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Quarterly Technical Report

October 1 – December 31, 2004

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I. Objectives of EQUIP1

EQUIP1 is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by effecting school- and community-level changes. EQUIP1 serves all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, pre-vocational training, and the provision of life skills. Activities may range from teacher support in course content and instructional practices, to principal support for teacher performance, and community involvement for improving school management and infrastructure. EQUIP1 works with food-assisted education issues and contributes to the provision of education and training in crisis and post-crisis environments.

EQUIP1 is a combination of programs, processes, and activities that contribute to the Office of Education of USAID's Pillar Bureau for Economic Growth, Agriculture and Trade (EGAT) by

- Responding to a variety of capacity building and technical assistance needs;
- Developing innovative and effective approaches and analytic tools; and
- Establishing and sharing research, communication, and networking capacity.

As a Leader with Associates mechanism, EQUIP1 accommodates Associate Awards from USAID Bureaus and Missions to support the overall goal of building educational quality in the classroom, school, and local community. In addition, EQUIP1 is uniquely responsible for the EQUIP Information Communication Center (EICC), the communication and dissemination hub for all three EQUIP awards.

II. Overall Progress of EQUIP1 Leader Award (October 1 – December 31, 2004)

Summary

This quarter was active for Leader-Award and Associate-Award activities. First, the EQUIP website continues to expand, with an EQUIP2 micro-site, *Journal of Education for International Development* micro-site, and a Technical Publications page added to the website. Project staff have worked with partners and USAID missions to produce and distribute the fourth issue this year of the *EQ Review* and the fifth and sixth issues of the *EQ Dispatch*. The development of the *Journal of Education for International Development (JEID)* has continued through meetings, marketing, and invitations to join the editorial board. A call for papers has been sent out for the first issue of *JEID*. The EICC Library continues to expand with publications being submitted by the various EQUIP1 Associate Awards. The IEQ publications have been organized and catalogued. In November EQUIP1 organized the third EQUIP seminar, entitled "Education in Islamic Countries: the Development Agenda," which took place at USAID. EQUIP1 also hosted a leader-team meeting in November to introduce partners to the International Reading Association. There has also been substantial progress on other Leader-Award activities. Partners have continued to design the analysis plans for pilot studies under the Cross-national Synthesis of Educational Quality; there has been continued support of the study of school-based and teacher in-service programs and clustering of schools; and EQUIP1 has been active in supporting the development of minimum standards for education in crisis and transitional settings. A bibliography on food-assisted education was produced. A review was also completed that

examines effective practices to improve primary school access and quality in India. Last, project staff and partners have worked on the establishment of a new Associate Award in Cambodia.

Specific Activities this Quarter

Following is a summary of activities that took place between October and December 2004. Activities are also listed in the performance-monitoring chart of EQUIP1's Year Two Monitoring and Evaluation Plan (see Annex I).

1. **EQUIP website.** Major additions to the site include
 - a. A micro-web site was created for the online *Journal of Education for International Development (JEID)*, found at <http://www.equip123.net/JEID/default.htm>.
 - b. EQUIP2 Associate Award micro-web site was created for *Honduras Improving Student Achievement Project (MIDEH)*, found at <http://www.equip123.net/equip2/mideh/default.htm>.
 - c. The Technical Publications web page was created to better facilitate access to all EQUIP technical publications, found at <http://www.equip123.net/webarticles/anviewer.asp?a=371&z=7>.

General Statistics

This table provides an overview of visitor activity for the website during the specified time frame. Monthly statistics for these categories are generated by Web Trends software. This quarter shows a strong and progressive growth of visitors to the site and usage of the site as evidenced by the highest number of monthly hits, page views, visits, and visitors to date.

Month		October	November	December
Hits	Entire Site	98,279	105,409*	104,504
Page Views	Entire Site	20,107	25,058	27,732*
Visits	Visits	7,616	6,919	8,660*
Visitors	Unique Visitors	2,569	2,611	3,513*
Files	Total Number of Files Downloaded	4,654	4,760	5,302

* Highest monthly total to date.

“Visits” refers to the number of times a person (people) initially visit(s) the site.

“Hits” refers to the total number of times a visitor clicks onto any and every Web page.

2. **EQ Review.** In October, the EICC posted and distributed the newsletter's fourth issue this year, on “Distance Education.” Dan Pier, EQUIP1 partner from Educational Development Center, served as guest editor of the newsletter. The issue highlighted information and communication technology for distance education. Three USAID programs were profiled: Namibia's Learning Center Project, Ethiopia's Interactive Radio for Somalis, and Peru's Strengthening Teaching Practice through Information and Communication Technologies. The issue may be found on the EQUIP website, at http://www.equip123.net/EQ_Review/2_4.pdf, and as Annex II of this report.

3. *Journal of Education for International Development (JEID).*

Meeting

The Journal editor convened a consultative group, which included the Editorial Advisory Board, members of USAID, and project directors from EQUIP 1, 2, & 3 and from the Education and Policy Data Center, on October 22 to review the results of the marketing survey conducted in the third quarter of 2004. In addition, the group discussed the journal's name, which it changed to the *Journal of Education for International Development (JEID)*, the website, article formats and themes, and plans to market the journal.

Marketing

The EICC ordered bookmarks to promote the journal and produced a Call for Papers flyer (bookmark available as Annex III; call for papers available on the website, www.equip123.net/JEID, and as Annex IV). Greg Loos handed out 200 flyers at a High Level Group Meeting on Education for All in Brazil November 8-10. Kimberly Bolyard attended the regional CIES meeting November 12-13 in Washington, D.C., where she distributed approximately 50 bookmarks and invited two meeting participants to submit papers to *JEID* on the first topic, "Enhancing Human Capacity." In early December, the call for papers was distributed via email to 30 listservs directly with requests to forward to additional interested persons and lists. As a result of these outreach efforts, visits to the *JEID* website increased substantially. In October the site received 72 visits, in November it received 101 visits, in December it received 836 visits. In addition, in December, the *JEID* page was the first point of entry to the EQUIP website for 792 visits, indicating that 12 percent of visits to the EQUIP website started at the *JEID* home page.

