

## Theory of Change and Results Framework: Teaching and Learning to Read for All

**Aspirational Goal**

Evidence-based policies and practices for effective teacher development and inclusive literacy learning that influence national teacher training programs and improve educational outcomes for all primary students.

**Final Outcomes**

Knowledge mobilization of research evidence to inform policy and practice:  
New Knowledge Ambassadors module, multi-media materials, practical guides, conferences, publications and ongoing knowledge exchange with local, regional and national stakeholders (e.g., Advisory Boards, Regional Technical Working Groups) across targeted LMIC countries.

**Intermediate Outcomes**

**Teacher Professional Development**

Teachers apply the science of reading including content knowledge, technological skills and pedagogical approaches for effective early literacy instruction

**Early Literacy Instruction**

All girls and boys aged 6-9 years improve literacy outcomes in alphabets, fluency, comprehension and writing

**Immediate Outcomes**

Preservice and inservice teachers have capacities strengthened in gender-responsive, inclusive instructional practice and teacher well-being and agency

Scaled approach to literacy teacher professional development implemented (e.g. communities of practice, knowledge ambassadors)

Knowledge ambassadors have capacities to support blended literacy teacher professional development

Knowledge generated on impacts of blended learning, teacher agency and well-being

All girls and boys, including struggling readers, have their capacities strengthened in early literacy and technology skills with parental and community support

Scaled approach to children's literacy instruction implemented by local literacy champions (e.g. school heads, district education officers, teachers)

Knowledge generated of scaling impacts on implementation fidelity of early literacy instruction

**Outputs**

New Knowledge Ambassadors module and teacher professional development modules are aligned with existing blended modules and adapted to national contexts

Preservice and inservice teachers are trained in the science of reading, pedagogies and content knowledge to deliver gender-responsive, inclusive instruction

Preservice and inservice teachers are trained to enhance pedagogy and accelerate attainment of literacy skills and to integrate ABRA software

Regional and national Knowledge Ambassadors are trained to support teacher professional development and well-being

Blended Knowledge Ambassadors module and teacher professional development modules are delivered and assessed

Research on effective teacher professional development and support is conducted, including data collection, analysis and reporting

All girls and boys access inclusive, equitable, evidence-based literacy instruction and technology tools with parental and community support

Research conducted on learning outcomes achieved through delivery methods consistent with student-centred learning (e.g., differentiated instruction, cooperative learning)

ABRA and READS software tools and offline materials adapted to national contexts (local stories incl. mother tongue, translation, audio resources)