

REBECCA L. WOLFE, ELAINE LIN WANG, BENJAMIN K. MASTER

Synthesizing and Sharing Insights to Accelerate Innovation Across a Global Education Network

A Case Study of Enseña Ecuador's and Enseña por Paraguay's Engagement with Teach For All's Teaching as Collective Leadership Framework



KEY FINDINGS

- To accelerate the efforts of its network partners to develop teacher and student leadership, Teach For All has synthesized and is sharing learnings from across its entire network through a new framework for teaching and learning: Teaching as Collective Leadership (TACL).
- Between 2021 and 2022, Teach For All global facilitated immersive learning experiences with Enseña por Paraguay and Enseña Ecuador to support these network partners' early engagement with the TACL framework. During these experiences, Teach For All global (1) provided opportunities to foster new ways of thinking, (2) created collective and shared experiences, (3) provided network partners with space to contextualize the framework, and (4) portrayed the work of implementing the TACL vision as ongoing.
- Since engaging with the TACL framework, Enseña por Paraguay and Enseña Ecuador have refined their visions for student leadership and revised aspects of their programming to foster teaching as collective leadership.
- Enseña por Paraguay and Enseña Ecuador representatives report facing four key challenges in their efforts involving the TACL framework: difficulty aligning perspectives across team members, time constraints, gaps between theory and day-to-day practice, and challenges related to local context.

Teach For All is a global network of more than 60 independent partner organizations in different countries (Teach For All, undated-b). These organizations are committed to reducing educational disparities through a shared approach for advancing educational leadership. According to Teach For All, too many children lack access to a quality education, a problem that Teach For All says is rooted in systemic social inequities. Teach For All posits that the key to addressing these inequities requires “people exercising leadership at every level of education and government, from inside and outside of the system” (Teach For All, undated-c). Teach For All is therefore working to build a critical mass of leaders across sectors who are committed to working together and with other stakeholders to advance educational equity (Kwauk, Robinson, and Spilka, 2016).¹ Teach For All refers to its approach as *developing collective leadership*. For definitions of other key terms, see the box on the next page.

Teach For All operates on the premise that strong educational leadership begins in the classroom (Kwauk, Robinson, and Spilka, 2016). Each network partner recruits and trains high-achieving college students and professionals to teach for two years in its nation's most underserved communities. Network partners work closely with fellows throughout their two-year teaching commitments and offer ongoing support for alumni to foster high-quality instruction,

innovation, and collaborative problem-solving. After the two-year fellowships, Teach For All aims for fellows to commit to a lifelong pursuit of educational equity as educators, as school or district leaders, as social entrepreneurs, or in other roles.

The mission of Teach For All's global organization (henceforth referred to as *Teach For All global*) is to “accelerate” the efforts of its network partners (Teach For All, undated-a). One of the ways in which Teach For All global supports the work of its partners is through its Global Learning Lab initiative. Through its Global Learning Lab, Teach For All synthesizes and shares insights and learnings—what some researchers might refer to as “practice-based evidence”—across its global network. *Practice-based evidence* is based on the notion that teachers and the communities in which they work should be systematically involved in producing, testing, and disseminating new ideas and practices (Bryk, 2015; Green, 2008; Cook and Cook, 2016).

Through its Education Equity (EE) program, the BHP Foundation invests in global education initiatives focused on leveraging evidence and testing innovations. This report, which is part of a larger evaluation effort of the BHP Foundation's EE program, is one in a series of brief cases that the RAND Corporation is compiling to demonstrate the arc and implementation of single-partner initiatives that are illustrative of the BHP Foundation's EE program

Key Terms and Organizations

Teach For All is a global network of more than 60 independent partner organizations in different countries. *Partner organizations*, which are locally led, share a set of unifying principles and core values. *Teach For All's global organization* supports partner organizations across the network with resources and training.

Program fellows are recruited by *Teach For All* network partners to teach in underserved communities for two years. *Alumni* are fellows that have completed their teaching commitment.

Enseña Ecuador and *Enseña por Paraguay* are *Teach For All* network partners in *Teach For All's* Latin America and Caribbean region.

Collective leadership refers to *Teach For All's* broad vision of building a critical mass of education leaders.

The *Teaching as Collective Leadership (TACL) framework* is a framework for teachers, teacher coaches, and program designers to advance student and teacher leadership in classrooms.

Teach For All's Global Learning Lab is an initiative spearheaded by *Teach For All* global to generate and share insights from classrooms and communities across the *Teach For All* network.

theory of change (see appendix). Each case is based on interviews with project partners. At the time of writing, the BHP Foundation was supporting *Teach For All's* efforts to synthesize and share learnings about collective leadership across its global network, efforts which included the development of a new framework for teaching and learning—the *Teaching as Collective Leadership (TACL) framework*. The *TACL framework* is a customizable tool that is intended to help *Teach For All* fellows, alumni, coaches, and program staff develop student leadership, which is a key part of *Teach For All's* overall mission to develop collective leadership (*Teach For All*, 2022d).

The purpose of this case is to illustrate how *Teach For All* global supported early engagement with the *TACL framework* by two network partners, *Enseña por Paraguay* and *Enseña Ecuador*, and how these network partners used the *TACL framework* to inform their operations. According to our interviews, these two partners were among the earliest to engage with the *TACL framework*. Although our primary audience is the BHP Foundation and *Teach For All*, this report could have relevance for other nongovernmental organizations (NGOs), leadership development organizations, or education leaders interested in synthesizing and sharing learnings across large global networks. To orient readers from multiple audiences, we begin with an overview of the origins and purpose of the *TACL framework*.

We then describe the strategies that *Teach For All* global used to deepen the engagement of *Enseña por Paraguay* and *Enseña Ecuador* with the *TACL framework* through an immersive learning series. Next, we describe *Enseña por Paraguay's* and *Enseña Ecuador's* responses to the *TACL framework*. Because this undertaking was funded by the BHP Foundation, we connect the work back to the BHP Foundation's EE program theory of change. Finally, we offer key takeaways that could be applicable for *Teach For All* and other organizations that undertake similar work.

The Teaching as Collective Leadership Framework

In this section, we provide a brief overview of the *TACL framework* through a summary of its purpose, a description of its evolution, and a timeline of its development and release. For external audiences, we note that the *Teach For All* network uses such phrases as “developing collective leadership” and “growing students as leaders” to describe its mission and vision. These phrases embody complex and multidimensional concepts, some of which network partners define for themselves. In our reporting, we strive to strike a balance between straightforwardly presenting the data we collected and providing more context when necessary. Readers can find additional

“[The TACL framework] offers a new paradigm for how to approach teaching and learning that includes what we are aiming for with students, how we develop them, and how teachers show up in their leadership and skill. It has multiple components. For one, we think about purpose. What do we think the purpose of education could be if our goal were to shape students’ leadership so they could be a leader of a better future for themselves and all of us?”