Journal Issues

The call for papers lists the two upcoming topical issues with deadlines for manuscript submissions, Enhancing Human Capacity (deadline January 31, 2005) and Alternatives to Government Delivery of Education (deadline April 30, 2005), and one possible special issue on Education in Emergencies. Three manuscripts were received in the fourth quarter of 2004. In addition, the first issue of the journal is going to be a special issue dedicated to the papers that were presented at UNESCO's International Working Group on Education meeting in the fall of 2004. One manuscript for this issue was received in this quarter.

Editorial Boards

Twelve people were invited to serve on the Editorial Review Board. Of the ten that replied, five accepted and five declined. The Editor sent the Advisory Board an additional list of nominees to consider for membership on the Review Board and approved people will be invited in January 2005.

4. *Consistent Network for Educational Quality.* The fifth and sixth issues of the bimonthly e-publication, *EQ Dispatch*, were posted and distributed in October and December to USAID, EQUIP1 personnel, and the public. This EQUIP1 leader award activity highlights additions to and features of the EQUIP website. The October issue can be accessed at http://www.equip123.net/EQ_Dispatch/Oct04.htm (available as Annex V) and the December issue at http://www.equip123.net/EQ_Dispatch/Dec04.htm (available as Annex VI).

5. ***EICC Library.*** Cataloguing of paper versions of IEQ publications began this quarter. The physical space for the library has been designated and planning for the layout of the space is underway. In addition, EQUIP1 Associate Awards staff has begun to submit publications for inclusion in the library.

6. ***EQUIP Seminar.*** EQUIP1 organized and publicized the third EQUIP seminar at USAID, November 9, entitled “Education in Islamic Countries: the Development Agenda.” Dr. Karim Abdul Bangura of American University, Dr. Lorelei Brush of American Institutes for Research, and Dr. Curtis Huff of the U.S. Department of State discussed various aspects of education in Islamic countries, which was followed by audience questions and comments. Following the seminar, participants were asked to fill out an evaluation form. Please see Annex VII for evaluation results.

7. ***EQUIP1 Leader Team Meeting, which Introduced Partners to the International Reading Association.*** EQUIP1 conducted a leader-team meeting on November 4, which was hosted at American Institutes for Research. The International Reading Association introduced partners to the five-part IRA model of professional development, advocacy, partnerships, research, and global literacy development.

8. ***Facilitation of EQUIP Coordination Meetings.*** CTOs and Project Directors continued to meet for coordination meetings on a monthly basis or as otherwise necessary.

Leader Award Activities

9. ***Cross-national Synthesis of Educational Quality.*** The main product under this activity, formerly known as the Longitudinal Study and renamed the Cross-national Synthesis on Educational Quality, was the completion of the design of the study.

After several discussions on different scenarios for study, partners with leader-award funding (EDC, AED, and World Education) have agreed that each partner will work on its own pilot study but the studies will incorporate various common elements that will be combined into the Cross-national Synthesis.

The following summarizes progress on individual pilot activities this quarter:

- a. EQUIP1 continued the cluster school pilot study, with discussions presently taking place in Namibia with the Ministry of Education and the Namibian Institute for Education and Development (NIED). Please see Annex VIII.
- b. World Education and Care, a local Indian NGO, have intensified the discussions on the inter-linkages between the program implementation process and the pilot study on educational quality in the transitional educational program for out-of-school girls in Kuchinerla, Mahbubnagar District, Andhra Pradesh. World Education also finalized and tested the instruments designed to measure program quality and trained staff to apply the instruments created and to conduct in-depth interviews with teachers. Please see Annex IX.

- c. EDC further analyzed existing data and established plans for the collection of additional data in the upcoming quarter for the pilot study on the quality of educational issues in Islamic schools in Nigeria and Ethiopia. Please see Annex X.

In addition, an abstract for a panel on the study to be presented at the CIES conference in March was prepared and accepted; planning for the presentation is continuing.

10. School-Based Teacher In-Service Programs & Clustering of Schools. In this quarter, EQUIP1 continued to pursue studies on school-based teacher in-service programs and clustering of schools. The pilot study of teacher training in Namibia is part of this activity.

- a. Shortened versions of various papers previously submitted have been developed.
- b. A literature review of quality of education focusing on schools, classrooms, and communities was submitted for possible publication in the new EQUIP journal (*JEID*), for posting on the EQUIP1 website, or for publication as an EQUIP1 working paper. Please see Annex XI.

11. Supporting the development of minimum standards for education in crisis and transitional settings. EQUIP1's Education in Crisis Specialist, as a member of the Working group on Minimum Standards in Education in emergencies and the Organizing Group for INEE's Second Global Consultation, has provided assistance to the preparations for the launch of the first ever Minimum Standards for Education in Emergencies, Chronic Crises and Early Recovery. The Standards were officially launched during the Second INEE Global Consultation in South Africa in December 2004. The full document is now accessible on EQUIP1 website and hard copies can be ordered through the INEE website at www.ineesite.org/standards/order_msee.asp.

Quality education is an effective and essential form of protection during emergencies and the minimum standards will help to improve the provision of quality education and the accountability of the humanitarian actors who provide it. The minimum standards cover five categories:

- Minimum standards common to all categories (community participation and assessment, response, monitoring and evaluation)
- Access and learning environment
- Teaching and learning
- Teachers and other education personnel
- Education policy and coordination

EQUIP1 will use the standards to develop tools (e.g. planning guides, protocols, and assessments) to help USAID Missions and Bureaus, as well as other donor and humanitarian agencies, become more proactive, effective, and efficient in responding to education needs in emergency situations.

