

An Education Strategy for CIFF



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Enrolment Expansion



RESOURCE FOCUS

- Removing barriers (fees, distance, cultural taboos)
- Facilities construction

OFTEN A BIG BANG

Reducing per capita resources

Skills Acquisition not Child Minding

QUALITY ESSENTIAL

High returns for the individual and society are linked to skills not simply time spent in school

IMPACT OF LOW QUALITY

Output ignored by labour market

Poor literacy lost

Frustration

High absenteeism/low achievement/drop outs

High opportunity cost of school compared with alternative activities (next slide)

Children are Productive

Water
collection

WATER
COLLECTION

Weeding

Fire Wood

Guarding
the
homestead

Care of
Siblings

Errands

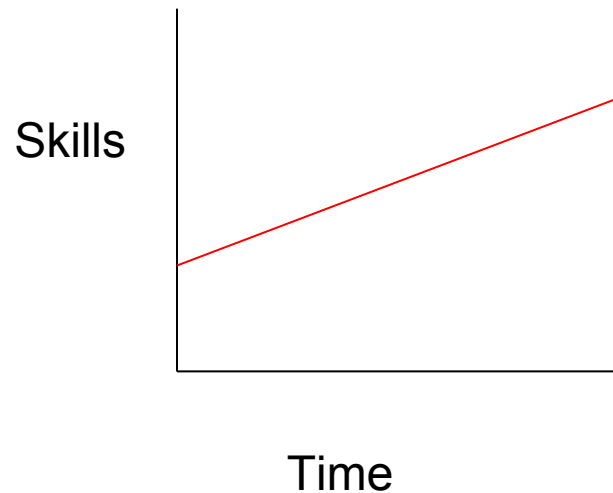
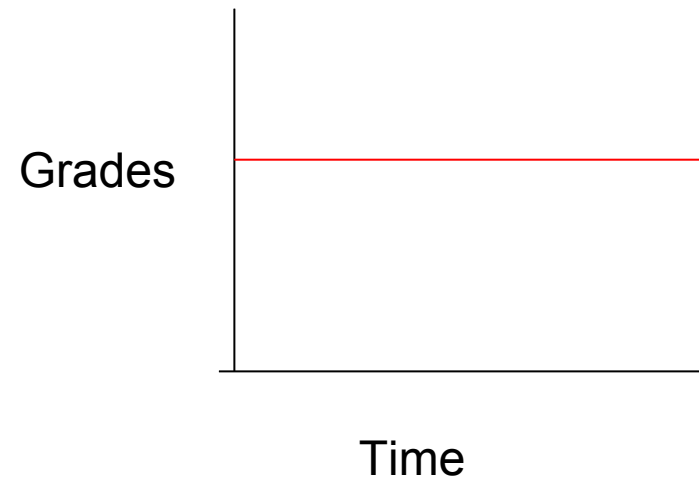
How do you measure progress?

Exams

Curriculum based
Norm Referenced

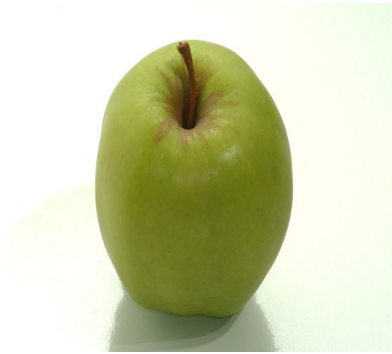
National Assessment

Competence based
Small sample

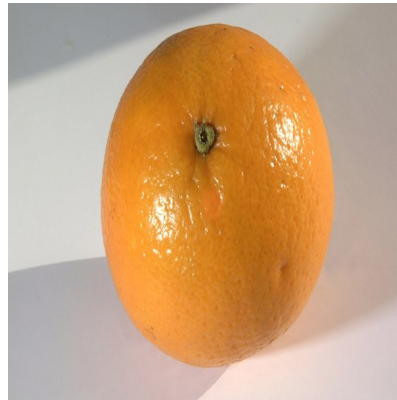


International Comparison

- Apples & Oranges



25 – 60%
reaching
grade
specific
competence



- PISA (Programme for International Student Assessment) 15 year olds in OECD (57 countries including Brazil but no South Asia or African)
- TIMMS 4th & 8th grade (66 countries in 2003 no CIFF Botswana)
- PIRLS 4th grade (40 countries no CIFF RSA)

