Jigsaw
Year in Review

FY 2020 - 2021

Introduction

This review gives a snapshot of what happened at Jigsaw in the last year - April 2020 to March 2021. It is an opportunity for us to pause, reflect, and say a big thank you to everyone who has contributed to our work.

As for many organisations, a defining aspect of the year was how Jigsaw responded to the global pandemic. In the early part of the year the travel restrictions meant we pivoted several large evaluations from in-person to distance-based data collection. It took a huge effort from our team and partners - plus flexibility from all participants - and we learned a lot through the process.

Mass school closures meant that the role of technology in delivering effective education suddenly became a topic of global priority. The EdTech Hub, one of the long-term programmes Jigsaw helps to lead, had a strategic opportunity to inform evidence-based decision-making across the education sector. You can find out how we did this through our spotlight on the programme.

All of the team got to the end of the year pretty exhausted and agreeing it was the busiest year Jigsaw has ever had. We have started the new year at a more sustainable pace and with renewed focus. In the midst of all that happened, we took time out to think through how Jigsaw can have maximum long-term impact in the world.

This led to us re-focusing our technical work - all our research, evaluation and strategy work is now focused on building evidence for education. Education is the foundation of flourishing communities. It is clear that building rigorous and accessible evidence can have a significant impact on improving decision-making in education. Evidence influences how money is spent, how programmes are run, and ultimately how learning outcomes are improved.

We hope that this review gives some insight into the expertise of the thousands of individuals who have contributed to Jigsaw's work this year. A big thanks to all of you, and to our partners and clients. We love sharing this journey with you, and look forward to collaborating in the year ahead.

Best wishes,
The Jigsaw team

What we've been up to

This last year has provided many opportunities for Jigsaw to innovate and grow: we have undertaken leading-edge research, built strong partnerships and enhanced our remote research methodologies and approaches in the context of Covid-19. This section begins with an overview of the work we have been involved in and then has spotlights on four aspects of our work: (1) continued engagement with our consortium partners at the EdTech Hub; (2) working with Research and Development Management (RDM) enumerators to conduct three large-scale girls' education evaluations in Uganda and Kenya; (3) developing an accredited research methods course for refugee youth researchers; (4) conducting a rapid evaluation of Covid-19 adaptations for a refugee higher education programme in Jordan and Lebanon.

The Jigsaw team engaged in 14 studies in the 2020-2021 financial year, four of which were multi-year contracts. These ranged in scope across our three core services: evaluation, research and strategy.

The travel restrictions that have been in place as a result of the pandemic have meant that our work has had to become much more reliant on remote methodologies. It has also given us a welcome push to develop stronger partnerships with enumerator teams and researchers within study countries. During this year we completed fully remote data collection in 14 countries. Where it was safe to do so, local enumerators and researchers collected data in-person or remotely in-country in 11 countries. These are represented in the map on the following page.

Research uptake is a key feature of our work, and we share our learning with the sector through participating in strategic global gatherings, workshops and conferences. We love learning from others in these settings and working together to improve how evidence can be used to improve practice across the education sector. Here you can watch our team presenting work with The Global Partnership for Education (GPE) on the inclusion of refugees within national education systems.