INEE pledged to move forward with the promotion, training, piloting, monitoring and evaluating of the minimum standards in a consultative manner. EQUIP1 assisted with the dissemination and outreach of the final product by posting it in the EICC website and will explore other ways of ensuring its use in the field. In addition, the Education in Crisis Specialist has already started

working on a special EQ Review issue on education in crisis to be published in March 2005. The issue will highlight some of USAID funded programs on education in crisis and will encourage the use of the Minimum Standards in current and future programs.

12. Profiling educational programs in crisis and transitional settings. A report on the analysis of education project profiles, literature reviewed, and key themes and characteristics of quality education programming in crisis and transitional settings was developed and finalized (see Annex XII). In addition, the Education in Crisis Specialist has developed and submitted a draft policy paper on education in crisis to help USAID formulate its policy on education in crisis settings.

13. Food assisted education. During this quarter, the annotated bibliography on food assisted education was completed (see Annex XIII). It references 54 documents about the benefits and challenges of food in educational programming. The document is also available on the EQUIP1 website, at http://www.equip123.net/docs/eq1-FAE_Biblio.pdf.

14. Critical review of primary education in India. Funded by the GE Foundation, this review supplements leader- and associate-award activities taking place in India. It examines program descriptions and evaluations about effective practices in primary education in India. The objectives are to identify 1) the most promising strategies for improving quality educational opportunities for disadvantaged populations, 2) the schools and organizations that are implementing these activities, 3) the contextual variables that facilitate or impede programmatic success, and 4) recommendations for ways in which sustainable educational change can best be supported in India in the future. During this quarter, project staff completed the review, executive summary, and literature database. The former two documents are included as Annex XIV.

Associate Award Activities

Financial Summary

Following is a summary of expenditures for the quarter and project to date as well as obligated balance remaining.

Type of Expenditure	Current Quarter Expenditures	Total Expended	Obligated Balance Remaining
Labor	\$232,294	\$1,141,786	\$388,214
ODCs /Indirect Costs	\$73,158	\$979,774	\$890,226
Cost Share			
Management	\$0.00	\$39,954	N/A
EICC	\$0.00	\$53,274	N/A
Leader Award Activities	\$56,204	\$93,958	N/A
Total Cost Share %	18%	9%	N/A

Problems/Issues and Proposed Solutions

The acquisition of cost share continues to be a challenge for partners under the Leader Award. EQUIP1 has notified all funded partners that this is a concern and that steps will be developed to help ensure required contributions are met or appropriate adjustments made.

The issues of how to be supportive, yet not intrusive, of the needs of EGAT/ED is a discussion point at most CTO/PD meetings. For example, how should seminar topics be determined? What format should seminars take? PDs have asked that the CTOs bring this up to the Education Sector Council for them to provide us input/direction on how we should proceed.

EGAT/ED will most likely want to hold its semi-annual conference again this coming August, yet no financial resources have yet been identified to support this effort. The EICC is willing to support this activity with staff time and some limited materials development funds, but the larger issue of funding will need to be sorted out within EGAT/ED.

The use of EICC support by all three EQUIPs, for activity coordination and materials development, continues to surface as an issue at CTO/PD meetings. However, it is again reiterated that this function is only as effective as the willingness of the various groups to want to collaborate.

III. Associate Awards (by Country/Bureau)

Associate Award Applications in Progress

Cambodia. In late November EQUIP1 received a draft program description for a potential Associate Award in Cambodia. Communication with USAID/Cambodia revealed an interest in World Education, Save the Children Norway, and CARE Australia as possible partner organizations for this award. It was determined that further dialogue needed to take place in-country between USAID and local NGOs before the Program Description could be finalized and EQUIP1 agreed to hold off on moving forward until after the holidays to get further direction from USAID/Cambodia.

Additional Indications of Interest

Zambia

Active Associate Awards

Country/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
1. Djibouti	Access to basic education; teaching and learning; opportunities for girls; rehabilitation of schools	Three years	AED, Juárez and Associates, Save the Children	\$10,000,000
2. El Salvador/ EXCELL	Strengthening of school directors to improving learning outcomes	Two years	AED, AIR, Joseph P. Kennedy Foundation	\$ 4,100,000
3. Malawi	School enhancement leading to pupil achievement through teacher training and community involvement, with a special emphasis on HIV/AIDS mitigation strategies	Three years	AIR, Save the Children	\$ 7,815,000
4. Macedonia	Professional development for teachers and school principals as well as career-preparation interventions to increase	Five years	AIR, IRA	\$10,000,000

try/Bureau	Award Focus	Project Life	EQUIP1 Partners	Total Amount
	secondary school enrollment and retention			
5. El Salvador/ EDIFAM	Continuation of USAID-funded efforts in early childhood education	Two years	EDC, Save the Children, Sesame Workshop	\$ 2,599,000
6. India	Educational opportunities for vulnerable children by providing support to the NGO community in selected parts of the country to attract and retain out-of-school children into formal, alternative and bridge schools	Four years	AIR, Juárez and Associates, Michigan State University, World Education	\$20,000,000
7. Africa Bureau	Support a community radio program, improving educational opportunities in Lesotho and Swaziland, a feasibility study for a Sesame Street model in West Africa, and a West African HIV/AIDS mobile task team	Four years	AIR, EDC, Sesame Workshop	\$ 9,799,847
8. Haiti	Increase the role of local communities in improving the quality and quantity of educational services, particularly in rural areas	Two years	AIR, CARE	\$ 3,004,008
9. Kenya	Increase access to and quality of education for Kenya's most marginalized primary school-age population, targeting particular schools and communities in the North Eastern and Coastal Provinces of this country	Two years	AIR, Aga Khan Foundation	\$ 3,000,000
10. Tanzania (Zanzibar)	Improve student learning, especially at the secondary school level by improving student scores on Primary and Secondary School examinations, especially in math, English, and the sciences	Two years	Aga Khan Foundation, Joseph P. Kennedy, Jr. Foundation	\$ 3,749,596
11. Africa Bureau Conference	Provide technical support for the EGAT/Africa Bureau, Education Division joint workshop, "Developing Leaders for A Global Society," in Antananarivo, Madagascar	One year	AIR	\$ 335,520
12. Egypt	Work with families of schools in seven governorates to enable children in those schools to benefit from a quality education	Five years	AIR, EDC, World Education	\$77,000,000
13. Yemen	Help the Government of Yemen increase access to higher quality primary education.	Three years	AED, AIR, EDC	\$10,000,000

