloured in the dimension **red** to show no alignment.



Level Of Alignment	
	<b>M</b> <b>A</b> <b>S</b>
Explanation	Actions



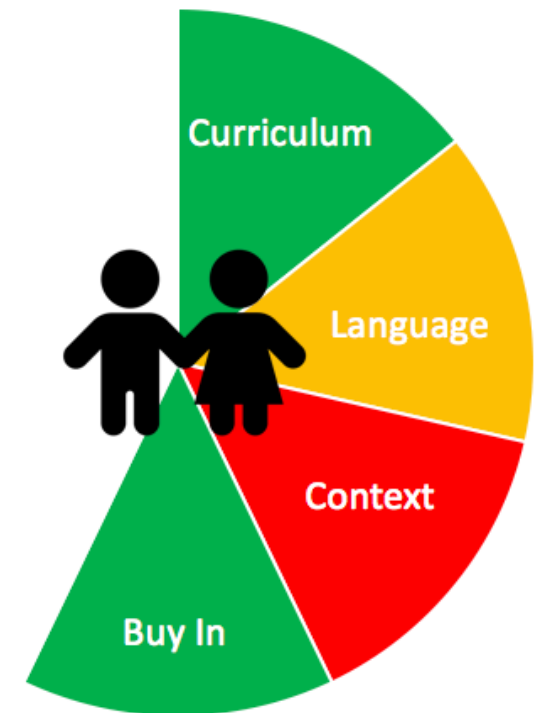
## 8. Buy in

To what level have you sought government buy in?

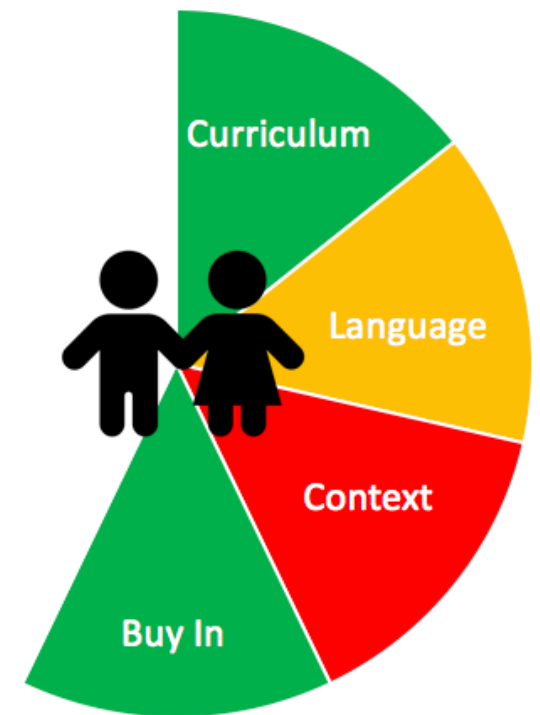
Is the government aware of your innovation?  
If so, at what level - local, regional or national?

Have you received express permission or support to use the innovation?

In this example, we have coloured in the dimension **green** to show strengthening the national system.



Level of Alignment		M	A	S
Explanation	Actions			



## 9. Capacity

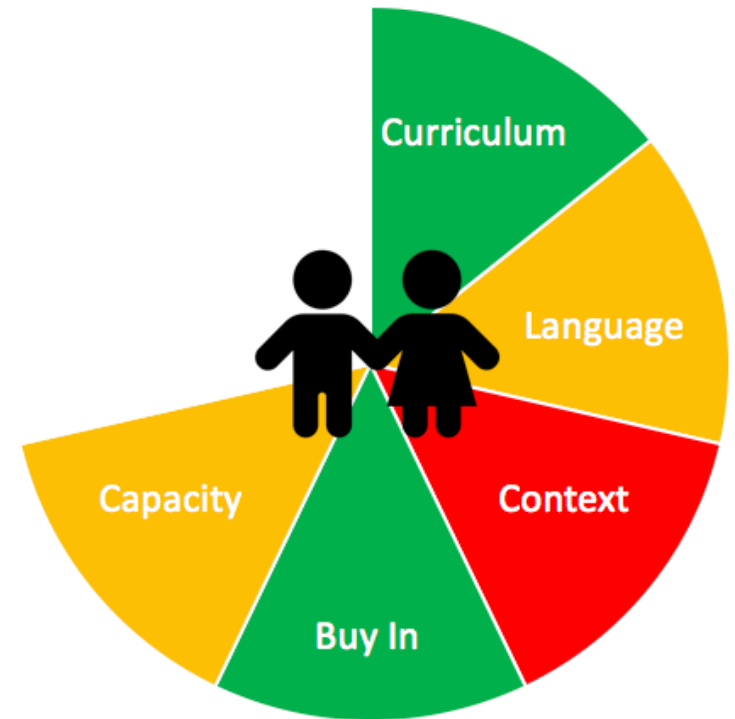
Do those who are going to deliver the innovation have the knowledge, skills and experience to do so?