—Representative from Teach For All

information and view the framework on Teach For All’s website (see Teach For All, undated-d).

Purpose of the Teaching as Collective Leadership Framework

The TACL framework captures Teach For All’s emerging theories about leadership development at a classroom level. In its own words, “Teaching as Collective Leadership is an actionable and locally customizable framework for teachers, teacher coaches, and program designers to grow students as leaders of a better future for themselves, their communities, and all of us” (Teach For All, 2022d). Whereas the term *collective leadership* refers broadly to Teach For All’s overall mission and purpose, the TACL framework is primarily concerned with the practices that teachers and educational leaders undertake to develop student leadership and how teachers nurture their own leadership skills (Teach For All, 2022d). Teachers and education leaders can use the TACL framework to

- develop a localized vision for student leadership with families and community members

- reflect on instructional practices through lenses that challenge conventional power dynamics
- generate culturally responsive strategies to cultivate student leadership
- identify indicators that align with a vision for student leadership.

The TACL framework has broad implications for how network partners organize their core teacher training operations. Specifically, Teach For All hypothesizes that engagement with the TACL framework could foster changes in how some network partners recruit, select, train, and support fellows and alumni (Teach For All, 2022d; Teach For All, 2022a). Other network partners might use the TACL framework to expand or streamline their existing efforts to develop collective leadership.

Description of the Teaching as Collective Leadership Framework

As illustrated in the box on the next page, the TACL framework consists of four basic elements: (1) purpose, (2) lenses, (3) strategies, and (4) outcomes (Teach For All, 2022d). As a reflection and discussion tool, the framework prompts users to view their role in developing student leadership through four lenses intended to challenge conventional power dynamics. In the words of the TACL, “Transformational teachers ‘see’ their students, themselves, their communities, and their challenges in ways that are different from conventional perspectives. By bringing into focus the internalized assumptions we may need to unlearn to become great teachers, these lenses have radical implications for pre-service teacher training, coaching, and ongoing support” (Teach For All, 2022d). Strategies educators can use to nurture a range of student leadership outcomes flow from the conclusions that educators draw about themselves, their communities, and their purpose. The structure of the TACL reflects Teach For All’s hypothesis that impactful educators view their purpose, their students, and the communities they serve in distinct ways (Teach for All 2022c; 2022d).

Evolution of the Teaching as Collective Leadership Framework

Teach For All’s Global Learning Lab began developing the TACL framework as part of its Teaching as Leadership 2.0 initiative, which the Lab launched in summer 2020 (Teach For All, 2020a; 2020b). The Global Learning Lab functions similarly to what researchers have termed a *networked improvement community* (NIC) (Bryk, 2015; Russell et al., 2017). NICs generally consist of multiple contributors who are united by a common vision and systematically work together so that “they can learn faster how to improve” (Bryk, 2015). Indeed, Teach For All describes the Global Learning Lab as “an engine of learning and innovation” (Global Learning Lab, undated).

The TACL framework is the product of conversations the Global Learning Lab facilitated with thousands of teachers, coaches, and other stakeholders about the “patterns they see in classrooms and communities where students seem to be growing as leaders of a better future” (Teach For All, 2022a). Viewed this way, the TACL framework is a distillation of educators’ practices and insights into a conceptual framework (or theory) about the necessary means for teacher and student leadership development (Chun Tie, Birks, and Francis, 2019; Glaser and Strauss, 1999). Teach For All hypothesizes that, as a conversation and critical reflection tool, the TACL framework will accelerate network partners’ efforts to develop teacher and student leadership by fostering critical conversations about essential elements of practice.

Viewed another way, the TACL framework is Teach For All’s response to teaching models that the network views as too narrow in scope or outmoded (Teach For All, 2022a). As one representative from Teach For All global explained, “The TACL framework captures the progression of Teach For All’s core values as they have evolved over time.” Specifically, the TACL framework is intended to provide an alternative to teaching approaches that (1) focus too narrowly on student academic mastery at the expense of other valuable student outcomes, (2) are dismissive of community and students’ cultural identities or values, and (3) are “uninformed by a revolution in

Elements of the Teaching as Collective Leadership Framework

The TACL leadership structure consists of the following elements (Teach For All, 2022d):

- Purpose
 - Exploring the purpose of education
 - Reflection on dynamics of diversity, equity, and inclusiveness
- Lenses
 - Students as leaders
 - Teachers as students
 - Community as power
 - Our work as systemic
- Strategies
 - Love and Connect
 - Listen and Envision
 - Learn and Design
 - Facilitate and Challenge
 - Reflect and Grow
- Outcomes
 - Well-being
 - Connectedness
 - Awareness
 - Agency
 - Mastery

the science of learning and development” (Teach For All, 2022d).

By comparison, the TACL framework encourages teachers to focus more expansively on developing a holistic vision for fostering student leadership in addition to increasing student achievement. In Teach For All’s companion material to the TACL, the authors explain that “closing achievement gaps is an important but insufficient proxy for students fulfilling their potential to challenge the underlying causes of inequity that affect their lives” (Teach For All, 2022a). Teach For All has suggested that even the original Teaching as Leadership model (Farr, 2010), which some Teach For All partners have historically relied on, contains elements that focus too singularly on remedying achievement gaps (Teach For All, 2022a).

“While each local context is unique, similarities in the nature of the challenges facing children from place to place mean that solutions are often shareable. Because solutions are shareable, the Teach For All global organization provides unique value by connecting partner staff, teachers, and alumni to share these innovations with colleagues around the world, and to learn from and adapt promising ideas in their own countries.”—excerpt from internal report (Teach For All, 2018)

“Perfecting inherited, industrial-era ways of teaching and learning will not lead to an equitable, just, and sustainable future on this planet. But there is another way”
—excerpt from webpage (Teach For All, undated-d)

Early Release and Training with Network Partners

In 2021, Teach For All released a version of the TACL framework to several network partners, including Enseña por Paraguay and Enseña Ecuador, for piloting (Teach For All, 2021a; 2021b). Teach For All refers to these network partners as “early adopters” (Teach For All, 2021a). To enhance the early engagement of Enseña por Paraguay and Enseña Ecuador with the TACL framework, Teach For All global facilitated two TACL-focused immersive training series with these network partners. The first series, which

took place in spring and summer 2021, involved two phases of training: a learning phase that consisted of six sessions over five weeks and a design and application phase that lasted approximately three weeks. In 2022, Teach For All facilitated a three-day training that was attended by new staff from Enseña Ecuador who had not attended the first training. Although Teach For All global provided Enseña por Paraguay and Enseña Ecuador with additional supports (including one-on-one technical guidance) following its immersive learning series, the first immersive learning series—which is our focus—was the primary touchpoint between these network partners and Teach For All global for learning about and implementing the TACL framework.

