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Output 6

Proposed draft guide for application of the rapid results methodology and recommendations for its integration with relevant performance management processes

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This report has been delivered in February 2023, under the EC Contract No. REFORM/IM2021/022 under TF TF073685, signed between the European Commission and the International Bank for Reconstruction and Development on August 16, 2021. It corresponds to Output 6 – *Proposed draft guide for application of the rapid results methodology and recommendations for its integration with relevant performance management processes* under the above-mentioned agreement.

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ABBREVIATIONS AND ACRONYMS

EU	European Union
ICT	Information and Communication Technology
MoE	Ministry of Education of the Slovak Republic
NIVAM	National Institute for Education and Youth
RC	Regional Center for Teacher Support
RRI	Rapid Results Interventions
RRP	Recovery and Resilience Plan
SELFIE	Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies

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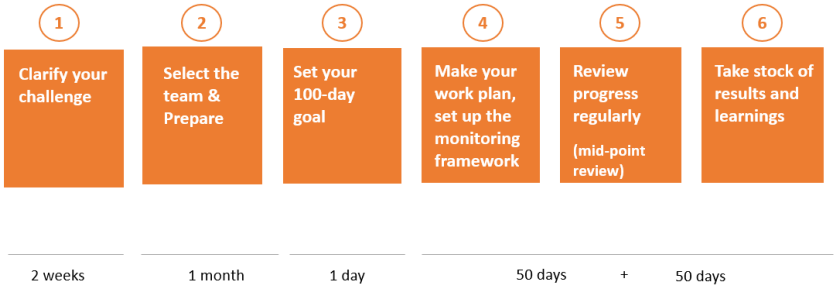
EXECUTIVE SUMMARY

1. **The objective of this report is to propose a guide for how to apply the Rapid Results Interventions (RRI) approach in the Slovak policy setting.** The proposed guide adapts the general RRI approach based on its year-long testing in the context of how to implement reform programs from the Recovery and Resilience Plan (RRP) more effectively. The RRIs were implemented with the support of the World Bank by the Slovak Ministry of Education (MoE) with the objective of simulating at the level of selected primary schools how to better coordinate, integrate and operationalize different reform streams from the RRP component "Skills for the 21st century" for better results.

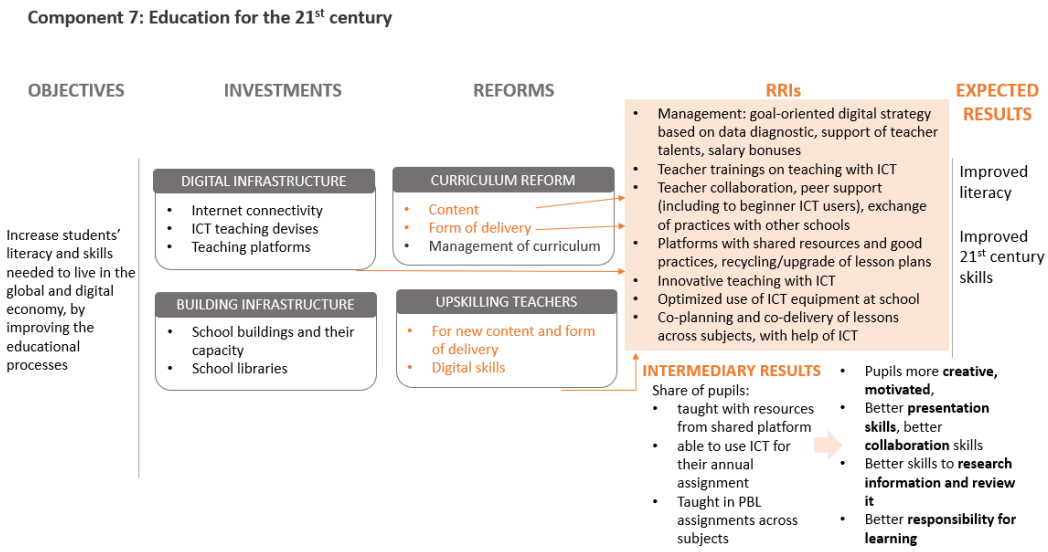
2. **RRIs are an innovative, results-focused change management approach that can be used in the planning phase to generate insights on how to better operationalize policies or in the implementation phase to accelerate slow or stalled implementation**. Based on the hypothesis that frontline service providers and users typically best know the issues at stake, in RRIs they are given the mandate to test their own ways to achieve the improvements that the central authorities are after. As such, RRIs are i) results-oriented, using measurable targets; ii) fast (with a duration of 100 days or less); iii) experimental (fostering innovation and learning); iv) cross-functional (bringing together a team with frontline knowledge); and v) empowered (the frontline team sets its specific improvement target as well as a way to achieve it).

3. **The RRI approach typically involves a series of process steps and distinguishes three distinct roles: sponsor, mentor, and RRI team.** The sponsor identifies the need to carry out an RRI to address a performance problem or gain insights into how to implement reform programs more effectively. They provide the high-level assignment for the RRI. The mentor establishes the framework and process for the RRI and guides the RRI team through it. The RRI team sets its own target within the high-level assignment and devises a plan to achieve it. During the RRI, the team rapidly tests their ideas to meet the targets, measures progress, and evaluates the results to develop a plan for sustaining the improvements in their organization. The six typical steps involved in the RRI approach are detailed below.



4. **This report proposes three ways in which the RRI approach could be utilized in the Slovak policy setting. Firstly, as demonstrated in this project, RRIs can be used to generate insights on how**

to manage the complexity of the RRP component and improve the results and value of reforms. In this instance, the MoE acted as the sponsor and mentor to the RRI frontline teams, comprised of teaching staff. The ministry got the proof of concept that when frontline service providers are given the authority to test their ideas, set clear targets, prioritize ways to achieve them within a specific timeframe, measure the results, and learn from their experiences, they can activate their improvements and create innovative practices. This also created the groundwork for how to implement the upcoming reforms and investments from the RRP component more effectively, by simulating and visualizing the intended changes at the school level, and documenting how intermediary progress can be tracked.



5. **The approach used by the MoE can serve as an example for other ministries and parts of the government's RRP portfolio.** The analytical units in ministries are well-suited to lead the process. These are high-capacity teams that typically report to the minister and provide data and analytical support to specialized departments across the ministry. They often spearhead new methods and ways of working at the ministry.

6. **Secondly, the MoE could also use RRIs more broadly during the planning or implementation phases of its strategic management cycle.** The MoE's Analytical Unit, with the experience gained from running RRIs under this project, could either facilitate the RRI process for specialist units and serve as mentors or guide specialist units on how to use the approach to generate relevant insights for their strategic or implementation work. In this context, RRIs could be activated based on demand from specialist departments or by the Analytical Unit itself within its monitoring mandate and if any issues in policy implementation are detected.

6. **Thirdly, the MoE recommends using the RRI approach at the decentralized level.** The MoE proposes that the regional offices of the National Institute for Education and Youth, which is its directly managed agency, should become trainers for the RRI approach. The MoE also suggests

that the Regional centers for teacher support (RC) should run the RRIs with schools. These are newly established structures of the MoE's Department for Curriculum and Innovations in Teaching, and they will provide hands-on support to schools in translating the curricular reforms to practice.

7. **The MoE's decision to place the RRIs at the RC level enables scaling and better connection of the system through learning cycles.** While the MoE's Analytical Unit worked with six schools per year, placing the RRIs in the regional RC network, which aims to reach a headcount of 160 mentors, will allow for the use of RRIs with schools at scale. Additionally, with the insights generated in RRIs, the RCs will serve as significant feedback partners with learning loops to the central level.

8. **The RC mentors are well-positioned to take on the roles of RRI mentors, with the ministry serving as the sponsor.** The RRIs fit well into the RC mandate, as their mentors currently assist teachers with training, mentoring, and networking. RC mentors usually have a good understanding of the school context in their region as they mostly come from among the school principals or teachers. They have a network of training service providers that they can readily connect schools with for their RRI activities, and they can monitor school progress beyond the RRIs through their continued presence in the region.