14 projects

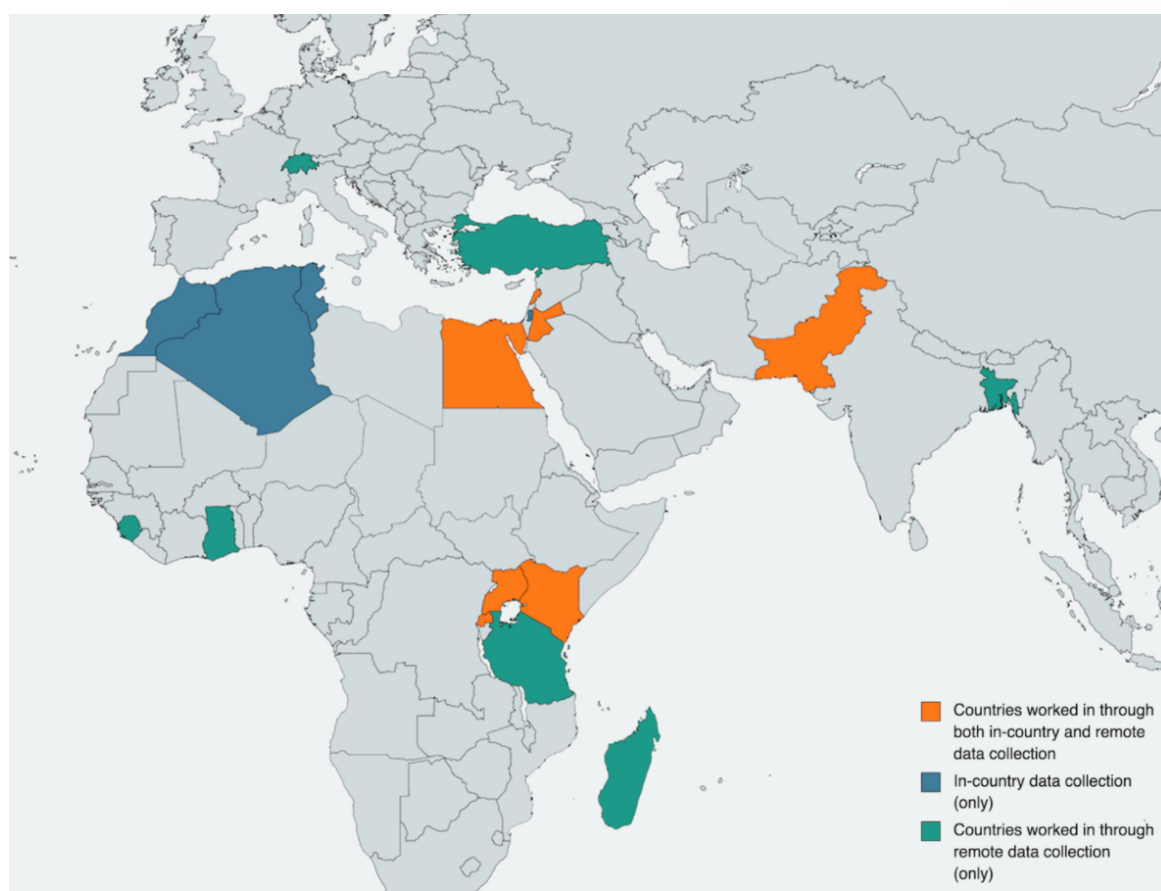| 3 strategy pieces	5 research studies	6 evaluations

We also authored or co-authored 21 public reports - a selection of which are linked at the end of the review. Alongside this we wrote a chapter on refugee higher education for a new book on Critical Mobile Pedagogy.

We continued to build our partnership with UNHCR and Refugee Education UK (REUK, formerly Refugee Support Network) through the Voices of Refugee Youth study, working with new partners John Carroll University and Centreity on developing an accredited research methods course.

Our work with RDM continued to flourish through collaborating on large-scale girls' education evaluations in Uganda and Kenya.

We continued our work in the EdTech Hub, engaging in leading-edge evidence building regarding the use of technology in education.

Countries worked in through both in-country and remote data collection

In-country data collection (only)

Countries worked in through remote data collection (only)

Countries worked in through both face-to-face and remote data collection	face-to-face data collection (only)	Countries worked in through remote data collection (only)
1. Egypt	1. Algeria	1. Bangladesh
2. Jordan	2. Morocco	2. Ghana
3. Kenya	3. Palestine	3. Madagascar
4. Lebanon	4. Tunisia	4. Sierra Leone
5. Pakistan		5. Switzerland
6. Rwanda		6. Tanzania
7. Uganda		7. Turkey

How we work

Each project undertaken by Jigsaw adopts a bespoke methodological approach appropriate for the specific context. Throughout the year, a total of 2,896 individuals have contributed to our work through participating in a wide range of data collection exercises.