Teach For All’s Strategies for Supporting Immersive Engagement with the Teaching as Collective Leadership Framework

In this section, we describe four strategies that Teach For All global used during its immersive learning experiences with Enseña por Paraguay and Enseña Ecuador to support deepened engagement with the TACL framework. We identified these strategies from the information that interviewees shared with us. These strategies consisted of (1) providing experiences that fostered new ways of thinking using the TACL framework, (2) creating collective and shared experiences, (3) embedding opportunities for partner-led design and application, and (4) framing the work as an ongoing learning process.

Strategy 1: Providing Experiences That Fostered New Ways of Thinking Using the Teaching as Collective Leadership Framework

During the immersive learning series, Teach For All global aimed to foster new ways of thinking using the TACL framework. As one representative from Teach For All global explained, the immersive learning experiences with Enseña por Paraguay and Enseña

Ecuador were “designed for participating staff to personally experience the leadership development that the TACL framework invites [network partners] to work on with their teachers.” To accomplish this goal, Teach For All global leveraged activities to promote deep levels of introspection and dialogue using the lenses of the TACL framework. The purpose of these activities was to help participants identify their own deeply internalized beliefs about education and to develop a shared vision for teacher and student leadership.

One representative from Teach For All global described the tenor of these sessions as having “a give-and-take flow.” Elaborating, this representative shared that, throughout the immersion series, “We [offered] reflection spaces and team time, [came] back, did more reflection and more processing.” Some of the specific activities that representatives from Teach For All global mentioned were (1) using provocations (e.g., videos, testimonies, articles) to challenge conventional theories about impactful instruction; (2) facilitating reflection and dialogue to co-examine staff members’ personal experiences, beliefs, contexts, and identities; and (3) using questions derived from the lenses of the TACL to explore organizational mission and purpose (see the sample questions in the box below).

In addition to inspiring thinking based on the TACL framework, Teach For All global representatives modeled strategies that partners could adapt to facilitate leadership development trainings with fellows. As one representative from Teach For All global explained, the approach they used during the immersive learning series—which is based on adult learning theory (i.e., “what we understand about the way people learn and grow”)—“invites thinking in a more simple, expansive way.” Teach For All has elsewhere

“The way I describe the framework [is that] it is an invitation to think about purpose. What is fundamental to produce meaningful outcomes? It is a way of thinking about approach, but the answers to those questions have to be defined by the partners.”

—Representative from Teach For All

described this approach to training as “a departure” from traditional teacher development models (Teach For All, 2022a).

Strategy 2: Creating Collective and Shared Experiences

Representatives from Teach For All global shared that involving a critical mass of staff members across different levels of each partner organization was a crucial element of their approach to introducing the TACL framework. As one representative explained, achieving high participation rates across both organizations was important because “the purpose and lenses [of the TACL framework] have broader implications for the way organizations think about leadership.” Having most of their staff participate in the immersion training sessions made it possible for both Enseña por Paraguay and Enseña Ecuador to modify their visions for teacher leadership development, build a common language around those visions, and make substantive changes at the organizational level.

Questions Used to Explore Organizational Mission and Purpose

The following questions derived from the lenses of the TACL framework are examples of prompts used during TACL immersive learning experiences:

- What is our shared understanding of equity and how can we connect our purpose to it?
- What role do students play in creating a better future for themselves and all of us?
- What does “a better future” mean?
- What is the next program evolution that allows us to achieve this better future?

“The design of the sessions themselves reflected very much what the model is about. So, the whole time, it was about how do we define this for our country, and confront mindsets, and from there, working towards how we hope to see student leadership in our communities.”

—Representative from Enseña por Paraguay

“That is one of the things we took the most from this experience—the opportunity that every single member now shares the same core values—the core mindset of what we dream for our work and what our theory of change is.” —Representative from Enseña por Paraguay

One representative from Enseña por Paraguay explained that this was one of the first instances in which the Enseña por Paraguay team had come together to “ask ourselves hard questions in the same space.” She went on to say, “For us, it was about experiencing together as an organization how we could give more structure and understand better the work we were already doing, [which gave] it a clear way forward.” Similarly, representatives from Enseña Ecuador shared that the immersion series helped them align their individual perspectives about teaching and leadership “into an inclusive and cohesive mission.”

Strategy 3: Embedding Opportunities for Partner-Led Design and Application

The high level of flexibility of the TACL framework is an intentional, designed feature. Representatives from Teach For All global shared that, although some network partners have chosen to adopt the entire TACL framework, other network partners may choose to adopt one or two elements of the TACL framework at a time. After learning about the TACL framework and confronting their beliefs about education through the lenses of the TACL framework, Enseña por Paraguay and Enseña Ecuador staff members spent a considerable amount of time (1) determining which components of the TACL framework (lenses, strategies, and outcomes) were most useful for their context and (2) redesigning programs and program materials accordingly. For example, both network partners used the lenses of the framework in different ways to create new teacher competencies, which they added to their classroom observation rubrics to promote practices related to student leadership development. The Teach For All global representatives with whom we spoke referred to this portion of the immersion series as the “design and application phase.”

Strategy 4: Framing the Work as an Ongoing Learning Process

Partner organizations recognized gaps in their understanding about how to promote and leverage collective leadership for student-level impact. Likewise, all representatives with whom we spoke explained that Enseña por Paraguay’s and Enseña Ecuador’s work to integrate the principles of the TACL framework into their programming is ongoing. Both partners are still testing their assumptions about how collective leadership drives impact and adjusting their recruitment, training, placement, and support structures as they learn. Teach For All global continues to provide support to both partners through one-on-one technical guidance as needed.

Enseña por Paraguay's and Enseña Ecuador's Application of the Teaching as Collective Leadership Framework

In this section, we summarize what representatives from Enseña por Paraguay and Enseña Ecuador said about how their organizations were applying the TACL framework, efforts that representatives from both organizations reported were ongoing. Representatives from both network partners described the TACL framework as a natural extension of the work they were already doing to develop collective leadership and as one of several resources they were using to inform their visions. Network partners' delineation between key terms (e.g., *collective leadership*, *student leadership*, *teacher leadership*, *community*) and the importance the partners attached to those terms differed depending on each partners' context, theory of change, and previous experiences, as well as the lenses of the TACL framework that they prioritized.

The TACL framework is intended to have an array of applications. Although the factors listed above slightly complicated our ability to determine the parameters of influence of the TACL framework, we identified two applications that were most clearly attributable to Enseña por Paraguay's and Enseña Ecuador's use of the TACL framework. Specifically, both network partners used the TACL framework to build a vision that includes student leadership development and to implement organizational changes that support student leadership development in ways that they considered to be aligned with the TACL framework.