9. **The use of RRIs could enhance the impact of RCs in supporting schools with a focus on results.** Presently, the RCs are an extension of the central authorities providing support to schools. However, the RRIs could strengthen the RCs in four ways: 1) by increasing their impact by switching from working with teachers on a one-on-one basis to working with schools as a unit of change, 2) by documenting what works in different school settings to become more of a feedback and learning partner to the central level, 3) by using data to make strategic choices on the sample of schools to work with and to document improvements, and 4) by supporting schools more sustainably (as opposed to providing training) by activating their own potential and capacities to find solutions.

Proposed draft guide for application of the rapid results methodology and recommendations for its integration with relevant performance management processes

I. Objective and context of the report

10. **The objective of this report is to propose a guide for how to apply the Rapid Results Interventions (RRI) approach in the Slovak policy setting.** The proposed guide adapts the general RRI approach based on its year-long testing in the context of how to implement reform programs from the Recovery and Resilience Plan (RRP) more effectively. The RRIs were implemented with the support of the World Bank by the Slovak Ministry of Education (MoE) with the objective of simulating at the level of selected primary schools how to better coordinate, integrate and operationalize different reform streams from the RRP component "Skills for the 21st century" for better results.

11. **This report proposes three contexts in which RRIs can be used.** Firstly, based on the project experience, RRIs can be utilized in the RRP context to gain insights on how to improve the calibration of reforms from the RRP component for better results and value. This can also be applied to other sectoral or thematic areas within the government's RRP portfolio. Secondly, at the level of the MoE, RRIs can be used more broadly in planning and implementation processes to accelerate them. Thirdly, in line with the RRI experience, at the level of the Regional Centers for Teacher Support (RCs) recommended by the MoE in its policy paper, RRIs can be utilized in the upcoming curricular and digital transformation reforms from the RRP.

12. **This report is developed in the context of the EU-funded and World Bank-implemented TSI "Digital transformation and national curriculum reform of primary and lower secondary schools in Slovakia" with the Slovak MoE as its main beneficiary**. Its development objective is to build the capacities of the MoE staff to use RRIs to inform how to implement the RRP programs more effectively. The desired impact to be achieved by the MoE is also to inspire i) new ways of working and ii) new policy solutions. The project has the following four main components:

    Component 1: Rapid results interventions and guidance for scaling up their results
    Component 2: Adaptation of the rapid results methodology and recommendations for its integration with relevant performance management processes
    Component 3: Analysis of the options for implementing the curriculum reform, its management and quality assessment and recommendations
    Component 4: Support the design of a methodology for the management of the new curriculum for primary and lower secondary schools

    This report corresponds to Output 6 under component 2. This chapter describes the context and objective of the report. Chapter 2 defines the rapid results approach and the methodological approach to apply it, based on its application in the Slovak policy setting. Chapter 3 makes recommendations how it could be used in the three contexts, i.e., similarly applied in other RRP

components, used in ministry's planning and implementation accelerating processes and at the level of the RCs to drive the upcoming curricular and digital transformation reforms into practice.

II. Rapid Results Interventions Methodology

2.1. Definition of RRIs

13. **RRIs are an innovative results-focused change management approach.** They typically draw upon user-centered design[1] and user-led innovation[2], adaptive and network leadership,[3] evidence-based practice (plan-do-study-act cycle)[4], change management theories and facilitation, coaching and behavioral change techniques, behavioral insights and process optimizations. As such, the approach is aimed to help better bridge the gap between the policy and the user experience, in view of achieving better results on the ground. **Box 1** shows the differences between an RRI and a pilot. While both aim to decrease the risks of rolling out large scale reforms by testing them on a small scale locally first, the RRIs typically rally a frontline team of service providers and users around an ambitious and time-bound target and give them the mandate to rapidly test their own ideas how to achieve them. This aims to tap into their creativity and ownership of the change, rather than to impose it on them.

[1] **User-centered design** (UCD) is a creative approach to problem-solving which places the user as its center. Thus, a UCD researcher first tries to build empathy for the users that (s)he is designing for, works with them to build understanding of the issues they face, and generate together with them ideas for possible solutions, test them through rapid prototyping with end users and eventually roll out the innovative solutions. IDEO. (2015). *Design Kit: Human-centered design toolkits*. IDEAO. https://www.ideo.com/post/design-kit.

[2] **User-led innovation** is innovation led by intermediate users and end users, rather than producers. Bogers, M. Afuah, A., and Bastian, B. (2010). "Users as innovators: A review, critique, and future research directions", Journal of Management, 36 (4): 857–875. http://www.marcelbogers.com/Pubs/Bogers-Afuah-Bastian_2010_JOM_Users-as-innovators.pdf.

[3] **Adaptive leadership** is a leadership approach which focuses mobilizing a group of individuals to handle tough challenges and emerge triumphant in the end. **Network leadership** emphasizes the collective, bottom-up, distributed approach to leadership. Heifetz, Ronald A., Alexander Grashow, and Marty Linsky. (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston: Harvard Business Review Press.

[4] **Plan-do-study-act** practices, where the goal is set out (plan), the plan is implemented and data gathered (do), the data is subsequently analyzed and learnings examined (study), and decisions are taken on how to adjust or scale up the developed solutions. Langley GL et al. (2009). *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance* (2nd edition). San Francisco: Jossey-Bass Publishers.

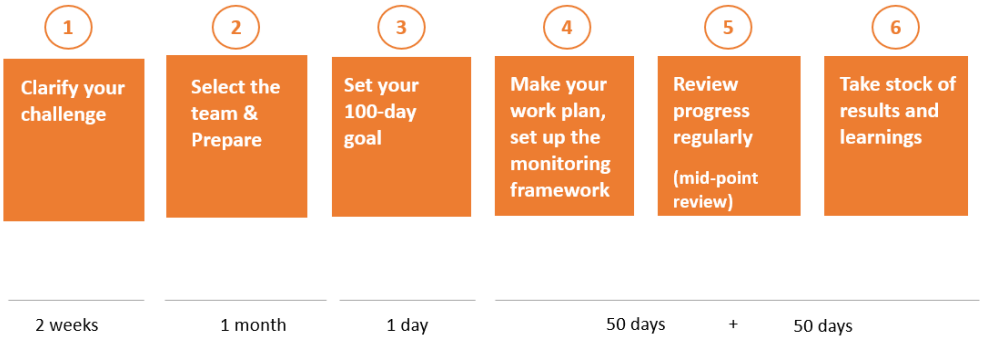
Box 1: Difference between an RRI and a pilot

RRI	Pilot
• sets in advance an ambitious target for improvement to achieve • works under an ambitious time constraint (100 days and less) • is guided by a mentor that gives the mandate to the frontline team (composed of people with knowledge of challenge at stake, both on the service provider as well as use side) to test their own solutions to achieve their target, with focus on experimentation and learning	• typically evaluates the pilot ex post • has reasonable time to implement the pilot • is managed by a pilot team that is to implement at the local level the solutions developed at the central level

2.2. RRI process steps and roles

14. **The RRIs typically follow a set of process steps.** The preparatory stage is dedicated to gaining clarity over the high-level assignment for the RRIs, selection of and engagement with the frontline service providers, their team creation, data collection and agreement over the working arrangements for the RRI. The actual RRIs are then punctuated by three key meetings, to launch them, take stock of progress at the midpoint (which allows to recalibrate or accelerate) and the final meeting to take stock of the results and agree how to sustain them (**Figure 1**).

Figure 1: Typical process steps and timeline of the RRIs



15. **The three key roles that need to be distinguished in the RRIs are those of a sponsor, mentor and an RRI team.** The sponsor is the one that sees the need to run the RRI to fix a performance problem or generate specific insights for how to operationalize the reform programs. He or she sets the high-level assignment. The mentor sets the framework process for the RRI and guides the RRI team through it, monitors progress, provides or mobilizes support as needed and helps the RRI team distill the learnings from the process (what has worked and what has not). The RRI team sets its own target within the high-level assignment and a plan to achieve it. Throughout the RRI, this team then rapidly tests their ideas for how to achieve the targets, measures the progress and at the end takes stock of the results and makes a plan for how to sustain them in their own

organization. **Figure 2** shows the roles of the sponsor, mentor and RRI team in each of the its process steps and item 7 details each step in more detail.