This year we focused on developing our technical expertise in remote research methods - this has always been important but was particularly crucial because of widespread travel restrictions. As well as building skills in effective design and implementation of remote data-collection tools, the team also explored how to sustain high ethical standards throughout remote data collection exercises. We developed guidance on ethics, risks, safeguarding, and quality assurance - all to ensure that our work remained safe for participants when collecting data remotely.

A total of 2,593 surveys were collected as part of our work. This included surveys with students engaged in girls' education programmes in Uganda and Kenya, secondary school and university refugee students in Pakistan, and refugee higher education students in Jordan and Lebanon.

Most of these surveys were collected digitally using KoBo Toolbox, which allows for offline data collection in remote settings, as well as other online digital data collection tools. Using digital tools to collect surveys helps to standardise responses, increases validity and reduces the potential for lost paper-based data, and also facilitates the continuation of safe data-collection in a time of travel restrictions. The spotlights that follow provide more information about our partnerships with the EdTech Hub and RDM, our accreditation work for the research methods course within Voices of Refugee Youth and an example of how we pivoted to remote data collection through our work on a rapid evaluation for the PADILEIA project in Jordan and Lebanon.

2896 research participants

2593 surveys	295 in-depth interviews	8 focus group discussions

Spotlight: EdTech Hub

Massive disruption to formal education systems meant that this year saw unprecedented global focus on how technology can be used to sustain out-of-school learning. Jigsaw helped respond to this through our work with EdTech Hub.

We developed rapid evidence reviews to inform decision making for how technology can be used effectively in the midst of the pandemic - these included topics such as girls' education and technology and the use of radio to support remote learning.

We also helped develop a series of technical briefs and curated lists. For example, Effective Teacher Education in Low-Connectivity Settings and Providing Distance Learning to Hard-to-reach Children in Pakistan.

Have a look at EdTech Hub's evidence library for details of further outputs. Our evidence-building work on EdTech is a collaborative effort and we love working alongside our partners: Results for Development, Brink, University of Cambridge, ODI and ODE. The EdTech Hub is a global initiative powered by FCDO, the Gates Foundation, and World Bank. In the Annex, you can see a selection of EdTech publications (co-)authored by the Jigsaw team over the last year.

Spotlight: RDM

This year Jigsaw strengthened our partnership with Research and Development Management (RDM) - a brilliant research organisation led by Sam Ejibua. We worked in partnership to deliver three girls' education evaluations: two in Uganda and one in Kenya. The Jigsaw team provided online training for RDM enumerators prior to data collection to align with the specific requirements of each study. RDM enumerators worked with the Jigsaw team to ensure data collection tools were contextually appropriate and accurate.

The work we completed with RDM involved a mixture of remote in-country data collection over the phone and in-person research visits to schools, in line with local Covid-19 restrictions. The team collected surveys with students and caregivers as well as key informant interviews with students, caregivers, teaching staff and ministry officials. The RDM team worked tirelessly to collect high quality data in challenging circumstances, including nationwide internet outages and remote low-connectivity settings. We look forward to on-going collaboration with RDM in the year ahead.

"RDM has greatly been inspired by the knowledge, expertise and commitment demonstrated by Jigsaw researchers and management in planning, coordinating and delivering the assignments to clients. The relationship between RDM and Jigsaw has been that of mutual collaboration, striving for professional outputs and enhancing institutional capacity in delivering similar assignments. We are proud to be associated with Jigsaw!"

Ejibua Sam Anguzu, RDM

Spotlight: Voices of Refugee Youth

A strategic priority of the last year has been the development of our long-term research on 'Voices of Refugee Youth: impact of post primary refugee education. The research study is conducted in partnership between UNHCR, Jigsaw and REUK and funded through the Dubai Cares' Evidence for Education in Emergencies (E-Cubed) funding window. You can read all about the study here.

As far as we know, this is the first time that young refugees will have had the opportunity to gain an academic qualification while contributing to a research study on refugee education.

Alongside the accreditation, the training and data-collection has continued through all the challenges of Covid-19. In April 2020, all the youth researchers completed the next stage of their training in an amended online format - we spent many hours together on Zoom with teaching, practice sessions, observations and office hours!