Building a Vision That Includes Student Leadership

Representatives from Enseña por Paraguay and Enseña Ecuador shared that one key takeaway from the immersive learning series was a deeper understanding of and desire to incorporate student leadership development as part of a broader vision for collective leadership. Representatives from both organizations explained that, in their contexts, student leadership development is a relatively novel

"The main difference is that this new view allows us to see the student as a whole being: not only the academic results but also how they live and work in a community, how they see themselves in the future, how they develop different competencies that are not academically oriented."

—Representative from Enseña Ecuador

concept. Because of their close ties with the local community, these network partners relied heavily on the "community as power" lens to inform their aims for student leadership.

As representatives from Enseña por Paraguay explained, the TACL framework supported their shift toward a more "holistic" orientation toward student learning that is rooted in local community. One representative shared that the TACL framework "help[ed] us have a wider view of the student as a whole and the communities we work with." According to this representative, Enseña por Paraguay's previous approaches for teacher development were more narrowly focused on improving students' academic achievement (e.g., test scores, graduation rates). The TACL framework helped Enseña por Paraguay identify additional, leadership-oriented outcomes that fellows could pursue with students alongside academic achievement. These included helping students take ownership of their own learning, build critical thinking skills, establish connections between course content and the real world, collaborate, and use what they learn to improve themselves and their local communities (i.e., "collective well-being").

In a similar vein, representatives from Enseña Ecuador shared that the TACL framework helped their organization reflect on the type of training teachers need to foster student leadership. Specifically, the TACL framework clarified the importance of helping fellows to view students as active agents in

“If we change the mindset of developing students as leaders, we [also] have to change the way we train teachers to develop students as leaders.”—Representative from Enseña por Paraguay

the classroom (“student leaders”). Similar to Enseña por Paraguay, these representatives conceptualized student leadership in terms of helping students develop skills to benefit the local community. As one representative explained, “the TACL as a framework enables fellows to help students also develop a leadership that will impact the wide community. [We are building] a pipeline from [fellows] to students in the community.”

At the time of our interviews, representatives from Enseña por Paraguay and Enseña Ecuador said that they were redesigning aspects of their training to enhance fellows’ capacity to support student leadership development and shared specific examples from fellows whose teaching strategies aligned with their emerging visions for student leadership development. For examples of some of the strategies these representatives said they were working to encourage, see the box below.

Programmatic (Re-) Designs Using the Teaching as Collective Leadership Framework

In this section, we describe examples of shifts and changes Enseña por Paraguay and Enseña Ecuador made or were in the process of making to their programs and operations that were informed by the TACL framework. Overall, both partners told us that they had reviewed their organizational theories and frameworks to determine how well these aligned with the TACL framework. Additionally, both reported concrete changes they had already made to their recruitment, selection, training and support, and alumni programs based on their engagement with the TACL framework (see Table 1).

In addition to the changes presented in Table 1, representatives from Enseña por Paraguay explained that the four lenses of the TACL framework helped them identify and address gaps across their training and support programs for fellows. During our first round of interviews, an Enseña por Paraguay representative told us that the goal of developing student leadership necessitated a shift toward encouraging “teachers as learners.” That is, teachers must learn to view their students and the communities they serve as co-contributors rather than viewing themselves as “the one who has all the answers.” As part of its theory of change, Enseña por Paraguay encourages its fellows and alumni to view every opportunity as a learning experience.

During our second round of interviews, Enseña por Paraguay representatives shared how the

Examples of Instructional Strategies That Participants Said Support Student Leadership Development

Enseña por Paraguay and Enseña Ecuador representatives provided the following examples of strategies that align with their vision for promoting student leadership:

- Teachers drawing on examples from popular culture to contextualize course content for students. For example, one fellow in Ecuador used a popular cartoon to teach students about intellectual property.
- Teachers drawing on parents’ knowledge and experiences. For example, in Ecuador, one fellow enlisted parent expertise in designing a class project involving the development and management of farmland.
- Teachers creating class projects to address a school or community need. For example, one fellow in Paraguay enlisted students to create campaigns to beautify the school and improve students’ behavior in the cantina line.
- Teachers asking students to connect learning with their own experiences.

TABLE 1

Reported Programmatic Shifts Enseña por Paraguay and Enseña Ecuador Made When Engaging with the Teaching as Collective Leadership Framework

Aspect of Programming	Enseña por Paraguay	Enseña Ecuador
Alumni Strategy	<ul style="list-style-type: none"> Developed an alumni strategy, which had not existed before, using TACL framework 	<ul style="list-style-type: none"> Re-envisioned alumni strategy using systemic change lens of TACL framework
Training and Support	<ul style="list-style-type: none"> Redesigned classroom observation tool with indicators to measure collective well-being and collective leadership Restructured summer training institute around “teachers as learners” and “community as power” lenses Added trainings to help fellows build trusting relationships with local communities 	<ul style="list-style-type: none"> Restructured training and supports to nurture fellows’ development of competencies derived from the TACL Implemented regular coaching sessions with fellows Created a classroom observation tool with community engagement indicators
Recruitment and Selection	<ul style="list-style-type: none"> Modified recruitment process based on feedback from the local community Added new “systems thinking” competency to fellow selection criteria Modified application process to assess collective leadership ability 	<ul style="list-style-type: none"> Worked to align recruitment process with fellow competencies that the aims develop, including willingness to learn and introspection

“community as power” and “viewing our work as systemic” lenses were influencing their work, especially in their efforts to develop a new strategy for supporting their alumni, redesign their classroom observation rubric, and modify their recruitment strategies. For example, in response to the “community as power” lens, Enseña por Paraguay increased the number of hours incoming fellows spent with community members during their summer training institute. Similarly, through the lens of viewing their work as systemic, representatives from Enseña por Paraguay shared how they were prioritizing “collective well-being,” which they said refers to the overall quality of the relationships fellows establish with their students and the local community.²

According to Enseña Ecuador interviewees and an internal case study produced by Teach For All (Teach For All, 2021c), Enseña Ecuador’s encounters with the TACL framework influenced the development of a new comprehensive programmatic framework, which Enseña Ecuador used to align its training and support structures with a unified vision for the purpose of education. As part of this effort, Enseña Ecuador shifted its approach to teacher training and support, opting to focus more holistically on the personal growth and development of its fellows

and their relationships with the local community, in addition to focusing on the quality of their instructional methods.

During our second round of interviews, Enseña Ecuador staff spoke of developing new indicators to measure student leadership. Representatives said that they are deriving indicators from principles of the TACL framework; elements from the CASEL™ Wheel (CASEL, undated), which is an external framework used to cultivate students’ social and emotional development; and surveys they conducted with parents and students to determine a community vision for student leadership.