Figure 2: Roles in process steps of the RRIs

	Sponsor	Mentor	RRI team
1. Clarify your challenge	• Sets the assignment, clarifies the expectations • Aligns the key stakeholders	• Supports the sponsor in clarifying the assignment • Prepares with sponsor for the launch event	
2. Select the team and prepare		• Guides the RRI team to collect the data • Coordinates with the RRI team manager to make arrangements for them to participate in RRIs	• Collects the data • With help of their manager, selects the team to participate in RRIs • The team selects its leader
3. Set the 100-day goal		• Facilitates the RRI team through review of data and setting of the goal	• Reviews the data • Sets its goal
4. Make your work plan, set up monitoring	• Attends typically the start and the end of the goal setting exercise, to clarify the expectations and hear the RRI team's goals and plan	• Facilitates the RRI team through development of the plan and how the progress will be measured	• Develops the work plan and how the progress will be measured
5. Review progress regularly	• Helps unblock the barriers in implementation when the RRI team reaches out	• Takes stock of progress with RRI team • Provides examples of good practices that worked elsewhere	• Implements the activities from the work plan • Meets regularly with mentor to take stock of progress and learning
6. Take stock of results and learning	• Listens to results • Encourages the RRI team to make a plan to sustain them • Takes stock of enabling conditions/ changes needed from central level	• Helps the RRI team prepare for the sustainability review	• Presents the results and learnings (typically in a setting with other RRI teams) • Makes a sustainability plan

16. **The following guide details how to implement the RRI process steps**.

In the strategic assignment, the sponsor sets out the assignment, why it is important, what his expectations are and what the roles will be. Based on the initial idea about the strategic assignment, the sponsor's organization can issue is a call for the frontline service providers to participate in the RRIs. The organization can take different approaches how to select them. For the initial rounds of the RRIs, it is recommended to start with organizations that show motivation to participate in them, later using their examples to select possibly less motivated organization to be included in a more balanced sample. For example, the MoE in its RRIs selected initially schools that had a clear vision of the digital transformation they want to achieve. The final sample was balanced it terms of school i) size, ii) type, iii) level of ICT equipment, iv) geographical placement, v) share of pupils from disadvantaged backgrounds, and vi) presence of digital coordinator at school.

For the participating service providers, the sponsor can inform them in form of the letter (see **Figure 3** for such an example) or meeting about the assignment for the RRIs. The sponsor should outline the assignment, where it strategically fits, what his expectations are from the RRI teams and what the process and roles will be.

Figure 3: Example of the sponsor letter to the sprint team to clarify the assignment

Date: February 1, 2021
To: School sprint teams
From: Sponsor
Subject: Your 100-Day sprint

Dear colleagues -

This is to confirm your participation in a unique project: a 100-Day sprint that will be aimed at making real progress on the topic that we all agreed are important to us all:

How to teach differently with ICT as a catalyst of the pedagogical change

This area feeds into the broader objective of the ministry under the Recovery and Resilience Plan to improve the teaching processes in order to see improvements on student literacy and 21st century skills by 2025. So my hope is that as we make progress on generating new models on these in 100 days. This is particularly important in the context of upcoming ICT investments that will come to schools, to learn from to teach with them to advance these high level objectives. Let's see what we can do with the ICT resources available to us at schools now. I am confident that you will find creative ways to use the existing resources more effectively for pedagogical purposes. And I commit to doing all I can to help in this regard.

Process & Roles

Your RRI mentors will guide us through this process, starting with the work session on Tuesday from 3:00-4:30 p.m. Please free yourself up for that. During this session, you all will develop a concrete goal in each of the two focus areas and begin to develop a 100-Day work plan to achieve this. I will join you at the end of the session, and I will be eager to hear about the goals and plans, and ways that I can support you. Day one of the 7-Day Challenge will begin on Feb 8, once the goals and initial plans are set. My role will be purely one of support, connecting you as needed with other stakeholders, helping you mobilize resources, and generally being "on call" to support as needed. Bottom line, you are in full control of this project.

In terms of expectations, I have three:

1. You can decide on the goal you want to set for the 100-day project, as long as the goal helps answer the strategic assignment above in line with reform objectives and is based on data on your current gaps towards being able to reach these.
2. Your targets should be framed around the expected end improvement for the pupils, not only the inputs or teaching processes.
3. Your generated models should be based on actually testing them, improving them and learning from it.

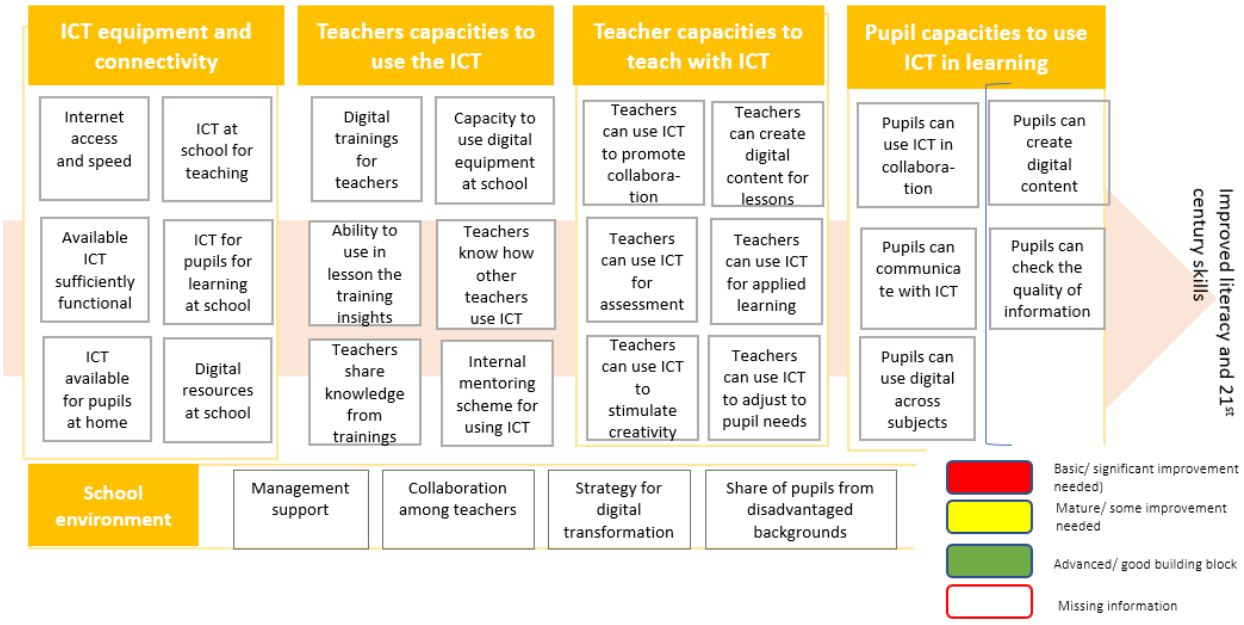
I am looking forward to learning together with you from your 100-Day sprint. And even more importantly, I am excited that we will improve the pupil outcomes and modernize the way we teach!

The selected frontline service providers will be to nominate their teams and make preparatory arrangements to launch the RRIs. The managers of the frontline service providers are typically not part of the RRI teams, which are composed mainly on those delivering the service or in some cases also the service users. These can be self-selected or nominated by the organization's manager and

then the RRI team nominates its leader. The role of the managers is to strategically guide the team in terms of their organization's objectives in the assignment set out by the sponsor, to provide the team with support in unblocking the issues and allowing space and time for the team to participate in the RRIs and experiment.