Annex I: Performance Indicators for EQUIP1 Leader Award Activities

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EQUIP1 Work Plan (Communication Activity)						
S3. Leader Award activities effectively managed	Processes and systems in place for planning and implementing Leader Award activities	EQUIP1 annual work plan approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
EQUIP1 M&E Plan (Communication)						
S3. Leader Award activities effectively managed	Processes and systems in place for monitoring and evaluation	EQUIP1 annual M&E plan approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 1)	1 (Year 1)
	Systems updated for monitoring and evaluation	EQUIP1 annual performance monitoring chart approved by USAID	CTO approval communicated to EQUIP1	0	1 (Year 2)	1 (Year 2)
Project Director-CTO Meetings (Communication)						
S1. EICC established, supported, and working efficiently	Regular communication among EQUIP project directors and USAID maintained	Monthly meetings coordinated through agenda distribution	EICC records	0	12 (Year 1) 12 (Year 2)	9 (Year 1) 10 (Year 2)
Quarterly Reports (Communication)						
S3. Leader Award activities effectively managed	USAID and EQUIP1 partners updated about EQUIP1 progress	Reports describing previous quarter's activities completed and submitted to USAID	EQUIP1 records	0	4 (Year 1) 4 (Year 2)	4 (Year 1) 4 (Year 2)
EQUIP1 Leader Team Meetings (Communication)						
S3. Leader Award activities effectively managed	Regular communication among EQUIP1 partners and USAID maintained	Meeting minutes distributed	EQUIP1 records	0	6 (Year 1) 6 (Year 2)	6 (Year 1) 5 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
EICC Strategic Plan (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Strategic plan prepared	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
EQUIP Website (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Website designed	EICC records	0	1 (Year 1)	1 (Year 1)
		Website made live	EICC records	0	1 (Year 1)	1 (Year 1)
		Website content regularly updated	EICC records	0	Ongoing	Work continuing
		Website maintained	EICC records	0	Ongoing	Work continuing
		Website viewership expanded	Webtrends report	6,448/month (January 2004)	12,000/month (Year 2)	7,732/month (quarterly average)
Resource Library (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	EICC infrastructure in place	EICC records	0	1 (Year 1)	1 (Year 1)
		Materials and documents from former USAID programs in library	EICC records	0	Ongoing	Work continuing
		Materials and documents from EQUIP1, 2, & 3 in library	EICC records	0	Ongoing	Work continuing
		Library maintained	EICC records	0	Ongoing	Work continuing
EQUIP Brand (Communication)						
S1. EICC established, supported, and working efficiently to acquire and	Processes and systems in place for communicating and disseminating educational	EQUIP logo designed	EICC records	0	1 (Year 1)	1 (Year 1)
		EQUIP brochures produced	EICC records	0	1 (Year 1)	1 (Year 1)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
disseminate information about educational quality	quality information	EQUIP1 folders produced	EICC records	0	1 (Year 1)	1 (Year 1)
EQUIP Guidelines (Communication)						
S1. EICC established, supported, and working efficiently	Processes and systems in place for communicating and disseminating educational quality information	Style templates and guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)
		Duplication & distribution guidelines established	EICC records	0	1 (Year 1)	1 (Year 1)
		EICC service guidelines established	EICC records	0	1 (Year 2)	1 (Year 2)
Consistent Network for Quality Education (Communication)						
S1. EICC established, supported, and working efficiently	Awareness of EQUIP1 activities increased	Listserv (<i>EQ Dispatch</i>) established	EICC records	0	1 (Year 2)	1 (Year 2)
		Listserv expanded	EICC records	0	210 (Year 2)	164 (Year 2)
Educational Quality Programs in International Development Organizations (Communication)						
S1. EICC established, supported, and working efficiently	EQUIP1 activities benefit from professional and technical expertise in educational development	Database with identified organizations and information about their programs established	EICC records	0	1 (Year 1)	1 (Year 1)
		Knowledge about educational quality programs generated and shared	Information posted on website	EICC records	0	1 (Year 1)
EQUIP1 Exchanges (Communication)						
S1. EICC established, supported, and working	Knowledge about educational quality programs	Events hosted	EICC records	0	0 (Year 1) 2 (Year 2)	1 (Year 1) 2 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
efficiently	generated and shared	Event proceedings prepared and disseminated	EICC records	0	0 (Year 1) 2 (Year 2)	1 (Year 1) 2 (Year 2)
EQ Review (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	0 (Year 1) 5 (Year 2)	1 (Year 1) 4 (Year 2)
Electronic Journal (Communication)						
S1. EICC established, supported, and working efficiently	Information about the market niche for the journal is collected and analyzed	Survey of potential readers and contributors conducted	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
	Knowledge about educational quality programs generated and shared	Issues published and disseminated	EICC records	0	1 (Year 2)	0 (Year 2)
Associate Award Audiovisual Clips (Communication)						
S1. EICC established, supported, and working efficiently	Knowledge about educational quality programs generated and shared	Clips produced and posted on website	EICC records	0	9 (Year 2)	9 (Year 2)
Cross-national Synthesis on Teaching and Learning (Research & Assessment; Field-Based Innovation)						
C1. Classroom resources maximized	Meaningful measures of educational quality developed and refined	Study design completed	EQUIP1 records	0	1 (Year 1)	1 (Year 1)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C2. School environments enhanced	The conditions and educational interventions affecting educational quality investigated and shared	Study piloted, and report prepared and disseminated	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C3. Community involvement in education increased		Study design revised	EQUIP1 records	0	1 (Year 1) 1 (Year 2)	1 (Year 1) 1 (Year 2)
		One study report produced	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
School-Based Teacher In-Service Programs & Clustering of Schools (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective school-based and cluster in-service teacher development programs increased	Preliminary report and framework developed	EQUIP1 records	0	1 (Year 1)	1 (Year 1)
C2. School environments enhanced	Information about school-based and cluster in-service teacher development programs disseminated	Workshop to share information and get feedback convened	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
C3. Community involvement in education increased		Detailed review document prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Issues briefs and papers prepared	EQUIP1 records	0	3 (Year 2)	4 (Year 2)
Pilot Study of School-Based Teacher In-Service Programs & Clustering of Schools (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective educational practices in Muslim schools increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2)	2 (Year 2)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
C3. Community involvement in education increased						
Pilot Study on Education in Muslim Schools (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of effective educational practices in Muslim schools increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2)	2 (Year 2)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
C3. Community involvement in education increased						
Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India (Research & Assessment; Communication)						
C1. Classroom resources maximized	Understanding of ways to improve the quality of girls' education increased	Quarterly reports prepared and disseminated	EQUIP1 records	0	2 (Year 2)	2 (Year 2)
C2. School environments enhanced	Information about effective educational practices disseminated	Annual report prepared and disseminated		0	1 (Year 2)	0 (Year 2)
C3. Community involvement in education increased						
Support the Development of Indicators to Monitor Education in Crisis & Transitional Settings (Research & Assessment; Communication)						
C4. Education in crisis and transitional situations improved	Indicators to monitor education in crisis settings developed	Quarterly updates on WGMSEE progress prepared and submitted	EQUIP1 records	0	4 (Year 1) 4 (Year 2)	1 (Year 1) 4 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
	Minimum standards for education in emergency settings developed	GDLN virtual consultation on minimum standards, consultative format, & communication processes for indicator development convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Report on workshop and progress on dialogue about minimum standards for education in crisis and transitional situations prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Profile Education Programs in Crisis and Transitional Settings (Research & Assessment)						
C4. Education in crisis and transitional situations improved	Knowledge of programs, mechanisms, and processes addressing educational quality in crisis and transitional settings increased	Profiles developed and disseminated	EQUIP1 records	0	8 (Year 1) 6 (Year 2)	10 (Year 1) 6 (Year 2)
	Knowledge about the environmental context for education delivery in crisis and transitional settings increased	Report including profiles, analysis of programs and literature, and key characteristics of quality educational programs in crisis and transitional settings prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
	Strategies for measuring the impact of education on student outcomes in crisis and transitional settings identified					