Challenges Integrating the Teaching as Collective Leadership Framework into Existing Programs

Although Enseña por Paraguay and Enseña Ecuador made multiple changes to their programs using the TACL framework, this work was not without its challenges. To explore the challenges Enseña por Paraguay and Enseña Ecuador representatives have encountered in their efforts to apply the TACL framework, we asked interviewees which elements,

“In order to be a person that helps others, you have to recognize too your own failings, where you need help. There is a need for teachers to come in not only with an altruistic attitude, but with the humility to learn more about themselves.”

—Representative from Enseña Ecuador

if any, felt less applicable to their contexts. We also asked them to describe any barriers that they experienced related to integrating the TACL framework into their programming. One or both organizations mentioned the following challenges:

- **Aligning different perspectives across team members:** Enseña por Paraguay and Enseña Ecuador representatives reported that it was difficult to reach consensus about organizational mission and purpose; different groups in their organizations held different perspectives about the role that local community members and families should play in defining the type of student leadership that fellows should strive for in their classrooms.
- **Time-related constraints:** Representatives from Enseña por Paraguay and Enseña Ecuador explained that learning about and applying the TACL framework was time and resource intensive. At times, some members felt overwhelmed by the number of training sessions and the volume of information presented. As one representative explained, “It is difficult to measure the time it would take to execute and address all the variables: for example, [shifting] the mindsets of team members, [determining] the order of operations, logistics, and the extra hours.”
- **Gaps between theory and day-to-day practice:** Enseña por Paraguay and Enseña Ecuador representatives described challenges

related to translating their respective theories about impactful instruction into practice. As one representative from Enseña por Paraguay explained, “There are still gaps between what is written on paper and what needs to happen in real life.” Similarly, one representative from Enseña Ecuador explained that, for them, the challenge was not merely communicating a new language, but living and embodying the practice of collective leadership. “How,” she asked, “do I translate this heavy theory into a day-to-day practice that is something as substantial as changing your purpose in the classroom? This is a huge challenge.”

- **Context-related challenges:** Representatives from Enseña por Paraguay shared that, although they have good relationships with local governments with which they work, they are required to align their content with a centralized curriculum framework. Some representatives from Enseña por Paraguay said that this occasionally presents logistical challenges for fellows who are working to be more innovative with their lesson plans. Some school communities are also protective of teachers’ work hours or push back against fellows’ ideas.

Connecting Teach For All’s Efforts with Enseña por Paraguay and Enseña Ecuador to the BHP Foundation’s Education Equity Program Theory of Change

In this section, we connect Teach For All’s efforts involving the TACL framework back to the BHP Foundation’s EE program theory of change (see Figure 1, in the appendix). As mentioned previously, the BHP Foundation is primarily interested in how evidence and innovation can be leveraged at scale to drive global improvements in education. To assist with this effort, we (1) identify how Teach For All’s efforts with the TACL framework align with the types of program activities that the BHP Foundation has identified as of interest and (2) discuss how this

case study illustrates the BHP Foundation’s theorized pathways between these types of activities and their anticipated interim outcomes. We conclude with considerations that could enhance the effort.

The TACL framework is a mechanism that Teach For All uses to share synthesized insights collected from its network of partners and practitioners about the means and mindsets needed to develop student and teacher leadership. In this way, the TACL framework can be viewed as a form of **evidence curation and dissemination to improve teaching and learning**. However, the TACL framework does not itself preserve or relay evidence. Instead, the framework represents Teach For All’s distillation of its observations into principles for how to develop student leadership. Viewed this way, the TACL framework is better described as a means through which Teach For All **supports mindset shifts and strategies inspired by practice-based theory**. Indeed, this is how representatives from Teach For All described the framework. As one representative explained, the TACL framework represents Teach For All’s “major bet” on what it sees as excellence in classrooms. Of course, the degree to which the actions adopted by partners align with the original observations used to construct the TACL framework could be variable. Finally, Teach For All has described its interactions with early adopters of the TACL framework, including Enseña por Paraguay and Enseña Ecuador, as piloting or testing the TACL framework (Teach For All, 2021a; 2021b). In this way, the network partners could be seen as **testing and refining a potentially transformative innovation**.

In terms of the BHP Foundation’s interim outcomes of interest, Teach For All intends for the TACL framework to lead to a type of **more-informed and cohesive decisionmaking** that follows a vision for student and teacher leadership that also **empowers local thought leaders**. This case demonstrates that Teach For All was able to promote a shared language, ideas, and a vision for enhancing student and teacher leadership based on the TACL framework that Enseña por Paraguay and Enseña Ecuador translated into action. These network partners say that the trainings resulted in substantive changes to their programming. By supporting Enseña por Paraguay’s and Enseña Ecuador’s engagement with the TACL

framework, Teach For All promoted opportunities for these partners to define and align their mission and vision with principles derived from TACL. This alignment, according to our interviewees, resulted in more-coherent programming. Teach For All global’s method for supporting network partners likely empowered Enseña por Paraguay and Enseña Ecuador to select and customize the portions of the TACL framework that were most applicable to their contexts and to continue applying these elements to their decisionmaking.

There are opportunities for future study, and we identified some areas in which efforts related to the TACL framework might benefit from sharper definition. In particular, although the framework is called *Teaching as Collective Leadership*, the TACL framework is primarily to facilitate classroom practices that develop student leadership. At the time of writing, Teach For All had not yet articulated the relationship between developing student leadership in the classroom and maintaining its broader vision for collective leadership. For external audiences, the lack of a clear delineation of how these two goals are intended to work together makes it difficult to understand where the concept of student leadership fits within Teach For All’s broader mission.

Considerations for Organizations Interested in Sharing Insights to Accelerate Innovation

This case could offer some points for reflection for organizations that are considering ways to accelerate innovation through information-sharing or to support organizational change. In this section, we describe four key takeaways for external audiences. Where possible, we connect these takeaways with the literature to place them within a broader context. Our key takeaways are as follows:

- **This case supports previous conclusions in the literature that having a foundation of shared values and a broad vision already in place can help facilitate organizational shifts in practice and purpose across decentralized networks.** Although Teach For All

network partners are independent, they share a common purpose and approach (Teach For All, undated-b). Before joining the network, each organization commits to a set of core values: sense of possibility, being locally rooted and globally informed, constant learning, diversity and inclusiveness, and interdependence. Moreover, the Teach For All network is committed to a common vision. By virtue of this relationship, Teach For All network partners share common perspectives about mission and purpose, language, organizational structures, and channels for communication. Findings from literature across education and related fields (Collins and Porras, 2008; Fullan, 2015), when applied to this case, suggest that these shared features likely enhance Teach For All's ability to share information with partners who are already committed to translating this information into action.