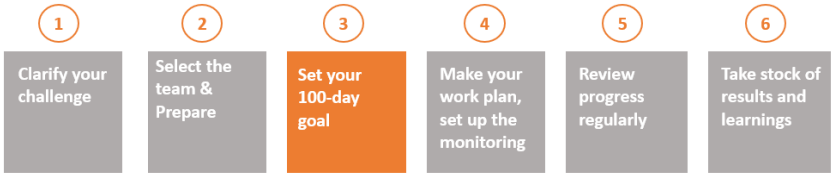
The preparatory work typically includes collection of the data on the baseline information about the current practices. Specifically, in case of the RRIs used by the MoE, the ministry asked the schools to collect data to understand their gaps vis-à-vis reform objectives in the set-out experimentation assignment, to be both able to prioritize where to start with their improvements and use the data to set their improvement targets. **Figure 4** includes an example of such a data collection framework, for which the data was sourced through assessment tools used in the area of digital practices of schools, i.e., mainly the SELFIE[5] and TET-SAT[6] tools. Additionally, the preparatory work can also include the frontline teams deciding on the working arrangements, i.e., how they will share the information and collaborate, in particular if some data sharing platforms are to set up etc.

Figure 4: Example of a data collection framework



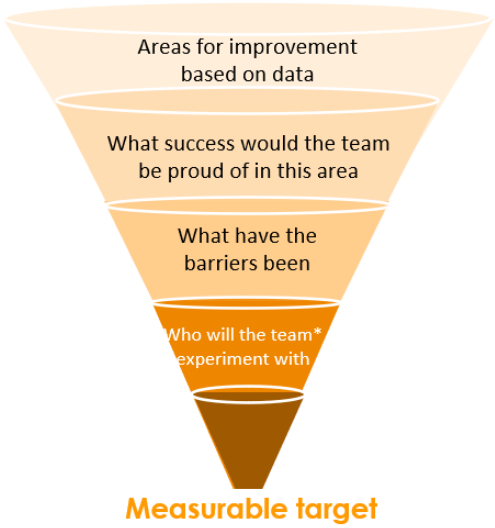
[5] EU's SELFIE (Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies) is a tool that schools can use to understand the level of digitization of their school and the direction they want to take about including ICT in the teaching and learning processes. The data is collected from the school management, teachers and pupils across a range of areas related to how well the school is equipped with digital technologies and internet connection, professional development practices, capacities to teach with ICT with different objectives. The questions for the pupils are related to how they use ICT for learning.

[6] A tool for self-reflection of teachers on their capacities to use ICT in teaching. The teachers can find themselves in 5 different proficiency levels and subsequently plan and monitoring their progress over time. The tested areas include a) pedagogical use of ICT, b) use and creation of digital content, c) digital communication and collaboration, and d) digital citizenship.



During the launch of the RRIs, the RRI teams supported by the mentors set ambitious improvement targets to be achieved under a time constraint and a plan to achieve them. The collected data provides the basis for the discussion on the possible improvement areas as well the strengths that the school can build upon. The RRI teams can use the funnel approach (**Figure 5**) to narrow down on the specific targets to focus on. A good target is i) focused on result rather than an activity, ii) measurable, iii) ambitious yet realistic within the given time constraint and iv) developed and owned by the team (not by the mentor, manager or the sponsor). **Box 2Box 1** includes the examples of the targets the schools in the MoE RRIs have set.

Figure 5: Approach to narrow down the RRI target



Box 2: Examples of targets set by the schools

School 1:	How to improve in 100 days the motivation of pupils from disadvantaged backgrounds to learn by ensuring that at least 40% of them master digital technologies at the required level to process their term papers with help of digital technologies *(baseline: 0)*
School 2:	How to ensure in 100 days that at least 200 pupils learn actively in lessons with the digital resources from the teacher-created school platform *(baseline: 0)*
School 3:	How to achieve that teachers use digital technologies in 40% of class hours in 50 days *(baseline: 22%)*

For the set-out targets, the RRI team makes a realistic plan to achieve them, including clear responsibilities for delivering the set-out tasks and the way of measuring progress on the targets. The plan itself should be clear about the gaps it aims to address, the goal, what the strategic approach to achieve it should be, concrete actions, deadlines, responsible persons, and how the RRI team will know if they targets have been reached. As the RRIs are results-oriented, the metrics should be clear about the baselines and targets which are to be achieved (see **Figure 6** for an example).

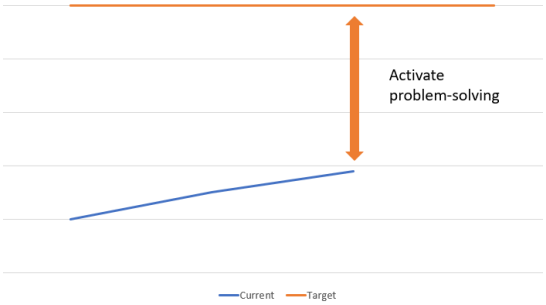
Figure 6: Example of the monitoring framework

Indicator	Baseline	Target	Data source and frequency
Share of class hours with the use of ICT in learning	30%	50%	*school questionnaire* before/after
Share of teachers with e-career portfolios on the school website	0%	50%	*school edupage* weekly
Share of pupils achieving higher than average digital literacy	0%	50%	*NIQES scores* before/after
Share of class hours with the use of digital technologies in learning	22.7%	40%	*school questionnaire* before/midpoint/after
Share of teachers with at least basic digital skills (from total at school)	30%	80%	*school questionnaire* before/after
Share of pupils that have been taught at least one lesson covering more than two subjects and have shared the learning with other group of pupils with the help of ICT *(source: teacher records)*	0	554 (100% from total)	*teacher records* weekly

Throughout the RRIs, the RRI team implements the set-out activities and meets regularly with the mentor to take stock of the progress and learnings coming out come the experimentation. This frequency is recommended to be at least bi-weekly. The role of the RRI mentor is to guide the RRI team through the stock-take of the learning from the experimentation, share with them examples of how other teams went about solving similar issues and help the RRI team connect with those that can help them unblock the issues in implementation. **Box *3*: Example for an agenda for the regular monitoring meetingBox 3** includes an agenda for the regular monitoring meeting of the RRI team with its RRI mentor.

Box 3: Example for an agenda for the regular monitoring meeting

1. Tracking your target (where you are on your current vs the target value)
2. What activities have you implemented since the last meeting?
3. What have you learnt during past week from the experimentation?
4. What activities are you planning to carry out next week?
5. How can you document these activities and your progress?
6. Examples of good practices for inspiration (as needed)



Additionally, a mid-point review meeting takes place in the half time of the total sprint time. While the weekly monitoring meetings are typically between the RRI team and its mentor, the mid-point review meeting brings together all RRI teams running at the same time, also together with the sponsor and their managers. This brings an element of positive competition and it is an opportunity for the teams to learn from each other what works in what kinds of setting, identify opportunities for collaborations and to get additional guidance or feedback from the sponsor. At the same time, it is an opportunity for the sponsor to learn from what works on the frontline.