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
Overview of Food Assisted Education Programs (Research & Assessment)						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Documents related to food assisted education programs identified and posted on the website	EQUIP1 records	0	10 (Year 2)	54 (Year 2)
		Preliminary discussion paper on lessons learned prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Final discussion paper prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Profiling Food Assisted Education Programs (Research & Assessment)						
C5. Capacity of food assisted education programs increased	Understanding of the impact of food for education programs on educational quality and student learning improved	Profiles developed and posted on the website	EQUIP1 records	0	4 (Year 2)	1 (Year 2)
		Report including profiles, analysis of programs and literature, and key characteristics of quality food-assisted education prepared and disseminated	EQUIP1 records	0	1 (Year 2)	0 (Year 2)
Videoconference on Food Assisted Education (Communication)						
C5. Capacity of food assisted education programs	Knowledge about how food resources can be used best	Issues brief prepared and disseminated	EQUIP1 records	0	1 (Year 2)	1 (Year 2)

Objective	Results	Performance Indicator	Data Source & Collection Method	Baseline	Target	Actual to Date
increased	to address the quality of education and student outcomes increased	GDLN videoconference workshop and consultation convened	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
		Workshop report prepared with next steps outlined	EQUIP1 records	0	1 (Year 2)	1 (Year 2)
Associate Awards (Field Based Innovations)						
S2. Associate Awards effectively initiated and managed	Collaborative work relationship between USAID operating units and EQUIP1 established and maintained	Number of formal requests for assistance from USAID to which EQUIP1 responded	EQUIP1 records	0	As needed	11 (Year 1) 4 (Year 2)
		Number of Associate Awards signed by USAID	EQUIP1 records	0	As needed	8 (Year 1) 5 (Year 2)

Annex II: *EQ Review* on Distance Education

[Attached.]

EQ Review

Educational Quality in the Developing World



EQ Review is a newsletter published by USAID's EQUIPI to share knowledge about issues fundamental to improving educational quality and to communicate the successes, challenges, and lessons learned by USAID Missions.

October 2004

Vol. 2, No. 4

Distance Education

Information and Communication Technologies and Distance Education

The image of a global village fueled by instantaneous worldwide communication suggests the conquest of technology over distance. Great distances and other geographical barriers continue, however, to present steep challenges for the delivery of educational development programs. The rise of the information and communication technologies (ICTs) driving the establishment of the so-called global village has naturally led development leaders to consider new ways to bridge the distance divide. Distance education is the delivery of educational content through some combination of media to learners removed from the instructor(s).