Training focused on how to collect and analyse qualitative and quantitative data, and how to interpret and present findings effectively. It is a real privilege to work alongside such talented and committed youth researchers as we seek to drive forward evidence for effective refugee education. We have big plans for the year ahead!

"It has been exciting to work with Jigsaw Consult so far since 2020. As a Youth Researcher, I like the way the team is supportive. Jigsaw Consult enabled me to grow professionally as a Researcher and to be committed to rigorous evidence during any research."

Aime Parfait, Youth Researcher in Rwanda

Spotlight: PADILEIA Rapid Evaluation

PADILEIA (Partnership for Digital Learning and Increased Access) is a project consortium that produces and delivers blended higher education programmes to Syrian refugees in Jordan and Lebanon and to local Jordanian and Lebanese students. In the early months of 2020, PADILEIA was required to adapt its courses to enable fully remote, online course delivery in response to national lockdowns and the related closure of universities in Lebanon and Jordan due to the COVID-19 pandemic.

Jigsaw was commissioned by PADILEIA to conduct a rapid evaluation to capture learning from this period in order to inform future programming and share knowledge with the wider sector. The approach for the rapid evaluation followed a mixed method and fully remote design, incorporating available data from the project, a digital student survey, remote in-depth interviews and focus group discussions with students, delivery team members and project management staff.

The evaluation explored student access to education during remote learning, the challenges and benefits that students experienced, student satisfaction, the effectiveness of the support provided and the experiences of facilitators and instructors. Findings demonstrated that overall, and in a difficult set of circumstances, PADILEIA was able to successfully manage the transition to remote online delivery of its courses following the national lockdowns and university closures in Jordan and Lebanon. The evaluation identified recommendations for how to improve future remote delivery of PADILEIA courses, particularly as forms of social distancing measures may continue

You can read a summary of the findings in the Community Report on the PADILEIA website, including an English version and an Arabic version.

Internal work

Building the team

Our team has rallied together over the last year as we have adapted to remote working - it has been fun to find new ways to collaborate and catch-up, and we have explored the world of online coffees and team quizzes! In the midst of this we have welcomed five new team members. All of them bring new skills and experience to Jigsaw's work in building evidence for education.

Annette, Becky, Jonny and Katrina are all researchers - with a blend of quantitative and qualitative expertise, lots of technical specialisms, and several languages between them. Kara also joined as Jigsaw's operations manager - she is part of the leadership team and it is difficult to remember life without her!

We also said farewell to our brilliant colleague Preeti and are really grateful for all she contributed to Jigsaw over three years with us. As we look to the year ahead we anticipate significant growth and increased diversity on our team - watch out for some big announcements in the next few months.

Anti-racism

Through the year we have engaged more deeply with issues related to race and racism - both within our work and that of the sector as a whole. We are approaching this part of our work through two main avenues. We have an action plan owned by the entire team, with discrete activities and outputs, such as: an anti-racism reading list, a glossary of Inclusive and antiracist language in development and improving the way we approach recruitment.

We also have on-going dialogue across our team where we discuss anti-racism issues and particular areas that have arisen from the action plan - with help from our friends at resist + renew who have provided externally-facilitated sessions to guide us. It is important for Jigsaw that we continue to listen and learn, improve our practices, and make a contribution to the wider discourse on anti-racism within international development, education and research.

Dignified Storytelling

Dignified Storytelling is a platform that fosters a common understanding of how storytelling can and should instil - as well as maintain - the dignity of all persons, while striving to create an environment of positivity that strengthens long-term relationships between the public, private and development sectors.

We have taken the pledge to tell stories characterised by deep respect, full transparency, and social responsibility. You can read more about what this means here.

Our new home

Our partner organisation - <u>Refugee Education UK</u> - has bought a five-storey abandoned bank in the heart of Harlesden. The restoration work is in full flow and early in 2022 it will open as an impact hub focused on education for young refugees. You can read all about the project <u>here</u>.

