

# Visjon2030: Measures of success and lessons learned



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Visjon2030: Biannual Formative Dialogue Meeting  
30.11.2020

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# Questions for the Research Council of Norway

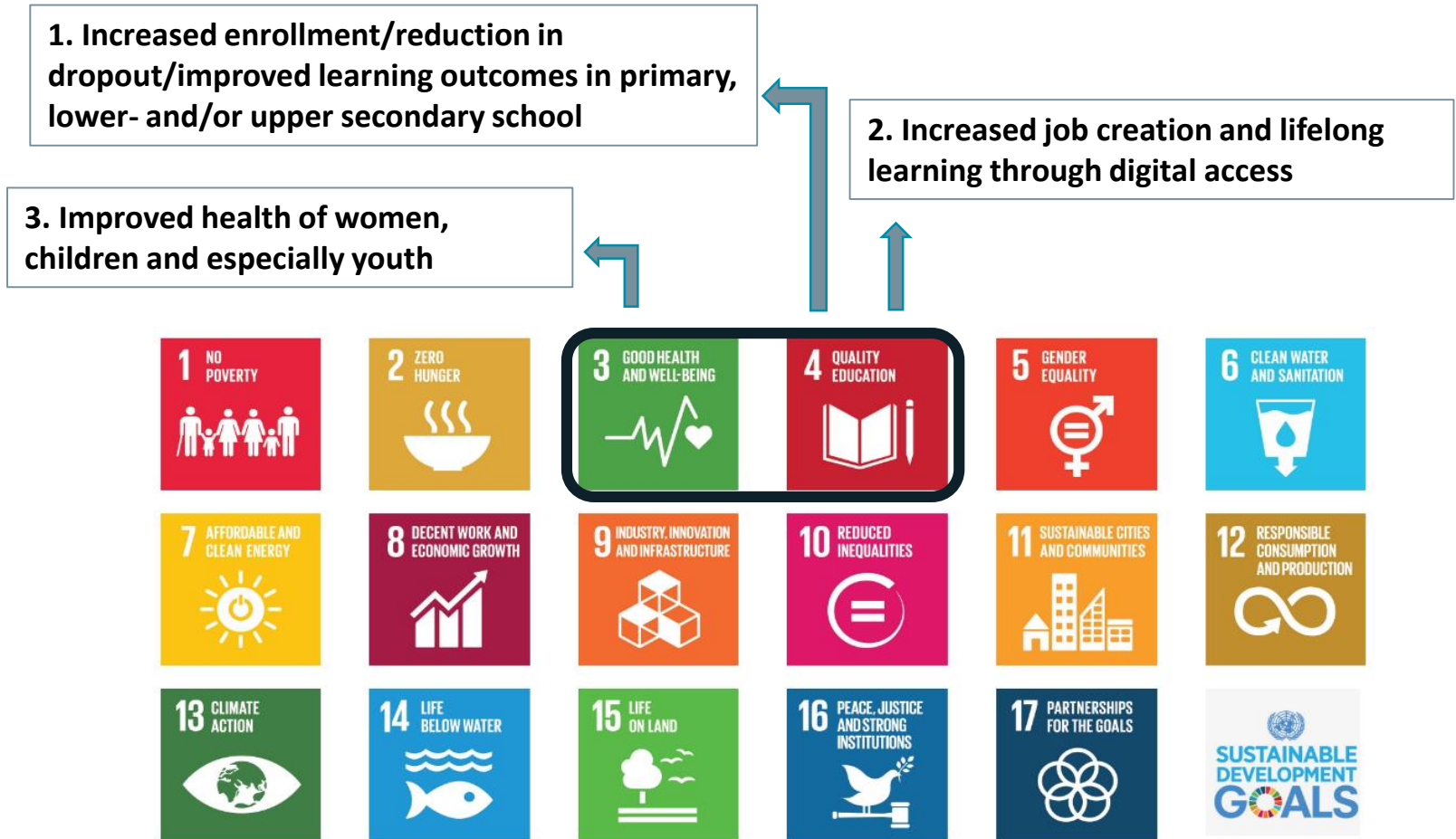
- From the performances of the projects so far, what are some of the lessons about the extent to which the Visjon2030 projects are achieving the broader objectives on contributing to development in areas of health, education, job creation and entrepreneurship?
- How do you assess success of the Visjon2030 projects? What elements and dimensions are considered as measures of success?