Do teachers and facilitators have the capacity to deliver the innovation?

Are there adequate resources and capacity in the government to train, support and monitor the implementation of the innovation?

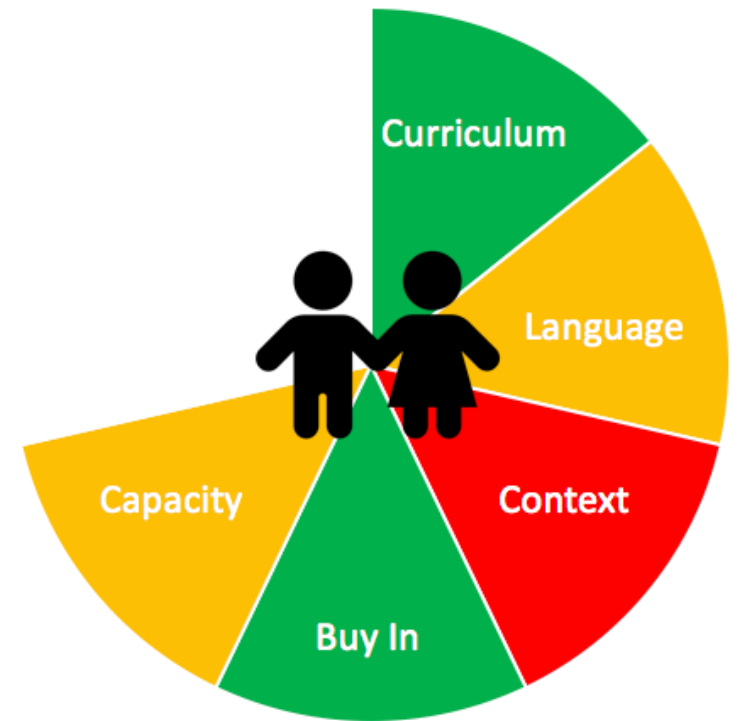
Have the education management and ongoing professional development requirements been factored in?

In this example, we have coloured in the dimension **amber** to show alignment.





Level Of Alignment	
	<span>M</span> <span>A</span> <span>S</span>
Explanation	Actions

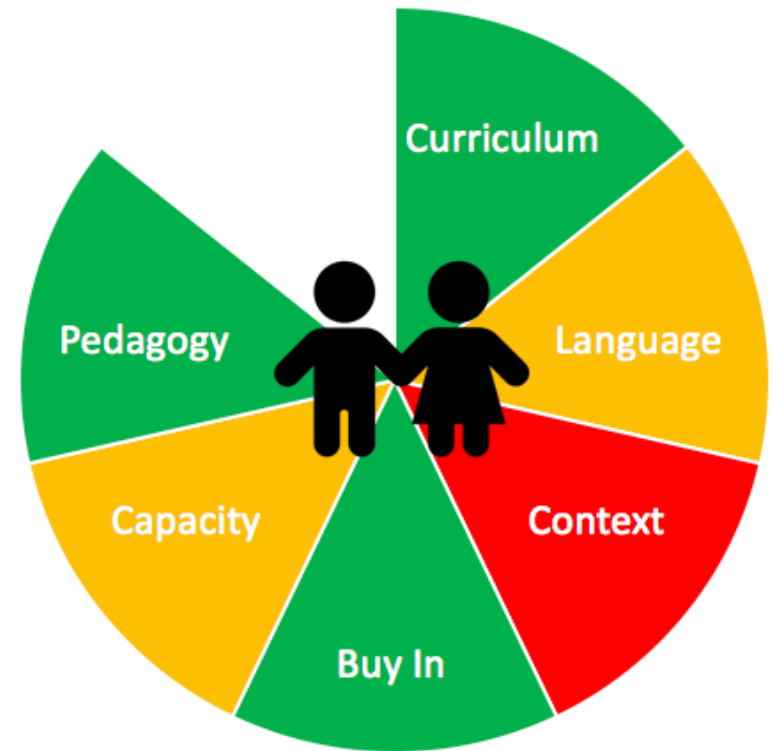


## 10. Pedagogy

Does the pedagogy fit with current practice in the context of your innovation?