At the primary and, to a lesser extent, secondary levels, distance education and ICTs are increasingly being used to improve educational quality. Where teachers have low knowledge in the subject areas they teach, quality content can be delivered. Where teachers use rote learning methods, media such as self-guided print materials, interactive radio instruction, or instructional television can provide learners with active, student-centered lessons. Using these principles, well-managed distance education programs have been shown to increase learning gains, often helping to overcome urban vs. rural and male vs. female learning gaps.

Distance learning programs increasingly benefit teacher professional development as well. Pre-service and in-service teachers can receive direct instruction, access more educational resources, increase peer-to-peer interaction (via internet or wireless phone connectivity) and hone newly learned pedagogical techniques through regular practice in the classroom (via print materials, interactive radio instruction or instructional television), all supported by the use of

ICTs. Poorly qualified teachers can continue to work while they access distance learning rather than undergo the financial and opportunity costs of attending full-time teacher education.

Distance education is also cost-effective. Distance-based teacher education programs have been shown to operate at one-third to two-thirds the per-student cost of conventional programs; a number of studies show the per-graduate cost, though not as impressive due to a relatively high number of dropouts, still reduced. Programs to improve educational quality often involve an add-on cost, but learning gains can usually be achieved at a lower per-student investment than through more conventional interventions: \$3 to \$8 for radio, approximately ten times more for television, and \$72 to \$98 for computers¹.

In order to achieve positive learning results cost-effectively, distance education programs must heed lessons learned. Learners need to receive adequate support, often through teachers or facilitators educated and supported specifically in the educational methodology being promoted and in the use of the distance media. The curriculum and materials must be high in quality and responsive to local educational needs and culture. Political commitment to the program must be solid, and demand must be kept in place by providing a quality product and demonstrating its effectiveness to learners, their families, and governments.

Finally, the program must be well designed to provide for sustainability in at least three ways: through a focus not on providing hardware but on meeting learning goals and fitting into and enhancing the wider educational system; through building capacity within the host country; and

Distance Education

Namibia: Improving Teaching and Scholarship in Rural Schools

In a country as vast as Namibia, rural schoolchildren are rarely able to glimpse the world beyond their remote, isolated villages. Quite often, rural schools lag behind the achievement levels of their urban counterparts. One reason for the learning differential is that the sheer distances of these schools from urban centers pose a challenge for teacher recruitment and professional development. Another related problem is the lack of access to technology and information.

In an effort to bridge this gap, USAID/Namibia, in partnership with Discovery Channel Global Education Partnership, Namibia's Ministry of Basic Education, Sport and Culture (MBESC), MultiChoice Namibia (the local satellite TV service provider), the Africa-America Institute, and Discovery Communications, Inc., established the Learning Center project in Namibia in 2003. Through the provision of technology, training, and customized educational video programs, the Learning Center project seeks to improve educational opportunities for communities that have little or no access to information available via television and satellite. The project complements and enhances the existing curriculum and provides a powerful tool for teachers in their classrooms.

The Learning Center project consists of three main components. First, the Partnership provides a TV, VCR and satellite dish to existing under-resourced schools. Second, the Partnership produces educational videos specially created through collaboration with local educators and communities, and makes available information via video and satellite that meets the communities' needs.

Finally, the project provides three years of instruction and monitoring for teachers in the effective, interactive use of TV and video to complement local curricular objectives. Teachers are taught how to use student-centered teaching methods such as pre-, during-, and post-viewing activities to engage students in the learning process. Teachers also receive instruction on downloading and recording digital satellite TV (DSTV) programs for educational use. MultiChoice Namibia provides a free educational DSTV bouquet to each Learning Center. In addition, the Learning Centers become "information hubs" open to communities after school hours, where they use the resources to enhance workshops on topics such as HIV/AIDS, other health topics, and women's issues.

To date, 18 Learning Centers serving nearly 16,000 students have been established in nine under-served rural regions in Namibia, and more than 370 teachers have been instructed in the use of TV and video in the classroom. Namibian teachers report several advantages of using TV and video in the classroom. Attendance has increased in their schools and they observe greater motivation among their students. The video and DSTV programs help students to better understand abstract concepts in mathematics and physics, among others. Teachers also say that the Learning Center methodology has increased their enthusiasm for teaching, and they appreciate having new sources of information to share with their students.



Teacher Alpha Lichacha uses a Global Education Partnership video to explain the solar system.

Schools with the Learning Center project report increased parental involvement in the schools and in their children's educations. Since the television is a novelty for the rural communities, many parents even request that they be allowed to sit in on their children's classes so they can see how the TV is being used in class.

Namibia's Ministry of Basic Education, Sport and Culture recognizes the importance of using sustainable technology to assist in the delivery of a quality education. Televisions are simple to operate and have no expensive running costs, making them an ideal, sustainable technology for rural settings. The Learning Center project is working toward these goals, not just in the provision of technology and relevant content, but also in helping to bridge the information divide and to improve educational opportunities for hard-to-reach populations.

> For more information, please contact Martin Tjituka at mtjituka@usaid.gov.

> To read more about the Learning Center project in Namibia, please visit <http://www.discoveryglobaled.org/projects/namibia.html>.