# Visjon2030 history

- Two step call in 2015/2016.
- Call for innovation projects and formative dialogue research.
- Main objectives of the call were:



# Projects funded

- 67 million NOK allocated from RCN
- 4 innovation projects from 10 to 14,9 million NOK
- 1 formative dialogue research project amounting to 10 million NOK.

- [Innovations to Scale? Formative Dialogue Research on Visjon2030 Projects](#)
  - Project owner: Fafo



- [Randomizing Speed School 2: Identifying a mechanism for boosting the transfer of children, especially girls, to lower secondary education](#)
  - Project owner: Strømme Foundation
- [Securing education for children in Tanzania](#)
  - Project owner: Western Norway University of Applied Sciences
- [Non-Discriminating Access for Digital Inclusion](#)
  - Project owner: Basic Internet Foundation
- [A new Hearing Care Service in Tanzania](#)
  - Project owner: SINTEF

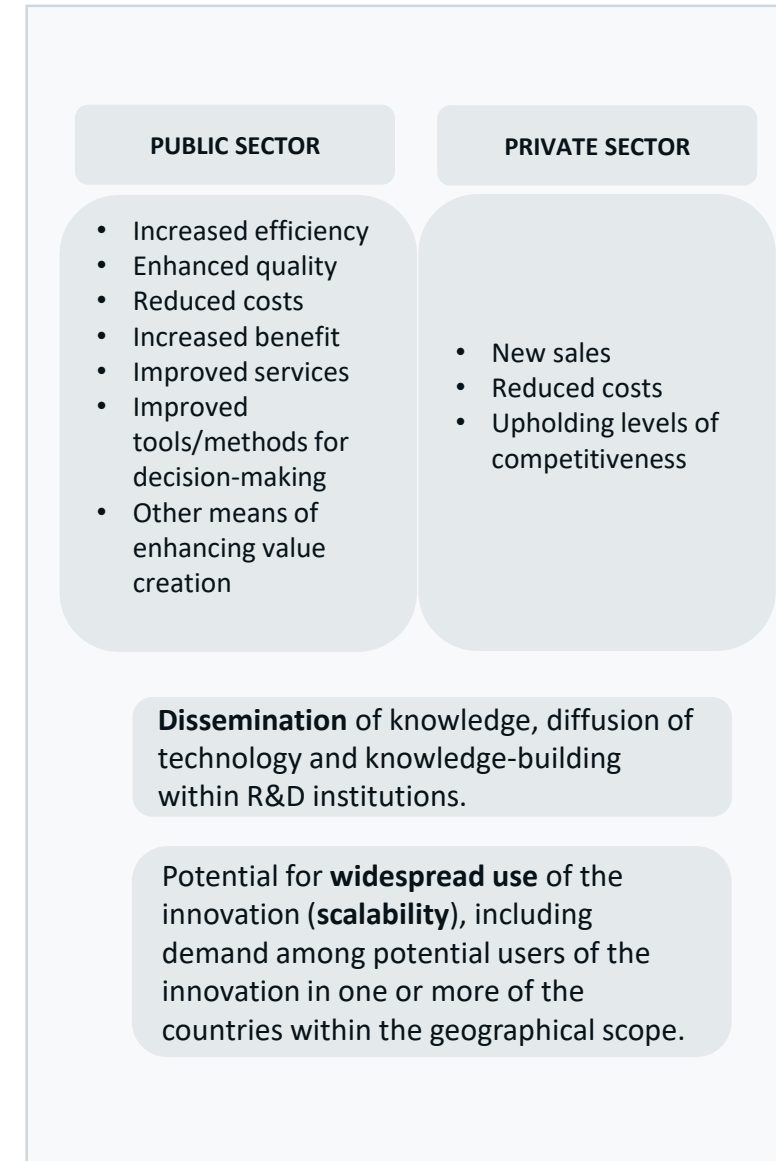
# Assessing the proposals

- **Relevance to the call** - to the thematic priorities
- **Level of innovation** – degree of value-creating renewal
- **Implementation** – project quality and feasibility
- **Impact** - potential for societal and economic value creation