Are you aiming to try to influence or change the current pedagogy in the education system, or for this subject?

In this example, we have coloured in the dimension **green** to show system strengthening.



## Level Of Alignment

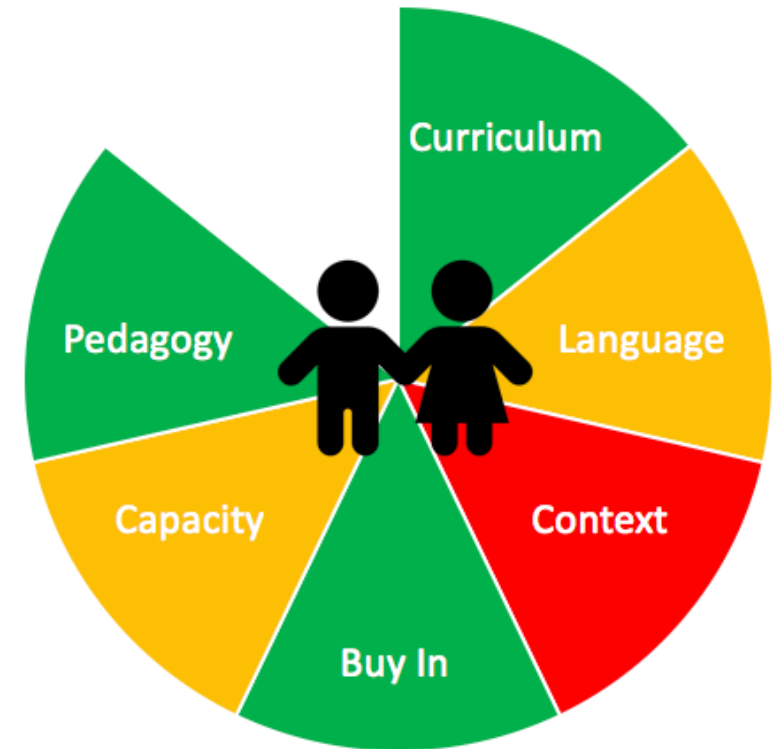
M

A

S

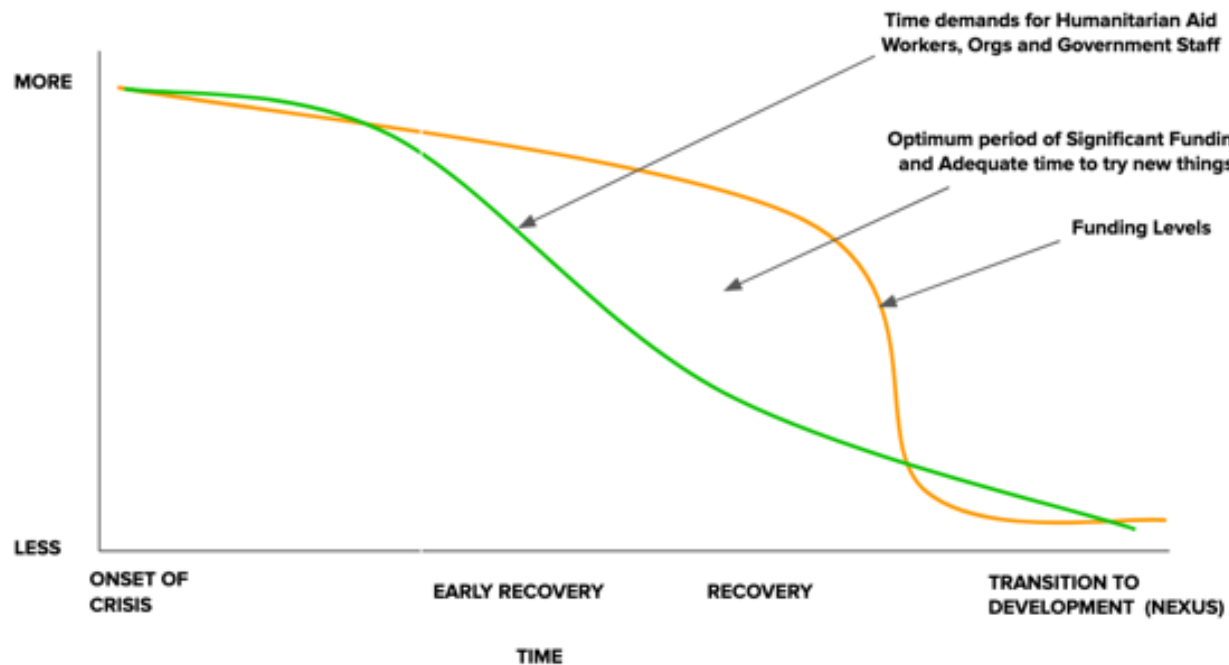
Explanation

Actions

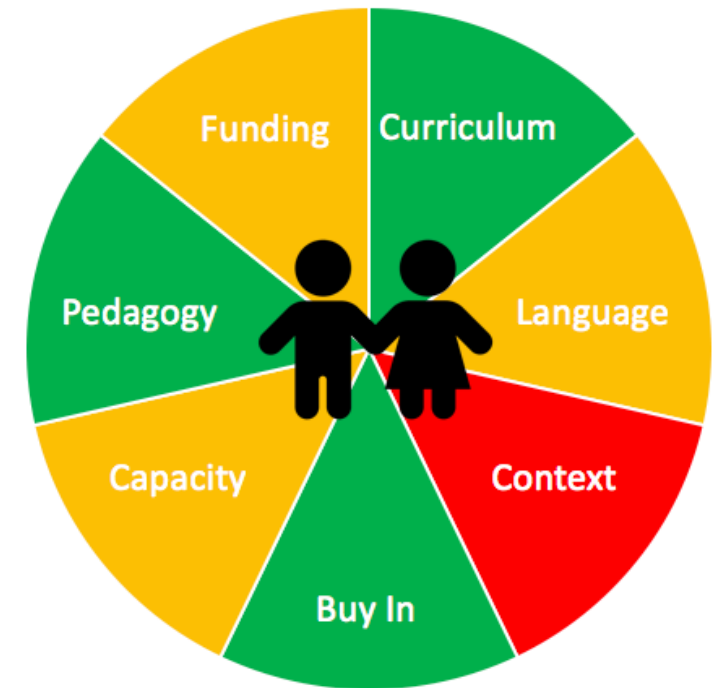


# 11. Funding

Is there sufficient funds from the government side to adopt the innovation? Now, or in the future? Understanding humanitarian funding cycles (see below) may help you to think this through.

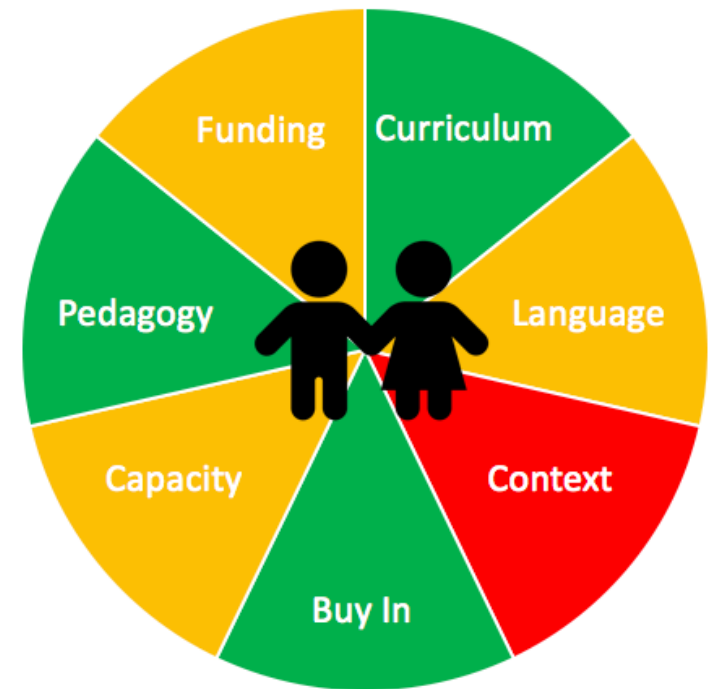


Ian Gray 2019



In this example, we have coloured in the dimension **amber** to show alignment.

Level Of Alignment	
	<span style="border: 2px solid red; padding: 2px;">M</span> <span style="border: 2px solid yellow; padding: 2px;">A</span> <span style="border: 2px solid green; padding: 2px;">S</span>
<b>Explanation</b>	<b>Actions</b>



## 12. Exercise wrap-up

Once your group has completed each dimension, you should take a step back and assess the overall picture of your alignment.

You should then discuss how you will turn the actions you have created for each dimension into a manageable and actionable plan, as part of your scaling journey. The plan should have timescales and responsibilities assigned.