Distance Education

Horn of Africa: Interactive Radio Supports Quality Instruction for Somalis

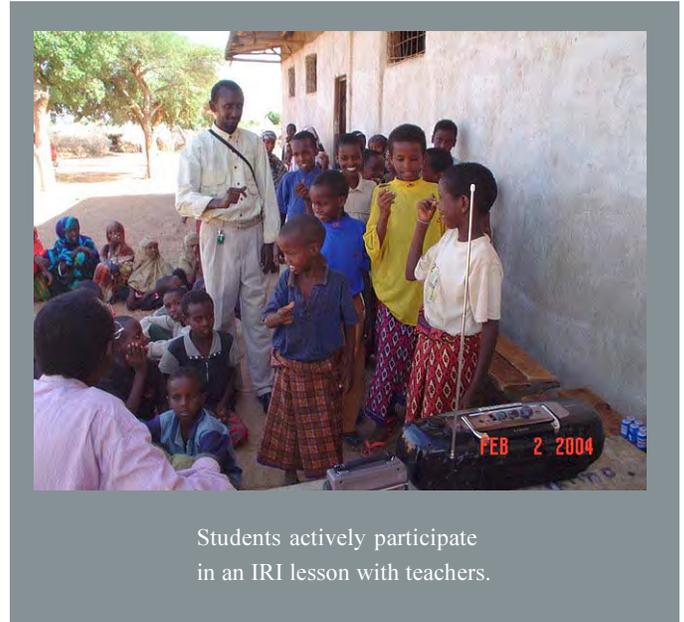
Conflict, drought, refugee movements, and neglect have contributed to widespread poverty in eastern Ethiopia and made the provision of basic services, including education, rare. Just eight percent of children attend formal schools, and few of them have instructional materials or well-trained teachers. Vast distances and poor infrastructure present major obstacles to improving the educational situation. The predominantly Somali population of the region is largely pastoralist, moving from time to time across the desert with their herds, and radio is a nearly omnipresent medium of communication among these communities.

The convergence of multiple challenges to education and the opportunity presented by extensive radio use gave birth to the Interactive Radio Instruction for Somalis (IRIS) program, funded by USAID/Ethiopia and developed by local Somalis with the collaboration of Education Development Center, Inc. (EDC). Thanks to the program, now part of a larger project called Focus, Somali children, parents and teachers in Ethiopia are engaged in learning via interactive radio instruction (IRI), a distance education model using radio programs to provide structured lessons for teachers and learners to follow.

After researching audience achievement levels and culture, selecting locations for IRI, training teachers to lead children through the lessons, and writing and producing 40 first-grade reading lessons, the program began thrice-weekly broadcasts of “Radio Mustaqbal” (Radio of Our Future) in January, 2003. The series now features 80 reading lessons and will soon include mathematics for first grade and a whole new series for second grade. Programs are recorded locally in Somali and incorporate Somali stories, music and poetry. Content related to conflict resolution and prevention, health, civics and coping with drought is woven into dramas within the programs.

In formal classrooms, non-formal basic education centers and Quranic schools, and even under trees, teachers and students have listened and learned through the use of poems, songs, games and activities led by lively characters including Fadumo, a caring teacher, and Samsam, an inquisitive girl. The lessons are designed to encourage listener responses to the radio characters as well as interaction between teacher and students and among the students. While the students learn from the programs, the teachers—or facilitators where

no teachers are available—also receive training in engaging, interactive teaching methodologies.



Students actively participate in an IRI lesson with teachers.

Since the start of the programs, attendance and time on task have increased markedly and parents actually come to school with their children. Teachers also report that they appreciate having an “assistant” teacher (the radio teacher) in the classroom and that they use many of the methodologies they learn through IRI in their regular classroom teaching.

The program will soon be expanded under a new initiative through USAID/REDSO entitled Enhancing Education in Schools through Interactive Radio Instruction for Somalis. This expansion activity will allow for shortwave broadcasting that will cover schools in parts of Somaliland, Somalia, Ethiopia and Djibouti where there are Somali speakers.

In these regions, various obstacles have long limited options for providing quality education. With the support of IRI, however, for a growing number of Somalis, overcoming many of the obstacles now begins with turning the switch on the radio.

> For more information, please contact Abdi Aden, CTO for the Focus project, at aaden@usaid.gov.

Distance Education

Peru: ICTs Enable Active Learning and Communities of Practice

In Peru's education system, which has relied primarily on teacher-centered instruction, schools are taking advantage of information and communication technologies (ICTs) to develop collaborative learning projects and establish virtual communities of practice among teachers. A USAID/Peru program, 'Strengthening Teaching Practices through Information and Communication Technologies' (CAPTIC), supports these efforts to learn and use technology in the service of instructional innovation. CAPTIC is implemented through dot-EDU, an initiative funded by USAID that seeks to improve education quality and access through the use of ICTs.

As part of this pilot program, teachers at sixteen rural primary schools and teacher education centers that participated in the Ministry of Education's Huascarán Project, receive instruction and on-going support in project-based pedagogy enhanced by the use of computers. Teachers learn to develop, together with their students, inquiry-based projects arising from students' natural curiosity, often use computers to help complete the projects, and post the results of the projects on the [CAPTIC website](#). The centers, located in three geographically distinct regions, address the specific needs of each locale, including linguistic differences, geographic distance, limited infrastructure, and insufficient computer skills. CAPTIC recognizes that regardless of the specific obstacles they face, participating teachers will need intensive support early in the process to begin to develop new habits using technology and collaborative, student-centered pedagogy.

Workshops introduce teachers to the technology and provide them with personalized technical guidance in application of the technology to create classroom-based collaborative projects that encourage students' active participation. On-line meetings with participating teachers and project staff also allow the teachers to share experiences, provide feedback on peer projects, and use each other as resources to resolve challenges that arise. In this way, communities of practice develop despite the distances between project sites. The teachers also received education about gender equity in relation to ICTs to help ensure a fair use of technology for all students.

CAPTIC strives to ensure that participants are not so taken with the new technologies available to them that they lose sight of the program's objectives. "What we need to

ensure is that the technology supports quality education," explains Project Director Sonia Arias, "and doesn't unwittingly replicate outdated models of learning."

So far, this dynamic program design has received positive feedback from participating teachers. While the teachers initially had a difficult time mastering the concept of project-based pedagogy, they are taking advantage of the technical support offered them in order to improve. Alipio Luis Carhuallanqui, for example, addressed fellow teachers about his reaction to the project during a recent online discussion, "I felt the desire and the motivation to communicate with you, to go online and read your comments. The comments felt alive and made me laugh and reflect...." The project web site exhibits further evidence of the active participation of teachers and students and provides links to collaborative projects developed for the group by individual participating schools.