The Challenge of CIFF Criteria

- A critical underserved need tackled by an **innovative** model that delivers **measurable results**
- Aspiration and potential for **scale**
- **Sustainability**

Impediments to Innovation

- Cultural sensitivity of education
- Education is a determinant of social position
- Teachers turned administrators are conservative
- Pedagogical innovation hard in large classes
- Mass education = low status of teachers
- Education as the world's largest bureaucracy

So innovation needs powerful allies to overcome institutional resistance within society. Technology is not enough

Could CIFF stimulate competition?

Measurement Again!!

Measurement of Innovation

Treatment

Test pre and post
intervention to measure
learning gain

Pre-test to ensure validity
and reliability

Measure same children
over several grades

Control

Similar socio economic
background

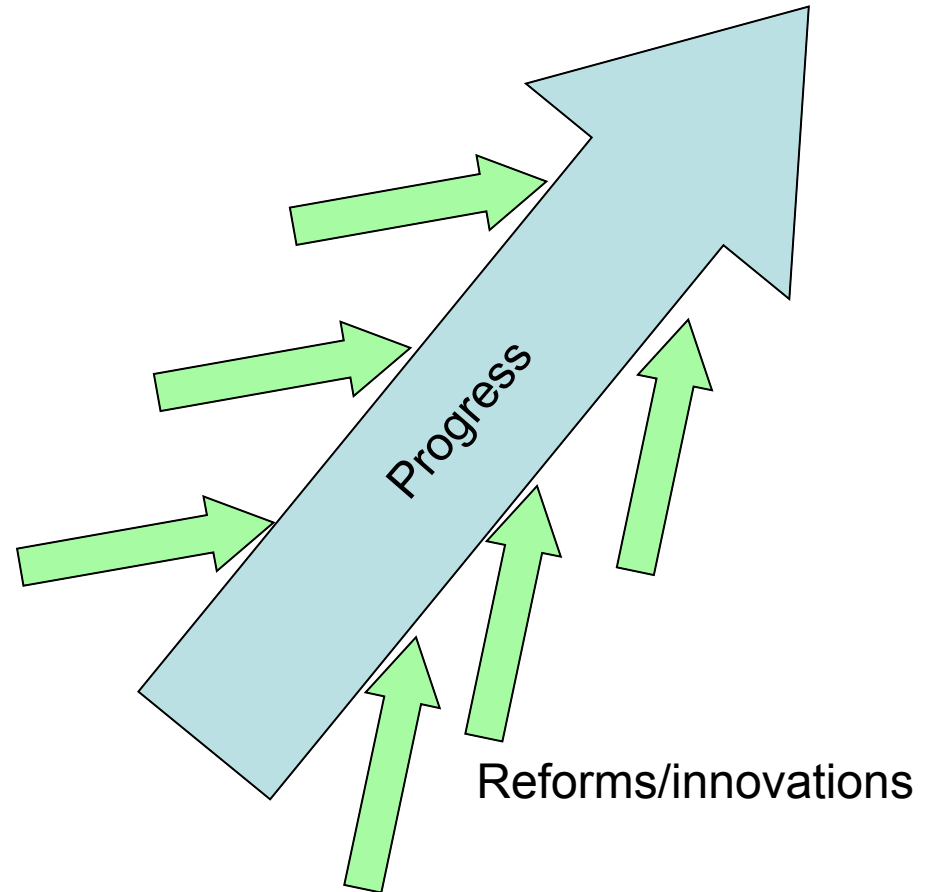
Same quality of inputs
(teachers, books,
buildings)

Insulated from the
innovation

Sustainability

~~Fashion~~

Poor governance environment



Scaling Up Challenges

Centralism

Local ownership

Uniformity

Quality control

Dynamism of the model

Local adaptation without
losing the essence

Seeds of the next
innovation?