- **Large organizational shifts in practice and purpose are time and resource intensive.** This challenge is well documented in the literature (Fernandez and Rainey, 2013). Although Enseña por Paraguay and Enseña Ecuador had the internal capacity to participate in extensive trainings and subsequent conversations that led to changes in their core operations and programming, both organizations explained that these engagements demanded significant time and attention. One of the key ways in which Teach For All global supported Enseña por Paraguay and Enseña Ecuador through its programmatic transitions was by making itself available for technical assistance. Teach For All anticipated this need from its partners and reconfigured the roles and responsibilities of some internal staff members prior to the launch of the framework to ensure that there was capacity to support network partners' integration of the TACL framework (Teach for All, 2021a). Organizations that are working to shift thinking or boost innovation should consider what additional human, financial, or other resources are needed to adequately support their partners.

- **Global organizations that are considering similar framework structures may walk a thin line between providing needed flexibility and creating catch-all tools that do not drive change as intended.** The TACL framework is a customizable tool intended for use across a variety of diverse contexts. Its flexibility supports buy-in and ensures broad applicability. However, organizations that are considering similar efforts might want to more clearly identify or delineate the key elements of the tool or reform that they are implementing. One risk is that efforts to provide opportunities for contextualization become a catch-all, and any changes or innovations undertaken are assumed to be in service of the disseminated tool or framework. Moreover, without cohesive and consistent messaging about the purpose of an innovation, organizations could inadvertently create fragmented and incoherent approaches across their operations and programs.
- **Organizations should put formal mechanisms in place for testing and refining innovations to ensure that those innovations have their intended effect.** Previously, we mentioned the concept of NICs. In addition to developing and disseminating innovations or practice-based evidence, NICs bear a responsibility for the rigorous testing and refinement of tools that are intended to improve practice (Russell et al., 2017). Part of the built-in flexibility of the TACL framework is that it allows partners to consider the contexts of their local communities as they define key terms and the scope of their work and identify meaningful outcomes. Although network partners are encouraged to develop indicators and mechanisms for tracking their own progress, to our knowledge, Teach For All has not yet established mechanisms to measure whether the TACL framework is being implemented as intended. That said, these mechanisms may be underway.

Summary of Methods

We conducted two rounds of interviews with representatives from Enseña por Paraguay ($n = 2$ for both rounds) and Enseña Ecuador (round one $n = 3$, round two $n = 2$), in fall 2022 and spring 2023, and one round of interviews with Teach For All regional representatives, in summer 2023 ($n = 2$). Additionally, we drew on biannual interviews conducted with representatives from Teach For All from 2020 to 2023 as part of our team's larger evaluation of the BHP Foundation's Educational Equity Global Signature Program and a series of associated annual and biannual reports from Teach For All.

All interviews were recorded and transcribed. In preparation for our analysis, we created a simple coding scheme based on the anticipated structure of this report, which was informed by our previous case studies (see Wolfe et al., 2023a; 2023b; 2023c). Using this coding scheme, we sorted our interview data into categories, such as TACL framework background and context, Teach For All's strategies for promoting the TACL framework, partners' engagement with and reflections on Teach For All's activities, partners' learnings, partners' practical applications of the TACL framework, factors influencing implementation, and impacts. We uploaded and coded our transcriptions in Dedoose, a cross-platform app for analyzing qualitative data. We identified themes as they emerged in each category. We supplemented our findings with additional information from Teach For All's annual and biannual reports to the BHP Foundation and information that is publicly available on Teach For All's website, which we reviewed in preparation for this report. Prior to publication, we provided a draft of our findings for fact-checking to representatives from Teach For All, Enseña por Paraguay, and Enseña Ecuador.

APPENDIX

The BHP Foundation Education Equity Program Theory of Change (2018–2023)

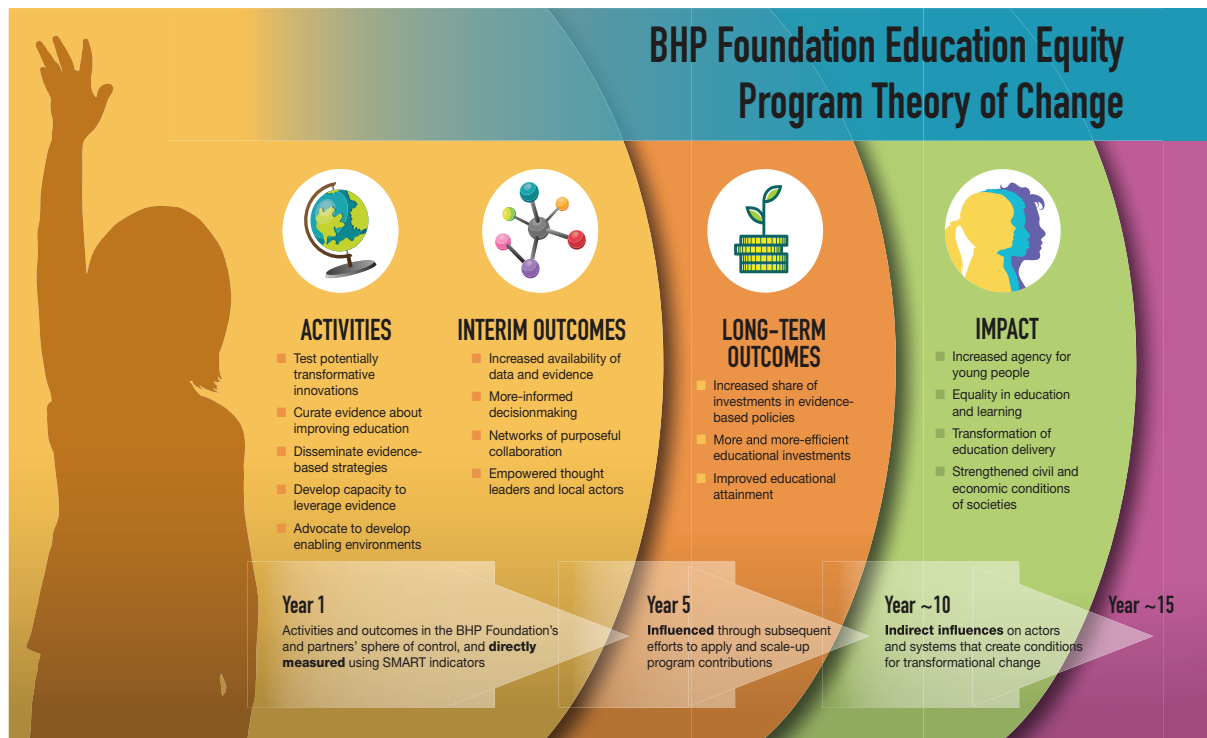
The BHP Foundation, through its EE program (hereafter referred to as *the program*), is investing in a range of global initiatives focused on leveraging evidence and testing transformative innovations to improve access and equity in systems of education globally. The program has prioritized initiatives “with the potential to facilitate what it describes as transformative ‘step changes’ in educational practices at scale and to achieve these goals primarily by using evidence and data to enhance the quality of decisionmaking, investments, and educational practice” (Master et al., 2023, p. 2). The initiatives are led by five partner organizations, one of which is Teach For All.

