

Jigsaw Consult: Year in review

2019-2020

Introduction and thanks

Jigsaw exists in order to build rigorous evidence that leads to lasting change. Our research, evaluation and strategy work helps make a positive difference in the world. We are a social enterprise, driven by purpose over profit, and everything we do is focused on impact.

This report gives a snapshot of what we have been up to recently. The focus is on all our activities between April 2019 - March 2020. This is the first time we have written a report like this - and we plan to make it part of our annual rhythm. In the last year our team has grown and our impact has increased. The report gives an insight into the work we have been doing, the partnerships we have established and the way we track our own effectiveness. We love the work we do and we want to keep improving - we are committed to reflecting on our practices, living our [values](#) and learning-out-loud.

The most important thing about this report is that it provides the opportunity to say a public and heartfelt thank you to all those we work with. Thank you to our clients who decide to trust Jigsaw and provide the financial resources for the work that we do. Thank you to our partners who shape our thinking and improve our work. And, above all, thank you to the thousands of people who choose to contribute to our studies and share their insights - we try our best to listen deeply and represent you fairly.

At Jigsaw we focus on our areas of technical expertise to play a part in tackling complicated problems, building rigorous evidence that leads to lasting change. We hope you enjoy reading this review of our year, and that it gives you a bit of insight into why we do what we do.

With thanks and best wishes,
The Jigsaw team

What we did last year

Three highlights from the last year were working with Research and Development Management (RDM) on girls' education evaluations in Uganda, completing the first data point in our longitudinal study of refugee post-primary education with Dubai Cares, and working with our consortium partners at the EdTech Hub. Spotlights on these partnerships are included at the end of this section.

The Jigsaw team worked on 15 projects in the 2019-2020 financial year, five of which were multi-year contracts. These projects engaged across our three services: evaluation, research and strategy.



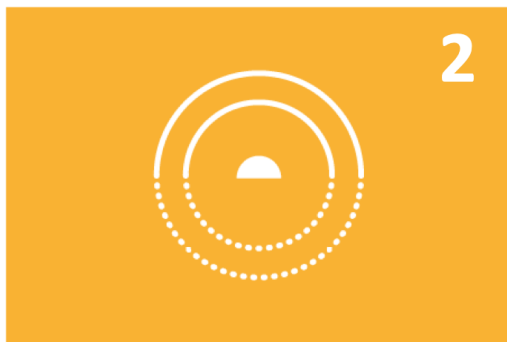
Jigsaw specialises in four sector areas: education and learning, refugees and forced migration, faith and religion, digital technologies. We focus on work at the intersection between two or more of these areas of expertise. This enables us to wrestle with complex challenges that fascinate us and is where we hope our work has the greatest impact.



Education and learning



Refugees and forced migration

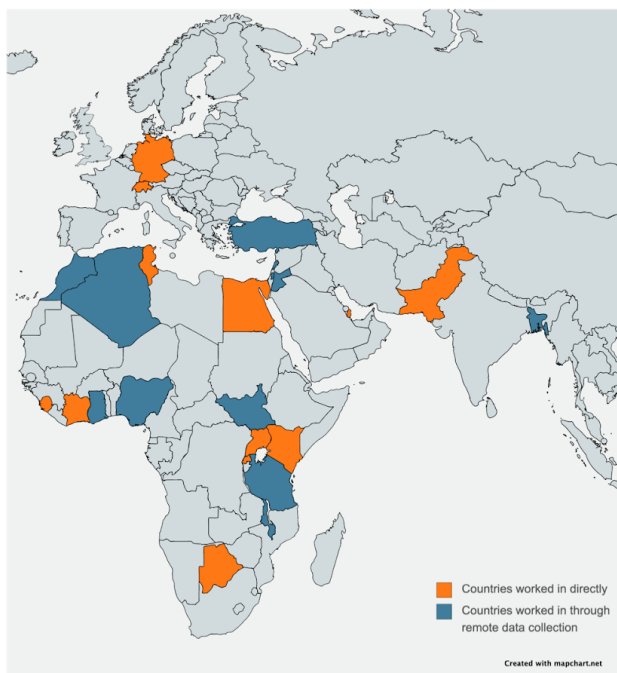


Faith and religion



Digital technologies

As part of delivering these projects the team spent 190 days conducting research visits and worked in 29 countries in total, as outlined in the map below. We visited 13 countries for data collection purposes, workshops and conferences. All our 64 flights were carbon-offset using the [ClimateCare carbon calculator](#). At Jigsaw we try to strive to conduct as much data collection as possible through remote methodologies and utilising local enumerators and researchers: this year we conducted remote data collection in 16 countries.