# Innovation at the RCN

- Focus on impact in call and selection of projects
- Looking for a mechanism for innovation around societal challenges – new connections.
- Learning – use as input for developing other programmes and new programmes
- Mobilizing new actors and collaborations – primarily between NGOs and researchers





# Contributing to development in health, education, job creation, entrepreneurship – project by project\*



\*based on reporting and publications from projects themselves

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# Lessons - contributing to development in health and education

## Health and education projects

### Hearing: A new Hearing Care Service in Tanzania

- Simple screening procedures are not in place
- Hearing impairments are often due to ear wax, but this is not detected. There is little collaboration between the health services and schools. The classrooms are not designed for optimum teaching.
- Solutions that gave good results require cooperation from teachers, a good direction forward would be to work on raising teacher's awareness on hearing loss. To get the remote microphone system to work in Tanzania, solutions to the financial aspect need to be in place in addition to solutions for charging batteries and repairing the equipment.
- Questions raised: can countries create better connections between the health services and schools and put in place simple screening procedures? Will they be willing to make the investments in the technology developed?





# Lessons - contributing to development in health and education

## Health projects continued

### Sight: Securing education for children in Tanzania

- Screening tool for sight impairment among children tested
- Methods introduced to discover these children and create awareness/understanding among teachers how vision and learning are connected
- 40% of children had some sort of sight impairments and there is a need to adapt classroom teaching to these children
- Educating the teachers – 30 educated so far in a vision for reading and learning course
- Establish a Continuing Professional Development (CPD) in special needs education of vision
- Issues raised: Changing the education of educators (teaching), implement new ways of teaching to include children with disabilities in teacher colleges across countries.



# Lessons - contributing to development in education

## Education project

### Randomizing Speed School II

COVID-19!!!???

- Massive RCT in a difficult country/area – Niger/rural areas
- Enlisted and following up many children and parents/families (over 800 and nearly 3000)
- Preliminary results show that the situation is worse than previously reported:
  - 9 % of parents can read/write
  - 57% drop out rate among teenagers.
  - 43 % have never gone to school
  - 23 % that say that they can read/write – 1/10 can't write their own name, more than half can't read a simple sentence
  - In the speed- schools, 20 % drop out after first year due to migration and early marriage (girls).
- More results will come when the RCT is done.
- Good collaboration with the partners and the government.
- Issues raised: the outcomes of the project are dependent on external factors (Covid-19, flooding etc.) and the willingness of governments to implement the Speed School programmes



# Lessons - contributing to development in job creation and entrepreneurship

## Job creation/entrepreneurship

### Non-Discriminating Access for Digital Inclusion

- Established internet hotspots in 10 villages in Tanzania
- Access to free digital information for all that connect to the hotspot
- Digital information on health (HIV/Aids, tuberculosis, tapeworm etc.) has high uptake
- Asked to establish more hotspots (80 +)
- A national knowledge portal to be established where free digital information is available
- A lot of work towards high-level policy making (White papers, UN High Level Panel on Digital Cooperation, local governments)
- Issues raised: what are the effects on job creation/entrepreneurship by getting access to internet, what is the willingness of governments/telecom operators to bear the costs of setting up the internet hotspots in remote places?



# Measuring success



## As a Research Council:

- Scientific publications/dissemination
  - Peer reviewed articles/books/book chapters: 10
  - Dissemination: 94
- Scalability: High for all projects, but depends
- Implementability: depends on many factors
- Important contribution: evidence-based interventions – does this have a proven effect?
- Innovation is inevitable – intended/unintended consequences
- Targeted approach – equitable partnerships

# Thank you!

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