Letting go by projects

Global Education Issues Suitable for CIFF

	Promotes Quality Learning	Children-focused & Urgent Need	Sustainability	Scalable / Replicable	Good Partners Available	Potential to Influence	Low Cost per Impact	Needs CIFF Funding for Success
Community school accountability	↑	■	■	■	↑	■	↑	■
Compressed flexible learning	■	↑	■	↑	↓	↑	↑	↑
Post Conflict Education	■	↑	↓	↓	■	■	Cost tied to each Case	↑
Pastoralists	■	↑	■	↑	↑	↑		↑
Teacher Management Issues	↑	■	↓	↑	↓	■		■
Local Language	↑	■	↑	↑	■	↑		↑
Three Rs	↑	■	↑	↑	↓	↑		■
Policy Advocacy	■	■	↓	↑	■	↑	■	↑

CIFF Country Readiness for Innovation

	Domestic Resources	NAEP	School Support System	Openness to innovation	+ve to NGOs or non-state	Support to Local Language	Pastoralism	Conflict
Ethiopia	Low	No	Part	Weak	Weak	Strong	High	Low level
India	Med	Yes	Yes	Strong	Strong	Strong	Low	Some areas
Kenya	Med	Yes	Yes	Med	Fair	Weak	High	Low
Malawi	Med	SACM EQ	No	Neutral	Fair	Strong	Low	Low
Uganda	High	Yes	Yes	Med	Fair	Rising	High	North

Ethiopia

General Issues: Low spending, weak support for long term role of ABE, high cost school support system from USAID, no NAEP, suspicion of NGOs.

Pastoralist education: High need (20% enrolment), regional government long term commitment, strong partners, pastoralism major issue in Horn/East Africa, scalability to be proved, value for money and measuring learning outcomes as key issues.

India

General issues: government schools for the lower classes only; systems large and bureaucratic; poor accountability of schools to communities; innovative NGO sector; government has resources and willingness to pay for service delivery; scaling up should be with government buy-in.

Innovations:

EQUIP (educational quality improvement programme) based on progressive cycle of school improvement planning and monitoring in four environments: physical, cognitive / developmental, social and institutional; use of cluster school support model; issues around incentives and taking to scale.

Vikramshila: Pedagogical innovation in upper primary focusing on quality and vocationalisation of the curriculum; investment in institutional capacity rather than fully developed model.

NegFire (Foundation for Innovation and Research in Education): network of NGOs committed to quality and innovation; specific programme Edu Leaders as means of widespread seeding of innovation. Not yet proven.

Kenya

General issues: UPE recent in 2003; PTRs still low by regional standards and high proportion qualified; teacher contracting along with textbooks and operational costs decentralised; continuity in system seems strong but also seems to dampen innovation

Innovations:

ActionAid: improving community participation for quality education; improved capacity of SMC; enhanced accountability; not yet evaluated.

Plan International: equitable distribution of teachers, global advocacy, reduction in early marriages; not yet evaluated.

Engagement seems to be stronger at district rather than national level and national scale up not clear.

Malawi

General issues: UPE introduced in the early 1990s; drop outs high (only 30% P8 completion); teacher training and support weak; no comprehensive support system; highly aid dependent; most innovation in externally supported project context that leaves issues of sustainability unresolved.

Innovations:

Complimentary Basic Education: AGLIT/World Relief; scale up of NGO run model; but no clear sustainability strategy; supervision a major cost; low PTR of 1:20; only one term track record but ambitious scale up; facilitator quality and likely turnover.

SIPs: PACE; teachers code of conduct; safe schools; CARE and Plan. SIPs now quite common worldwide. Not clear what is special. Impact figures on teacher attendance ambiguous (same as quoted problem elsewhere)

CRECCOM; teacher in-service professional development; HIV/AIDS; community participation in the classroom and SMC; measurable improvement claimed; but USAID dependency and 3 year life span?

Uganda

General Issues: UPE in 1996; sustained prioritisation of primary education in government funding; TDMS provides national quality support; SWAp pioneer; quite rigid national control

Innovations:

Support local language teaching through developing skills and practice of school based reading materials; proven benefits of mother tongue instruction, strategic moment in Uganda's education system development (thematic curriculum), training network in place, strong grantee, low cost, school funding in place

Replicating UPE Success in Northern Uganda: focus on community management and teacher support; holistic multi-faceted package; NGO role not explicit.

The Challenge

Not becoming

just another incremental funder

of incremental improvement