Countries worked in directly	Countries worked in through remote data collection
1. Botswana	1. Algeria
2. Egypt	2. Bangladesh
3. Germany	3. Ghana
4. Ivory Coast	4. Jordan
5. Kenya	5. Lebanon
6. Pakistan	6. Malawi
7. Qatar	7. Morocco
8. Rwanda	8. Nigeria
9. Sierra Leone	9. Pakistan
10. Switzerland	10. Palestine
11. Tunisia	11. Rwanda
12. Uganda	12. Sierra Leone
13. USA (not pictured)	13. South Sudan
	14. Tanzania
	15. Turkey
	16. Uganda

We participate in a wide range of global gatherings to help share the findings of our work and to learn from others. This year the Jigsaw team presented at nine conferences including a Ministerial Forum at [eLearning Africa](#) (October 2019) and a technical workshop at the [Global Refugee Forum](#) (December 2019).

We continued to build our partnership with [UNHCR](#) and [Refugee Support Network](#) (RSN) through the [Voices of Refugee Youth](#) study. Our work with Research and Development Management (RDM) in Uganda continued to flourish through collaborating on several studies with large-scale learning assessments. Jigsaw also helped launch the [EdTech Hub](#) as a founding partner - and look forward to all that lies ahead for that exciting global initiative.

Spotlights below provide more information about our partnerships with RDM, *Voices of Refugee Youth* study with UNHCR and RSN and the EdTech Hub:

Partnership spotlight 1: Research and Development Management

Jigsaw works closely with a Ugandan research organisation called Research and Development Management (RDM) led by Sam Ejibua. Jigsaw and RDM have worked in partnership to deliver six studies. The Jigsaw team provides in-depth methods training for RDM enumerators prior to data collection, to align with the specific requirements of the study in question. RDM enumerators work with the Jigsaw team to ensure data collection tools are culturally appropriate and accurate. RDM enumerators travel across the study sites to collect data, including quantitative surveys, standardised learning assessments, in-depth interviews, focus group discussions and lesson observations. In 2019-2020, RDM and Jigsaw worked together to deliver three girls' education programme evaluations in Uganda. We love working together and in the year ahead we look forward to further developing the partnership between Jigsaw and RDM.



Sam Ejibua at RDM head office in Kampala, Uganda.

Partnership spotlight 2: Voices of Refugee Youth

Voices of refugee youth: impact of post-primary refugee education is an ongoing research study conducted in partnership between UNHCR, Jigsaw Consult and Refugee Support Network. The research is funded through the [Dubai Cares' Evidence for Education in Emergencies](#) (E-Cubed) funding window. This study is linked to UNHCR's Youth Education Programme, a

multi-year programme that provides funding for the provision of post-primary education for refugees.

The purpose of the study is to make a significant contribution to the evidence base regarding post-primary refugee education. The research has four data points and tracks refugee youth in Pakistan and Rwanda across a two-year period. The participants are secondary school (Class 12) or higher education (final year bachelors) refugee students. A mixed-method approach is being applied and this includes a large multi-point survey as well as focus groups and key informant interviews. The research study began in November 2018 and Data Point 1 was completed during the 2019-2020 financial year.

The study is based on an innovative youth centred-methodological design. Teams of refugee youth researchers are trained in social science research methods to collect and analyse data as core contributors to the research study. Work is underway to secure an accredited qualification in social science research for the youth researchers from an international higher education institution. As far as we know, never before have refugee young people been engaged as core researchers within a large-scale refugee education research study in a low-income environment. We are excited to have the opportunity to undertake this important work - and are committed to ensuring that the results of the study are used to help shape effective programme and policy-level decision-making. For more information, check out the Voices of Refugee Youth website: <https://research4refugeeeducation.org/>



Youth researchers in Rwanda in January 2020 with a certification of completion for the first week of research methods training.



Youth Researchers in Pakistan in February 2020 with a certification of completion for the second week of research methods training.

Partnership spotlight 3: EdTech Hub

EdTech Hub

Clear evidence, better decisions, more learning.

Technology has the potential to help address the global learning crisis, but that potential has not yet been realised. Policymakers and other decision makers face an overwhelming choice of technology solutions, are often unclear on what works and what doesn't and are forced to make decisions based on low or no evidence.

The [EdTech Hub](#) exists to address this problem. It does rigorous academic research and gives evidence-based advice about how to use technology in education in low-income contexts. It helps decision makers inside and outside of government to make clear, evidence-based policy decisions to achieve maximum impact on learning outcomes.

The EdTech Hub was launched in July 2019 and Jigsaw is a core consortium organisation. This is an area of research we have specialised in for the last decade, and the EdTech Hub is an exciting opportunity for us to build on all we have learned and achieve significant long-term impact in the sector. The EdTech Hub is a collaborative effort and we love working alongside our partners: [University of Cambridge](#), [Results for Development](#), [Brink](#), [ODI](#) and [ODE](#). The EdTech Hub is a global initiative generously funded by DFID (now FCDO), World Bank and Gates Foundation.

“I had the pleasure of working with Jigsaw while the organisation supported monitoring and evaluation activities of Phase 2 of the iKnowledge project ... Jigsaw’s contribution to the process was critical and every member of the team that I have had the opportunity to work with exercised exceptional professionalism, integrity and reliability throughout.”