The final sustainability review meeting at the end of the RRI is an opportunity to take stock of the results and learning from the RRI, share them with the sponsor and other RRI teams, document and present the new generated models and make a plan how to sustain them. Sustaining the change energy and the new practices or performance improvements achieved beyond the RRI sprint is the most challenging part of the process. Therefore, making a commitment to a clear plan to sustain the new practices at the level of the service provider is key, including recommendations for what measures the frontline service manager should put in place (e.g., an incentive framework linked with sustaining the new practices or an update of an internal regulation to allow them). At the same time,

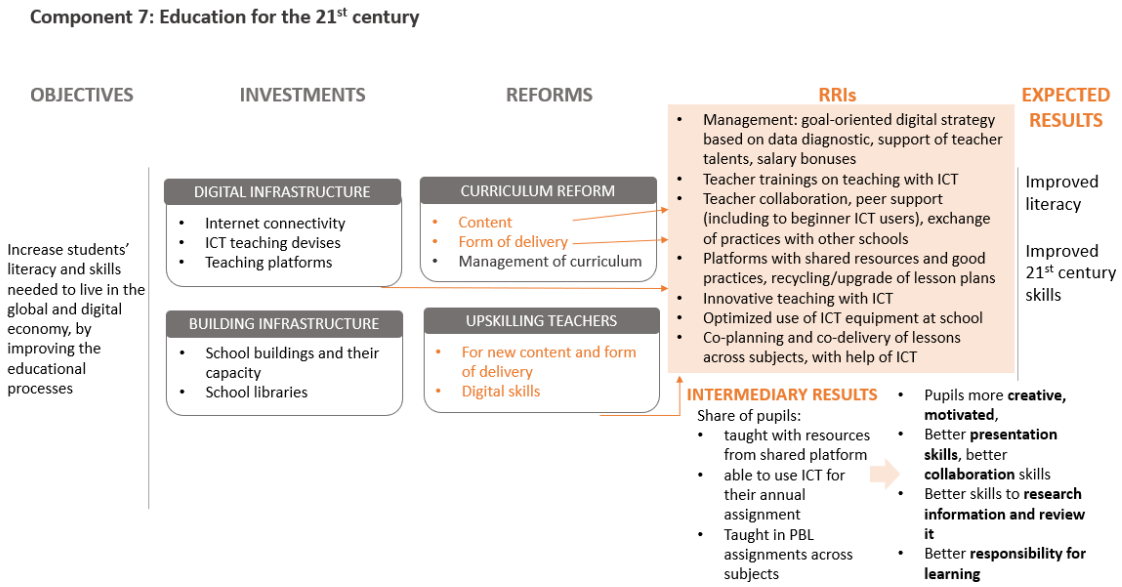
the sustainability review meeting is an opportunity for the sponsor to take stock of what works in different settings of the service providers, in correlation with the baseline data, but also to hear what the frontline needs from the central level in order to achieve or sustain the results envisioned through the reforms.

III. Recommendations for how the RRIs can be used in the Slovak policy setting

3.1. RRIs for calibrating the RRP component implementation for better results

17. **The Slovak MoE used the RRIs in the context of calibrating the RRP reforms for better results and got a proof of concept.** This was at two levels. First, that when the frontline service providers are given the mandate to test their ideas, set a clear target, prioritize ways to achieve it in a concrete time, measure the results and learn from it, they can both get activated to kickstart their improvements as well as generate innovate practices. Second, in the context of the planned reforms and investments from the RRP component, the RRIs prepared the ground for better implementation of the reforms by simulating and consequently visualizing and documenting at the level of the schools what the change intended by the reforms is to look like and how the intermediary progress can be tracked (see **Figure 7**). Additionally, the RRIs uncovered what other actions may be needed, on top of the planned ones, to operationalize the reforms for better results, for example in regards to frontline service management practices, incentive schemes, ways of promoting collaboration within and among service providers etc.

Figure 7: The added value of RRIs in the RRP context



18. **In this case, the role of the ministry is to set the strategic direction, create a process for experimentation, build the capacities of the frontline to innovate and learn from it, and manage the process through the use of data.** As such, the MoE takes the role of the sponsor and mentor to the RRI teams composed of the school staff. This is a new way of working for the ministry that typically manages top down through laws and budgets. In this case, the MoE's leadership is in process steering, providing encouragement and supporting capacity building at the frontline to design and deliver improvements themselves. The data plays an important role mainly in three areas. First, while the ministry gives the space to schools to define their own targets and ways to achieve them, it asks them to use data to both determine their gaps vis-à-vis reform objectives in order to select their improvement targets, as well as measure their improvement through data. Second, the ministry uses data on current school practices and performance to create a sample of schools for RRIs. Third, while scaling up the approach to more schools, it is important to track improvements at schools to make sure the activities carried by schools are contributing to overall performance improvements at the level of the system.

19. **If other ministries were to use the RRIs in the context of their RRP component, the RRIs would be well placed in their analytical unit as the lead for the process.** Set up in most of the ministries, the analytical units typically report to the minister and have a cross-cutting mandate to provide support to other departments. They are typically high-capacity teams, promoting the use of data analysis and use of evidence in policy-making, often spearheading new methods (e.g., analytical units worked on spending reviews within the value for money reform) or new ways of working at the ministry. The unit's director, reporting typically to the minister, could take the role of the sponsor and some of its team members the role of the mentors in RRIs to frontline service providers.

3.2. RRIs to generate insights for ministry planning and implementation processes

20. **The RRIs can be used at the ministry level also outside of the RRP more broadly in planning and implementation phases of the strategic management cycle.** First, in the strategy planning phase, once the objectives have been identified, RRIs can be used to create a process for the frontline service providers, users and other stakeholders to test how best to operationalize the set-out objectives, i.e., to prepare the strategy for better implementation and reduce the implementation risks. This is because it allows to simulate through microprojects what all activities are needed to achieve the intended results and how these, typically delivered by different organizations and functions inside organizations should be better integrated for results. Second, in case of a slow or stalled implementation of the strategy, the RRIs can be used to address a specific performance issue (see **Figure 8**).

Figure 8: RRIs in different phases of the strategic management cycle

21. **Should the approach be used further at the ministry level, the Analytical Unit of the MoE is well placed to be its owner and this way to provide support to the specialist departments in their conceptual strategic work as well as the implementation of the policies.** This means that the Analytical Unit would either mobilize the RRI process for the specialist units and serve as mentors, or would guide the specialist units how to use the approach to generate relevant insights for their strategic or implementation work. What is important in this case is that the Analytical Unit provides has the mandate to provide support to different departments of the ministry and at the same time is not in charge of implementation of the measures from strategies itself, so could well serve as an external leverage or accelerator for the specialist departments.

Figure 9: The difference in functions of the Analytical Unit vs the specialist departments of the ministry

Analytical unit of the MoE	Specialist units of the MoE
• Analytical inputs to strategies • Management of ministry databases • Analysis of the effectiveness of the implementation, evaluation of experiments • Monitoring of implementation of the RRP and recommendations from the Spending reviews	• Conceptual, strategic work • Drafting of laws • Methodological guidance to implementation of measures from strategies

22. **In this context, the RRIs could be activated based on demand from specialist departments, or activated by the Analytical Unit itself within its monitoring mandate and possible issues in policy implementation detected.** A specialist department working on a specific strategy could thus approach the Analytical Unit to use the RRIs to generate insights how to prepare a highly visible strategy for better implementation and help the department with its stalled or slow implementation to activate the frontline service providers to turn it into practice. Alternatively, the Analytical Unit could recommend to activate the RRIs within its mandate to monitor and provide support to implementation at the ministry level to the recommendations from the Spending reviews for the education sector.

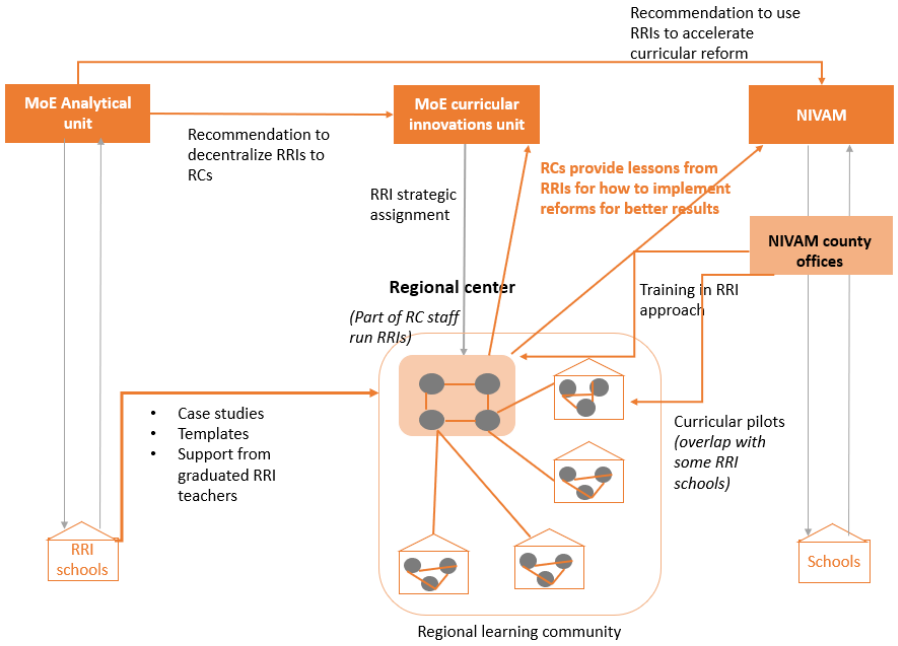
3.3. RRIs to increase the impact of RCs in turning planned reforms to practice at schools