The program’s initial theory of change, developed in 2018, is shown in Figure 1. As described in a report containing the RAND team’s independent evaluation of the program, the figure “summarizes the range of investments made in the first phase of

the Program, as well as the anticipated time frame for impacts. It describes how the partners are collectively engaged in varied activities to enhance educational equity through the use of evidence” (Master et al., 2023, p. 2) Such activities include generating evidence about new innovations, curating and disseminating effective strategies, building capacity to leverage evidence in decisionmaking, and advocating to ensure that societies and systems provide an enabling environment for more-informed investments in education and learning. Within the first five years of the funded activities, the program expects to see outcomes that are interim in nature. These include greater availability of evidence and data, empowered thought leaders engaged in more-informed decision-making, and the establishment of networks of purposeful collaboration. Long-term impacts will take more time.

Figure 1 and our case studies to date reflect the initial program theory of change. As of late 2022, the program has begun developing a more fine-grained articulation of its theory of change and pathways toward intended impacts.

FIGURE 1
Education Equity Program Theory of Change (2018–2023)



About the BHP Foundation Education Equity Program Evaluation Case Study Series

This case study is based on research funded by the BHP Foundation as part of an overall study of its Education Equity (EE) program investment. The findings and conclusions presented are those of the authors and do not necessarily reflect positions or policies of the BHP Foundation. Launched in 2017, the program has invested in a wide range of activities aimed at addressing the need to better leverage evidence and data to inform educational practice and to help facilitate transformative improvements in the quality of educational delivery. In its first funding window, the program has supported five partner organizations (*partners*) whose efforts span diverse country contexts and target learners both within and outside formal educational systems:

1. The Center for Universal Education at The Brookings Institution
2. The Education Endowment Foundation
3. The Global Business Coalition for Education
4. Teach For All
5. UN Women.

The RAND team is evaluating the BHP Foundation EE program investment during a five-year period, from 2019 to 2024. The purpose of the evaluation is to assess program impacts, share formative insights to inform the program's continuous improvement, and provide recommendations related to program strategy and the BHP Foundation's theory of change (see the appendix for details). Our first evaluation report was published in 2021 (Master et al., 2021). An interim findings report was published in spring 2023 (Master et al., 2023), and a final report is scheduled for late 2024.

The case studies are one component of our evaluation. Each case study describes the arc and

implementation of single-partner initiatives that are illustrative of the BHP Foundation's theory of change (2018–2023). We believe that this series will be of interest not only to the BHP Foundation and its program partners but also to policymakers engaged in global education, organizations interested in implementing educational change efforts, and other foundations interested in investing in global educational change.

Through our cases, we seek to demonstrate the BHP Foundation's theorized pathway between one or more categories of program activities (e.g., curating evidence, disseminating evidence-based strategies, developing capacity) and one or more interim outcomes (e.g., increased availability of evidence, more-informed decisionmaking, networks, empowered local actors) as articulated in the program theory of change to date.

To select the focus for each case study, we considered the activity or activities and pathway(s) that each BHP Foundation-funded partner could best or uniquely illustrate. We approached the partner with the case study idea(s) to elicit input. Studying implementation involves collecting data at the level at which activities are implemented; consequently, we asked the funded partner to identify and connect us with a local in-country partner performing the on-the-ground work that we would highlight. This process likely yields case narratives that are positive or successful examples of partners' work. Additional details on our methods are included in the body of each of our case studies.

Note

¹ Teach For All promotes an action-based, nonhierarchical view of leadership. *Leaders* are individuals in any position (e.g., students, fellows, alumni, program staff, policymakers, school administrators) who bring others together and work collaboratively toward Teach For All’s shared vision of “a world where all children have the education, support, and opportunity to shape a better future for themselves and all of us” (Teach For All, undated-c).

² For additional information about the changes Enseña por Paraguay has made, we refer readers to “Enseña por Paraguay Centering Community as Power in its Leadership Development Work,” which was compiled by Teach For All (2022b).

Bibliography

Bryk, Anthony S., “2014 AERA Distinguished Lecture: Accelerating How We Learn to Improve,” *Educational Researcher*, Vol. 44, No. 9, December 2015.

CASEL, homepage, undated. As of January 10, 2024: <https://casel.org>

Chun Tie, Ylona, Melanie Birks, and Karen Francis, “Grounded Theory Research: A Design Framework for Novice Researchers,” *SAGE Open Medicine*, Vol. 7, 2019.

Collins, James C., and Jerry I. Porras, “CMR Classics: Organizational Vision and Visionary Organizations,” *California Management Review*, Vol. 50, No. 2, 2008.

Cook, Bryan G., and Lysandra Cook, “Leveraging Evidence-Based Practice Through Partnerships Based on Practice-Based Evidence,” *Learning Disabilities: A Contemporary Journal*, Vol. 14, No. 2, 2016.

Farr, Steven, *Teaching as Leadership: The Highly Effective Teacher’s Guide to Closing the Achievement Gap*, John Wiley & Sons, 2010.

Fernandez, Sergio, and Hal G. Rainey, “Managing Successful Organizational Change in the Public Sector,” in Robert F. Durant and Jennifer R. S. Durant, eds., *Debating Public Administration: Management Challenges, Choices, and Opportunities*, Routledge, 2013.

Fullan, Michael, *The New Meaning of Educational Change*, Teachers College Press, 2015.

Glaser, Barney, and Anselm Strauss, *Discovery of Grounded Theory: Strategies for Qualitative Research*, Routledge, 1999.

Global Learning Lab, “About Us,” webpage, undated. As of January 4, 2024: <https://globalllearninglab.teachforall.org/who-we-are-page>

Green, Lawrence W., “Making Research Relevant: If It Is an Evidence-Based Practice, Where’s the Practice-Based Evidence?” *Family Practice*, Vol. 25, No. 1, December 2008.

Kwauk, Christina, Jenny Perlman Robinson, and Samantha Spilka, *Teach For All: Building a Pipeline of Future Education Leaders Around the World*, Center for Universal Education at Brookings, 2016.

Master, Benjamin K., Shelly Culbertson, Brian Phillips, Elaine Lin Wang, Harold D. Green, Joe Francombe, Hamish Evans, and Susan Guthrie, *Transforming Global Education Through Evidence: An Evaluation System for the BHP Foundation’s Education Equity Global Signature Program*, RAND Corporation, RR-A239-1, 2021. As of January 19, 2023: https://www.rand.org/pubs/research_reports/RRA239-1.html

Master, Benjamin K., Elaine Lin Wang, Brian Phillips, Rebecca L. Wolfe, and Harold D. Green, *The BHP Foundation’s Education Equity Program: Midterm Evaluation Findings (2018–2022)*, RAND Corporation, RR-A239-6, 2023. As of January 3, 2024: https://www.rand.org/pubs/research_reports/RRA239-6.html

Russell, Jennifer Lin, Anthony S. Bryk, Jonathan R. Dolle, Louis M. Gomez, Paul G. Lemahieu, and Alicia Grunow, “A Framework for the Initiation of Networked Improvement Communities,” *Teachers College Record*, Vol. 119, No. 5, 2017.