Avanti, iKnowledge

How we work

Each project we undertake adopts a mixed-methods approach tailored to the context. Through the year, 9583 people helped us by participating in a wide range of data collection exercises.



A total of 8751 surveys were collected by the Jigsaw team, Jigsaw enumerators and youth researchers. The majority of these surveys were collected digitally using [KoBo Toolbox](#), which allows for offline data collection in remote settings. Using digital tools to collect surveys helps to standardise responses, increases validity and reduces the potential for lost paper-based data. We used surveys to gather data from students engaged in girls' education programmes in Uganda and Sierra Leone, secondary school and university refugee students in Pakistan and Rwanda, and female entrepreneurs in Jordan, Lebanon, Morocco, Palestine and Tunisia.

The enumerators we work with conducted a total of 3164 learning assessment sets with school students participating in girls' education programmes in Uganda and Sierra Leone. Participants sat standardised tests to track improvements in literacy and numeracy. Primary school students sat an Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA), while secondary students sat the Secondary Grade Reading Assessment (SeGRA) and Secondary Grade Mathematics Assessment (SeGMA). In each case the design of the learning assessment was tailored by the Jigsaw team to be appropriate for the age of participants and the national curriculum.

Across our projects, the team conducted a total of 138 in-depth interviews with key informants to gather detailed qualitative data. Interviewees included project participants, implementing staff, government officials and policy-makers. Qualitative data was also collected by the team and enumerators through a total of 88 focus group discussions.

See the project spotlight below for example of how we work.

Project spotlight: Girls' Education Challenge



The [Girls' Education Challenge](#) (GEC) was launched by DfID (now FCDO) in 2012 as a 12-year commitment to reach the most marginalised girls in the world. The GEC is now in its second phase, called GEC-T (2017-2025) and is focused on transitions to secondary education and beyond. There are 41 GEC-T projects across 17 countries. The GEC-T aims to build a large base of evidence to understand the challenges around the educational marginalisation of girls. To do this, a rigorous approach to monitoring and evaluation is being employed to gather information on projects' impact on numeracy, literacy, transition and sustainability through longitudinal studies. Data is collected at three points from cohorts of girls and households.

Jigsaw is the external evaluator for three organisations that are implementing projects funded by the GEC (PEAS, Opportunity International and Plan International). Each study is adapted to the project design of each organisation, but employs a shared mixed-method approach that combined the following methods:

- Standardised learning reading and numeracy assessments (between 900 and 1400 per study)
- Quantitative surveys (between 2100 and 2400 per study)
- Focus group discussions (approximately 30 per study)
- Lesson observations (between 7 and 50 per study)
- In-depth interviews with key informants (between 10 and 30 per study)
- Quasi-experimental approach with control and intervention cohorts

Data is also collected from control schools for comparison findings from the schools with the intervention. Jigsaw works collaboratively with teams of enumerators (such as RDM) for data collection in schools in both Uganda and Sierra Leone.

“I have greatly enjoyed working with Jigsaw and very much appreciate the hard work they have put in to take on a challenging evaluation part way through the process. The team has been accommodating throughout and I have felt that the evaluation has been in very safe hands. Throughout the process, the Jigsaw team were great at keeping in touch and it was a pleasure working with them. I very much look forward to continuing this work through the endline evaluation.”

Opportunity International

Connect with us

We want to collaborate with organisations doing exceptional work within our technical areas. Get in touch to discuss your ideas. You can find us on Twitter at [@wearejigsaw](#), on [LinkedIn](#), and over on our [website](#). For any enquiries please email info@jigsawconsult.com.

Summary of projects

Client	Summary of work
African Prisons Project (now Justice Defenders)	Impact strategy in Kenya and Uganda.
Avanti Communications	Strategy for the iKnowledge project in Tanzania. Case study available here .
Cambridge Education	Strategic review of edtech projects.
DFID (now FCDO)	Founding partner of the global EdTech Hub .
Dubai Cares	Longitudinal research study on refugee post-primary education in Pakistan and Rwanda. Case study available here . Study website here .
Global Partnership for Education	Research study of refugee education responses in Bangladesh, Rwanda and Turkey. Watch a webinar of the study's key findings here .
Opportunity International	Midline and endline evaluations of a girls' education programme in Uganda. Case study available here .
PEAS	Spot check and midline evaluation of a girls' education programme in Uganda. Case study available here .
Plan International	Midline evaluation of a girls' education programme in Sierra Leone. Case study available here .
Swiss Agency for Development and Cooperation	EdTech strategic review.
UNHCR	Research study on cash for refugee education in Egypt. Public report available here and case study available here.
UNIDO	Research study on female entrepreneurs' access to and use of digital technology in Algeria, Egypt, Lebanon, Jordan, Morocco, Palestine and Tunisia.
Anonymous	Monitoring and evaluation strategy for Higher Education portfolio.