Jigsaw will have dedicated space within the building - it will be our long-term home and we're excited to be part of all that will happen there. We look forward to collaborating with many of you there over the years ahead!

The year ahead

This year, through the Global Partnership for Education, the global community has acknowledged the need for increased and on-going investment in high-quality education. Even if things return to some kind of 'new normal' there will still be more than 250 million children out of school. For children in the lowest-income countries, 9 out of 10 will not be able to read a basic book by the age of 10.

These statistics - and each individual represented within them - is what motivates our work. In the year ahead we will double-down on where we can make the biggest contribution, we will build partnerships with leading-edge education initiatives, and we will contribute to building a culture of evidence across the education sector.

We believe in collaboration and are privileged to work alongside talented people and organisations from many countries and backgrounds who all sharpen us and shape us. In the year ahead we look forward to listening and learning and working together with you on our shared mission.

Connect with us

We want to collaborate with organisations doing exceptional work in education. Get in touch to discuss your ideas. If you'd like to join our brilliant team then please let us know and tell us why. You can find us on Twitter at @wearejigsaw, on LinkedIn, and on our website. For any enquiries please email info@jigsawconsult.com

Annex - Summary of projects and publications

Client	Summary of work
Avanti Communications	Midline evaluation of iMlango Transitions, a Girls' Education Challenge (GEC) project in Kenya. Project completed: public report available here; case study available here.
Avanti Communications	Endline evaluation of iMlango Transitions, a Girls' Education Challenge (GEC) project in Kenya. Project ongoing: public report available here; case study available here.
Dubai Cares	Voices of Refugee Youth: a longitudinal research study on refugee post-primary education in Pakistan and Rwanda. Multi-year, ongoing project: case study available here.
FCDO (formerly DFID)	Founding partner of the global EdTech Hub, a global research initiative to equip people by providing evidence for effective decision-making about technology in education. Multi-year, ongoing project: case study available here. **Publications co-authored by the Jigsaw team:** A Country-Level Research Review: EdTech in Tanzania Country-Level Research Review: EdTech in Ghana Accelerated Learning and EdTech: A Rapid Evidence Review Education in Emergencies: A Rapid Evidence Review Girls' Education and EdTech: A Rapid Evidence Review Messaging Apps, SMS, and Social Media: A Rapid Evidence Review
European Commission (EC)	A strategic advisory role regarding the Commission's approach to digital skills in its future educational programming in LMICs. Project ongoing.
Global Partnership for Education (GPE)	Research study of refugee education responses in Bangladesh, Rwanda and Turkey. Project completed: public report available here; case study available here.

International Telecommunication Union (ITU)	A strategic feasibility study on establishing an ITU Training Institute. Project completed.
Opportunity International (OI)	Endline evaluation of Empowerment for Girls' Education (EGE), a Girls' Education Challenge (GEC) project in Uganda. Project completed: public report available here; case study available here.
PADILEIA (Partnership for Digital Learning and Increased Access)	Rapid evaluation of the Covid-19 adaptations to higher education programmes in Jordan and Lebanon. Project completed: community report available here; case study available here.
PEAS (Promoting Equality in African Schools)	Endline evaluation of GEARRing Up for Success After School, a Girls' Education Challenge (GEC) project in Uganda. Project completed: full report here; case study available here.
Plan Ireland, PGII and HPP final evaluation	Final evaluation of the EQuIP and HPP programmes in Burkina Faso, Mali, Guinea, Guinea-Bissau, Cameroon, Niger, Central African Republic and Jordan. Project ongoing.
UNHCR (United Nations High Commissioner for Refugees)	Accreditation of the Youth Researchers training course for the Voices of Refugee Youth research project (see Dubai Cares entry above). Multi-year, ongoing project.
UNICEF (United Nations Children's Emergency Fund)	Development of an evaluation framework and tools for multi-grade schooling in Egypt. Project ongoing.
UNIDO (United Nations Industrial Development Organization)	Research study on female entrepreneurs' access to and use of digital technology in Algeria, Egypt, Lebanon, Jordan, Morocco, Palestine and Tunisia. Project completed: case study available here.