23. **In its policy paper on the RRI pilot experience, the MoE recommends to use the approach further at the decentralized level.** Specifically, the MoE recommends the regional offices of National Institute for Education and Youth (NIVAM), its directly managed agency, to become the trainers for the RRI approach and for the RCs[7] to run the RRIs with schools. The RCs, as a newly established structures of the MoE's Department for Curriculum and Innovations in Teaching, will be the new interface with schools, to provide them with hands-on support in translating the curricular reforms to practice. Other stakeholders in the ecosystem could be further involved, such as the privately-funded Edu Points, as the spaces for networking of educators, capacity building and sharing lessons generated through the RRIs. Additional roles need to be clarified, such as who sets the strategic assignment for the RRIs as a sponsor and who collects data at the regional or national level from the schools to both take strategic choices on which capacity level of schools to select for the RRIs as well as to monitor the added value that the RRIs make.

24. **The MoE's decision to place the RRIs at the RC level allows for scale and better connection of the otherwise siloed system through learning cycles.** While the MoE Analytical Unit had the capacity to work with six schools per years, on top of its other tasks, the network of RCs which is currently being established in all regions of Slovakia, with the aim to reach the headcount of 160 mentors allows to support schools through RRIs at scale. **Figure 10** shows the recommended placement of the RRIs by the MoE for going forward and as well how the RCs would allow for learning loops back to the central level with the insights generated in RRIs.

[7] There are currently 16 RC operational and MoE intends to establish a full network of 40 RCs by Q3/2024, under reform 1 of RRP's component 7.

Figure 10: Placement of RRIs recommended by the MoE



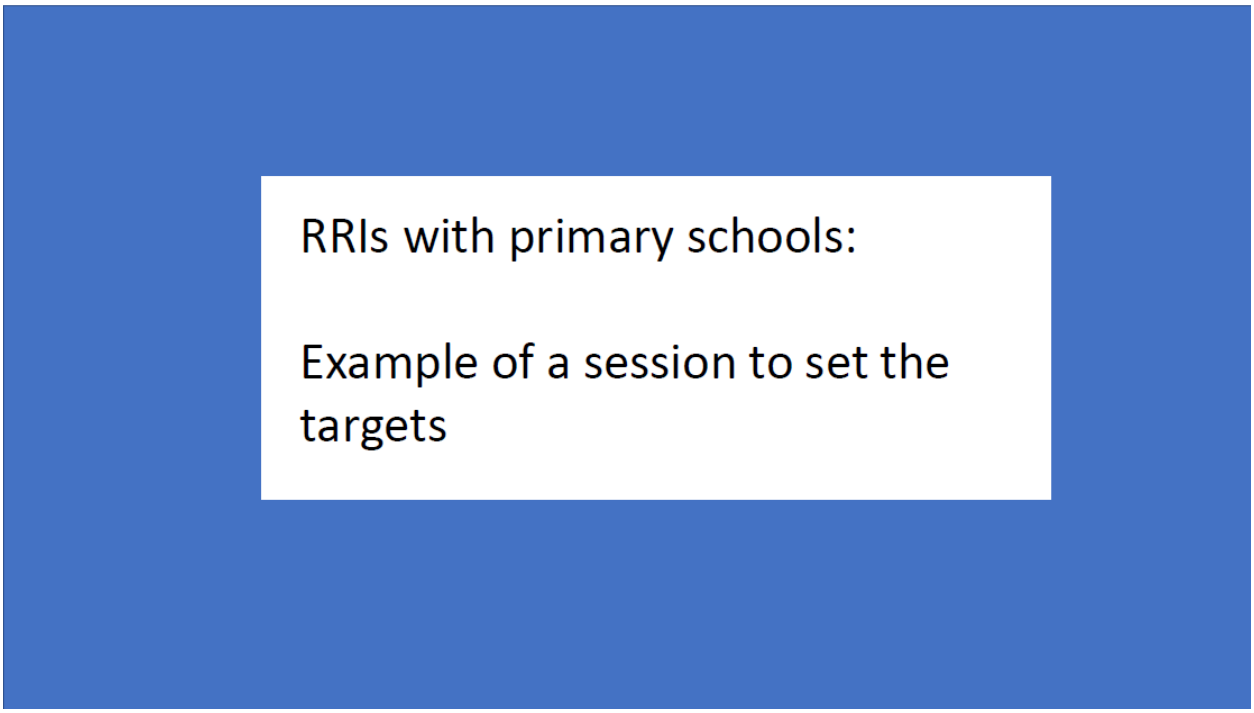
25. **In this case, the RC mentors are well placed to take the roles of the RRI mentors, with the sponsor at the ministry level.** Presently, the RC operating model includes mentors who work with individual teachers to help them with a) trainings, b) mentoring and c) networking. The advantage of the RC staff is that typically they have good knowledge of the school context in their region as they mostly come from among the school principals or teachers and are building a network of training service providers and various professional networks in their region. Unlike the Analytical Unit staff, the RC staff can be present at schools during the RRIs given that they are located either in the same locality or region as the school. They can also provide additional training support and put in place arrangements which allow the RC to monitor the progress the schools make also after the RRIs.

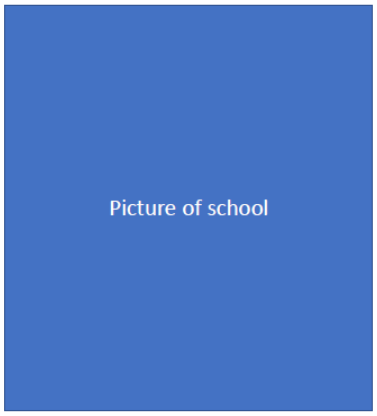
26. **RRIs could make the RCs more impactful in their support to schools with focus on results.** It is present set-up, the RCs present an extended hand of the central authorities to provide support to schools. As **Table 1** details, the RRIs could strengthen the RCs in four areas: 1) their impact by switching from working with teachers on one-on-one basis to working with schools as a unit of change, 2) by documenting the *what works* in different school settings, to become more of a feedback and learning partner to the central level, 3) using data to take strategic choices on the sample of schools to work with as well as to document the improvements, and 4) supporting the schools more sustainably (as opposed to providing trainings) by activating their own potential and capacities to find solutions.

Table 1: Possible improvements for the RCs from using the RRIs

1. Greater impact	• By working with a school as a unit of change, rather than individual teachers (i.e., capitalizing on benefits of peer support, collaboration in teaching and principal support) • Goal-oriented interaction with schools in terms of expected improvements for pupils (rather than focus on conducting trainings)
2. RC as a think-tank and better feedback partner for the central level	• Documenting and learning through RRIs builds the knowledge base of the RCs that can be shared with other schools in similar contexts as inspirational model examples and networking contacts for specifics of operationalizing similar improvements etc. The case studies, templates and insights generated in MoE-run RRIs can be transferred to the RCs as the foundation of their knowledge base and teachers from schools that graduated from the RRIs can provide further support and inspiration to new cohorts of RRI schools. • With this knowledge base, the RC gets better evidence and strengthens its position as feedback partner to the central in view of possible policy adjustments that can enable the schools to implement the reforms better and quicker.
3. Strategic choices and learning based on data	• Collecting the data from schools at the regional level would allow to i) benchmark them, ii) adjust the approach by level of digital maturity of schools and iii) make strategic choices over the creation of the RRI school sample in view of achieving the average improvements on high level intended outcomes more effectively, and with focus on reducing the performance gap in correlation with the socio-economic background of the pupils. • Possibility to better evidence the added value of the RRIs by measuring the improvements at RRIs schools against a control.
4. More sustainable impact	• As the RRIs rely in activating the inner potential of the frontline team to find solutions themselves, school teams better own the generated changes, are more likely to implement and sustain them. With this, the limited resources of the RCs can be more effectively allocated for better results.