Teach For All, “Global Organization,” webpage, undated-a. As of January 8, 2024: <https://teachforall.org/our-network/global-organization>

Teach For All, “Our Network,” webpage, undated-b. As of January 8, 2024: <https://teachforall.org/our-network>

Teach For All, “Our Purpose,” webpage, undated-c. As of January 3, 2024: <https://teachforall.org/our-purpose>

Teach For All, “Teaching as Collective Leadership,” webpage, undated-d. As of January 3, 2024: <https://teachforall.org/our-learning-insights/teaching-collective-leadership>

Teach For All, *Leadership and Global Learning for Community Impact: A Proposal from Teach For All*, internal report provided to the authors, 2018.

Teach For All, *Leadership and Global Learning for Community Impact: 2019 to 2020 End of Year Project Report*, internal report provided to the authors, 2020a.

Teach For All, *Leadership and Global Learning for Community Impact: 2020 to 2021 First Quarterly Update Report*, internal report provided to the authors, 2020b.

Teach For All, *Leadership and Global Learning for Community Impact: 2020 to 2021 3rd Quarterly Update Report*, internal report provided to the authors, 2021a.

Teach For All, *Leadership and Global Learning for Community Impact: 2020 to 2021 Half Year Report*, internal report provided to the authors, 2021b.

Teach For All, *Spotlight: Enseña Ecuador’s Updated Program: Teaching as Collective Leadership Inspires a Comprehensive Program Framework That Merges Student, Teacher, and Community Development*, internal report provided to the authors, 2021c.

Teach For All, *The 2022 Blueprint for Teaching as Collective Leadership: A Framework for Growing Students as Leaders of a Better Future*, 2022a.

Teach For All, *Enseña por Paraguay Centering Community as Power in Its Leadership Development Work*, 2022b.

Teach For All, *Teaching as Collective Leadership: A Draft of a Draft of a Collectively Created e-Book*, 2022c.

Teach For All, *Teaching as Collective Leadership: A Practitioner’s Guide to Growing Students as Leaders of a Better Future*, 2022d.

Wolfe, Rebecca L., Elaine Lin Wang, and Benjamin K. Master, *Developing Enabling Environments for Women's Access to Education and Vocational Opportunities: A Case Study of Policy Change Efforts Led by UN Women's Second Chance Education Programme in India*, RAND Corporation, RR-A239-5, 2023a. As of January 3, 2024:

https://www.rand.org/pubs/research_reports/RRA239-5.html

Wolfe, Rebecca L., Elaine Lin Wang, and Benjamin K. Master, *Engaging a Global Network to Curate and Disseminate Evidence About What Works to Improve Family-School Engagement: A Case Study of the Center for Universal Education's Family-School Engagement Playbook Effort*, RAND Corporation, RR-A239-3, 2023b. As of January 3, 2024:

https://www.rand.org/pubs/research_reports/RRA239-3.html

Wolfe, Rebecca L., Elaine Lin Wang, and Benjamin K. Master, *Taking a Contextualized Approach to Synthesizing and Mobilizing Evidence About What Works to Improve Education: A Case Study of Queen Rania Foundation's Contextualized Teaching and Learning Toolkit Effort, in Partnership with Education Endowment Foundation*, RAND Corporation, RR-A239-4, 2023c. As of January 3, 2024:

https://www.rand.org/pubs/research_reports/RRA239-4.html



About This Report

Teach For All is a global network of independent organizations across 60 different countries committed to educational equity. In 2021, Teach For All released a new teaching and learning framework for piloting: the Teaching as Collective Leadership (TACL) framework. The TACL framework is a customizable tool that is intended to help Teach For All teachers, coaches, and program leaders develop student leadership, which is a key part of Teach For All's overall mission to develop collective leadership. To illustrate how Teach For All is using the TACL framework to support some of its network partners, we examine the efforts of two network partners—Enseña por Paraguay and Enseña Ecuador—to learn about and apply principles from the TACL framework in their unique contexts. Enseña por Paraguay and Enseña Ecuador were both early adopters of the TACL framework and report making changes to their organizational mission statements and their practices since adopting the framework.

RAND Education and Labor

This study was undertaken by RAND Education and Labor, a division of the RAND Corporation that conducts research on early childhood through postsecondary education programs, workforce development, and programs and policies affecting workers, entrepreneurship, and financial literacy and decisionmaking. This study was sponsored by the BHP Foundation as part of an overall study of its Education Equity program investment. The findings and conclusions presented are those of the authors and do not necessarily reflect positions or policies of the BHP Foundation.

More information about RAND can be found at www.rand.org. Questions about this report should be directed to Elaine Wang (ewang@rand.org), and questions about RAND Education and Labor should be directed to educationandlabor@rand.org.

Acknowledgments

We thank Teach For All global and regional leadership and leaders from Enseña por Paraguay and Enseña Ecuador for sharing their time and insights with us. We are grateful to the BHP Foundation for supporting the evaluation and this report. We especially thank Faith Rose, the Program Director for Education Equity for the BHP Foundation, and Muza Gondwe, Program Officer at the BHP Foundation, for their guidance. We benefited greatly from the review and feedback of Alice Huguet from RAND and Lucretia Santibañez. We thank John Pane and Lisa Turner from RAND for managing the quality assurance process, as well as Melissa Parmelee and Monette Velasco, who provided expert editing and publications management assistance. The authors take full responsibility for any errors in the report.

RAND is a research organization that develops solutions to public policy challenges to help make communities throughout the world safer and more secure, healthier and more prosperous. RAND is nonprofit, nonpartisan, and committed to the public interest.

Research Integrity

Our mission to help improve policy and decisionmaking through research and analysis is enabled through our core values of quality and objectivity and our unwavering commitment to the highest level of integrity and ethical behavior. To help ensure our research and analysis are rigorous, objective, and nonpartisan, we subject our research publications to a robust and exacting quality-assurance process; avoid both the appearance and reality of financial and other conflicts of interest through staff training, project screening, and a policy of mandatory disclosure; and pursue transparency in our research engagements through our commitment to the open publication of our research findings and recommendations, disclosure of the source of funding of published research, and policies to ensure intellectual independence. For more information, visit www.rand.org/about/research-integrity.

RAND's publications do not necessarily reflect the opinions of its research clients and sponsors. **RAND**® is a registered trademark.

For more information on this publication, visit www.rand.org/t/RRA239-8.

© 2024 BHP Foundation

Cover photo: Camila Morínigo/Enseña por Paraguay

www.rand.org