Annex 1: Example of a target-setting exercise in the RRIs





Please share

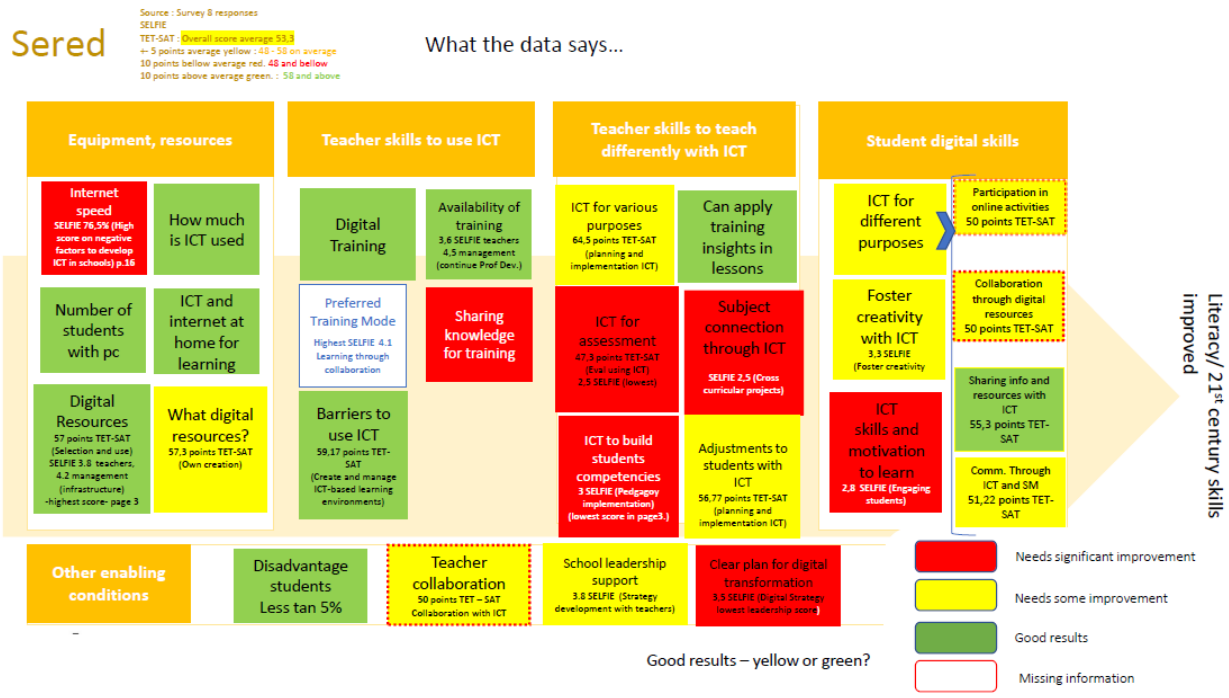
- Your name
- One strength about ICT in your school
- One weakness about ICT in your school

Our objective for today…

Our objective for today: Set a good 100-day goal

A good 100-day goal is…

1. Focused on a result, not an activity
2. Owned by the team
3. Ambitious but realistic
4. Measurable



What does data says?

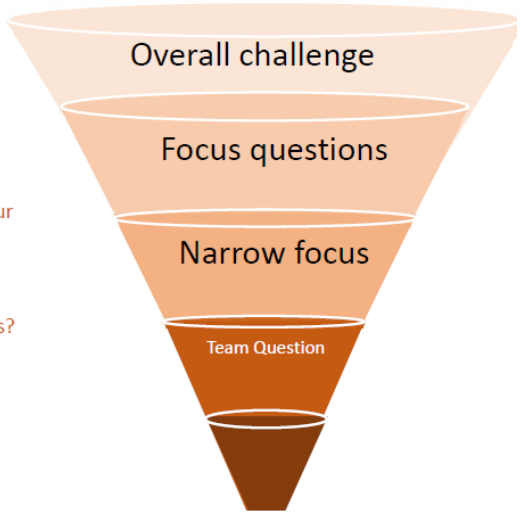
Sered'	1. How do we increase the level of cooperation to increase best teaching practices with ICT? 2. How do we increase the amount of experiential learning opportunities for students using ICT? 3. How do we integrate ICT to be more creative in lesson design and knowledge sharing? 4. How do we use ICT to increase opportunities for students to share their knowledge and collaborate? 5. Choose something different
	1. How do we increase the level of cooperation to increase best teaching practices with ICT? - The availability of training is not abundant BUT the capacity to apply training insight in the school, is a strength. What we also find is that sharing knowledge is a weakness. So focusing on how to create a community of learning to identify needed trainings, improve lesson design, implementation and assessment of learning results integrating ICT to exchange and discuss seems a good opportunity. - Digital resources available are reasonable, and the staff has high capacities for creating resources and low barriers for the use of ICT. - The knowledge to improve in a whole school model is available, a strategy to make that capacity circulate and increments is part of the challenge, in order to raise the possibility of students to use ICT for different purposes in cross subject projects.
	2. How do we increase the amount of experiential learning opportunities for students using ICT? - A very relevant goal identified by the staff since motivation in learning and creativity appears with low results. - There is no too much number of PC per students at school but the possibilities extends to most of children´s homes. Propose projects or learning experiences that connect school with home through technology could be a very good opportunity. - Being *experiential learning integrating ICT* a shared interest among teachers, this could be a topic for training.
	3. How do we integrate ICT to be more creative in lesson design and knowledge sharing? - Raising the levels of ICT for different purposes could be a good start. - Sharing information and resources looks like a strength, while communicating what has been learnt is not. Allow spaces for sharing student´s acquired knowledge, thoughts and personal experiences could help raise their participation in online activities and raise the levels of ICT use.
	4. How do we use ICT to increase opportunities for students to share their knowledge? - Sharing knowledge is a strength, expanding the purposes while they do so, could be an improvement opportunity to also raise subject connection while doing so.

What the Sered teachers said in the survey in response to question:
"What change would you like to see the classroom so that your students are better prepared for life?"

- I would like for the teachers to be able to master the digital tools to be able to better connect learning with real life, to be able to work more independently with ICT.
- I would like the students to have at least the basic capabilities to work with the ICT, to make the lessons more effective.
- I would like to be able to motivate students with ICT, to learn, constantly improve and enjoy learning.

The process we will use…

- Overall challenge
  - How might we Teach differently using ICT as a catalyst of pedagogical change?
- Focus questions (Based on data from Selfie and surveys)
  1. How do we use ICT to make better connections between subjects in our teaching?
  2. How do we use ICT to increase the amount of project-based teaching that increases helps students solve real-world problems?
  3. How do we use ICT to improve motivation for learning among students?
  4. Choose something different
- Questions to narrow down the focus: (Asked by Coach)
  - *See questions*
- Sprint TEAM GOAL at the schools /QUESTION



Notes page

Sered'	Which of these areas would you most like to experiment with? Which is important for your school? 1. How do we use ICT to make better connections between subjects in our teaching? 2. How do we use ICT to increase the amount of project-based teaching that increases helps students solve real-world problems? 3. How do we use ICT to improve motivation for learning among students? 4. Choose something different
B. Create a goal	What achievement in this area would you be so proud of that you would want to tell your friends and family about it?
C. Discuss the obstacles	Why haven't you implemented the set goal yet? What obstacles do you see?
D. Narrow the question	Where do you have skills and ideas to improve things in this area? Which subjects/years do you want to focus on?
EMake sure the goal is quantifiable and result-oriented	What questions would you like to answer by the end of the sprint? Start with "How could we...".

Annex 2: Example of the guidance for a sustainability review session

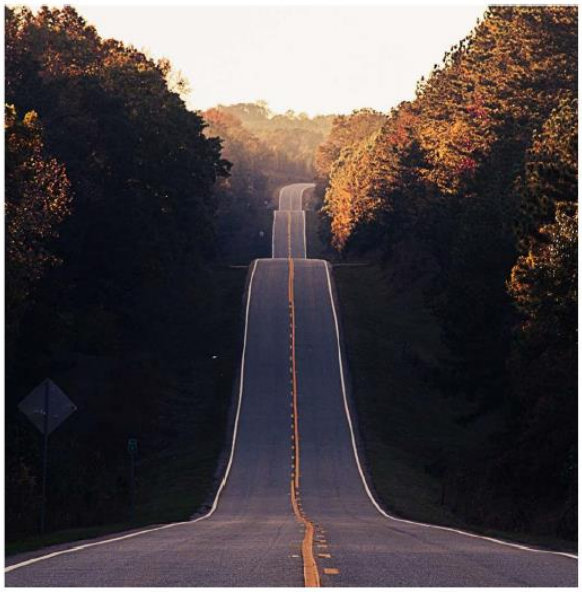
Agenda

Objectives

1. To celebrate the challenge, learning and impact
2. To consider the learning for you, your school and the wider system (what does your learning mean for others?)
3. To develop your recommendations for any next steps - sustainability and scalability

14.00	Welcome Introduction to the session	Ministry
	RRI in context of reform objectives Messages from the minister	Ministry
	Reflections - ways of working, conditions for change	WB/Ed Tech
	Presentations (timings to be decided) • Targets • Tests and their impact • The learning • Recommendations and requests - what is being taken forward? What is needed? • Taking your tests forward	School teams
	Responses from MoE/WB • Thoughts and reflections about the learning and insights generated • Response to the team's recommendations and requests	Ministry WB
	Pledges and advice • What will you do to keep the work moving? • What would be your single piece of advice for someone else about to embark on a challenge like this?	Individuals
16.00	Close	Ministry

Digital transformation and national curriculum reform of primary and lower secondary schools in Slovakia



WB/Ministry to add in slides/notes for RRI journey and reform objectives

For reaching the expected results of the RRP reforms (*improved student literary and 21st century skills*), through the Rapid Results interventions the Slovak schools generated good practices for how to teach differently and better integrate the ICT as a catalyst of pedagogical change

OBJECTIVES

Increase students' literacy and skills needed to live in the global and digital economy, by improving the educational processes

INVESTMENTS

450 mil. EUR

DIGITAL INFRASTRUCTURE
- Internet connectivity
- ICT teaching devises
- Teaching platforms

BUILDING INFRASTRUCTURE
- School buildings and their capacity
- School libraries

REFORMS

CURRICULUM REFORM
- Content
- Form of delivery
- Management

UPSKILLING TEACHERS
- For new content and form of delivery
- Digital skills

GOOD PRACTICES:
- Using ICT in project-based teaching/learning
- Using ICT for better cross-subject connections
- Using ICT for feedback in teaching/learning
- How to use ICT for better collaboration (between teachers)
- Teacher peer learning for teaching with ICT

INTERMEDIARY RESULTS:
- Increased share of digital content
- Increased use of ICT applications
- Increased teacher digital skills *(digital content creation, digital communication and collaboration, digital feedback etc.)*
- Changing role of the teacher, students, content

EXPECTED RESULTS

- Improved student literacy
- Improved 21st century skills (digital, critical thinking, cooperation, collaboration etc.)

Today we are in listening mode!

We are listening to your experiences

We appreciate and acknowledge the effort that it has taken to get to this point

What does their learning mean moving into the new year? What happens next?

School Name - Humenné

Who was in your core team? -

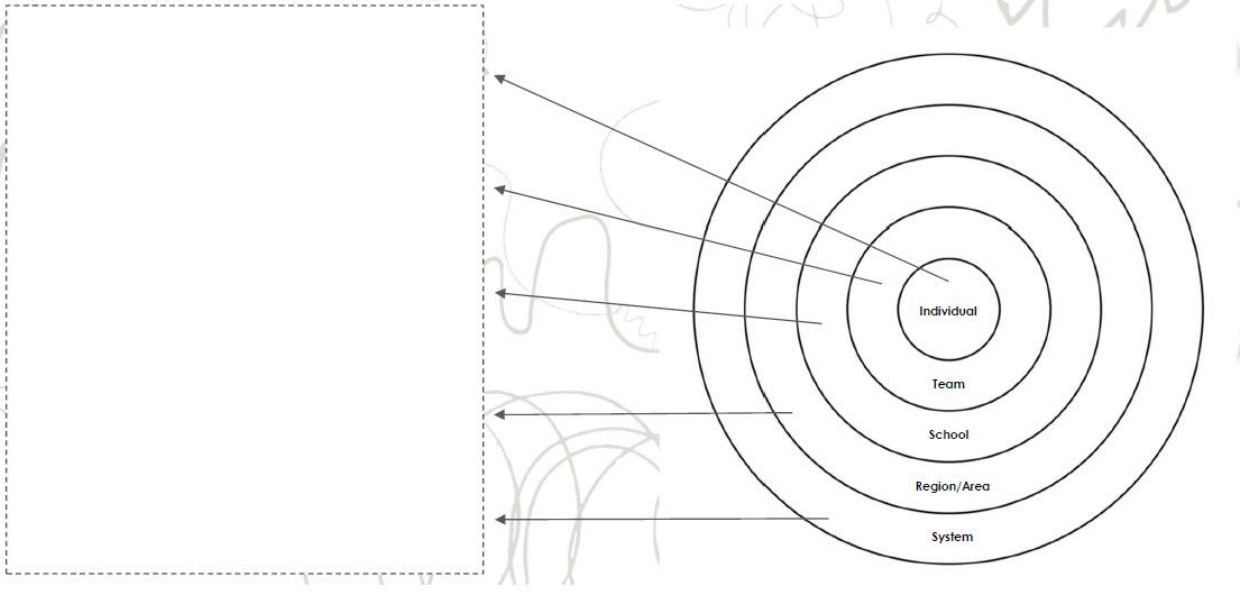
Team's targets

*List the people involved in your core team and any other people you wish to acknowledge for their participation
*List what your targets were from your original action plan
*List any additional targets that emerged throughout the process

What did we do? *What are your outputs? When did you do them? How many times? Who did you reach with them?	What did we learn? *What did you hear? Is there any emerging impact/data?

*What specific tasks did you carry out during the process?
*From each task what were your key headlines for your learning? What did you keep? What did you stop doing because it was not helpful? What feedback did you get that made you change something?
*Is there any emerging data from the tasks you carried out that link back to your original targets? The process was a lot shorter than usual so remember this is still an emerging picture, is there anything worth noting here?

What is the value of the innovations you tested? What are the benefits?



Your story - a visual representation

How is the school teaching differently now?
What makes it work?
How did you do it?
What are the benefits for teachers and students?

*Tomas has prepared a script for you to support the creation of these videos.

Our test/innovation:	We want to…	We feel this because…	What we need to do this:
	Stop · Keep testing · Sustain · Scale		People · Resources (E.g Money, space, equipment) · Commitment and buy in (E.g Profile, time) · Other stuff
Delete to create space - Example			
Developing conversation tools	Keep testing to then hopefully scale	Widen engagement and networking across schools will mean sharing useful ideas more quickly and more often. Build stronger relationships with our neighbours. Share resources across the area where possible.	**Time** to create the tools and find the best platform to **create** the network (e.g., is Edupage the right space?) **Commitment** from other schools to be part of the network - who can help with this? Time to **research** into a resource bank for schools in the area?