> For more information, please contact Eurydice Rorick at erorick@usaid.gov.

> Please visit the [CAPTIC website](#).

Continued from p.1

through planning for the funding of low to moderate, but important, recurring program costs. Distance education programs taking these factors into account have lasted for decades, but continued study is needed, particularly on programs using newer technologies.

The growing investments in ICTs for distance education in the developing world reflect a desire to connect learners to information-based economies and to use the most appropriate available technologies to make their learning more effective. If those investments are wise, they can result in quality education for more learners and promote a more equitable global village.

> For more information, please contact Stephen Anzalone at sanzalone@edc.org.

¹ P. Murphy, S. Anzalone, A. Bosch, J. Moulton. "Enhancing Learning Opportunities in Africa: Distance Education and Information and Communication Technologies for Learning." World Bank, March 2002.

EQ Review is a free publication created by the [Educational Quality Improvement Program](#) (<http://www.EQUIP123.net>) and the [U.S. Agency for International Development \(USAID\)](#) under cooperative agreement # GDG-A-00-03-00006-00.

To contribute to *EQ Review* please contact:
Kim Bolyard, kbolyard@air.org, or John Hatch, jhatch@usaid.gov.



Annex III: *Journal of Education for International Development* Bookmark

[Attached.]

Journal of Education for Development Bookmark

Front:



Back:



Annex IV: *Journal of Education for International Development* Call for Papers

[Attached.]

Journal of Education for International Development

A Professional Open-Access Journal for Practitioners



The Journal of Education for International Development (JEID) is a new online journal with the goal of improving education policies and practices in developing countries to stimulate economic growth and poverty reduction.

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>>> www.EQUIP123.net/JEID <<<

We welcome different types of contributions including original research articles, program evaluations, summaries of research or reports, case studies, reviews of new tools and methodologies, policy analyses, and meta-analyses of data.

JEID is published by the Educational Quality Improvement Program (www.equip123.net) and supported by the Education Policy and Data Center (www.epdc.org) and the U.S. Agency for International Development (www.usaid.gov).



Annex V: *EQ Dispatch* for October 2004

[Attached.]

EQ Dispatch

Education Quality in the Developing World



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Recent EQUIP Publications & Media

- > [EQUIP1 Crisis/Transitional Education Project Profiles from Afghanistan, Burundi, Ethiopia, more..](#)
- > [EQUIP1 Briefs & Working Papers: School-based and Cluster Teacher Professional Development](#)
- > [EQUIP2 Leader Award Summary](#)
- > [EQUIP3 Monthly Monitor](#)



[EDIFAM's Awareness Campaign featuring 'Lola' from Plaza Sésame](#)

Recent Associate Awards

- > EQUIP1: [Yemen Education Program](#)
- > EQUIP2: Education for All in Honduras (description coming soon)
- > EQUIP3: [Literacy and Community Empowerment Program \(LCEP\) in Afghanistan](#)

Website Tip

The [EQUIP Topics Index](#) includes documents and reports from the IEQ and ABEL programs.

Oct./Nov. Events

Education in Islamic Countries: the Development Agenda

EQUIP Seminar, Hosted by EQUIP1
Tuesday, November 9, 12:30 - 2:00pm

[More Information](#)

4th Pan-African Reading for All Conference

Call for Proposals - DEADLINE: Oct. 31, 2004

[More Information](#)



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Annex VI: *EQ Dispatch* for December 2004

[Attached.]

EQ Dispatch

Education Quality in the Developing World



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December 2004



Djibouti girls in classroom

Recent EQUIP Publications

EQUIP1 AIDE-Djibouti

[Situation Analysis of Basic Education in Djibouti: Increasing Community Involvement \(PTAs\), Girls' Enrolments, and Non Formal Educational Opportunities](#)

EQUIP3 IDEJEN

[Haitian Out-of-School Livelihood Initiative Brochure](#)

New Associate Award Web site

EQUIP2

[Inside MIDEH \(Honduras Improving Student Achievement Project\)](#)



EQUIP Online Journal

The **Journal of Education for International Development (JEID)**, www.equip123.net/JEID/, is now accepting submissions and expects to publish its first issue by the spring of 2005. Please also consider adding the above link to this EQUIP supported publication on your web page to increase the likelihood that search engines will locate it.



Web Site Tip

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Annex VII: EQUIP Seminar Evaluation Results

Educational Quality Improvement Program Seminar Series 2004: Learning Outcomes in Quality Education

“Education in Islamic Countries: the Development Agenda”

Total = 15 forms were returned

1. Is the location adequate?

Agree (14)

No opinion

Disagree (1)

Evaluation comments for question #1:

Agree, but it was hard to hear the speakers;

Disagree: too small.

2. Is the time allocated for the event sufficient?

Agree (9)

No opinion

Disagree (6)

Evaluation comments for question #2:

Disagree: too short!

Disagree: more time needed.

Disagree: 2 hours

3. Was the topic interesting?

Agree (14)

No opinion

Disagree (1)

4. Was the topic properly presented?

Agree (10) in-between (1)

No opinion (1) in-between (1)

Disagree (2)

5. Did you feel that you could participate in the discussion?

Agree (8) in-between (1)

No opinion (4)

Disagree (2)

Evaluation comments for question #5:

Disagree: very limited time

Disagree: not enough time for Q & A

6. Was the information shared here useful enough to help you achieve your work objectives/will you put it to active use?

Agree (9) in-between (1) No opinion (3)

Disagree (2)

Evaluation Comments for question #6:

Agree: more useful with more time

Agree: a little

7. What did you find MOST valuable about the seminar?

Conversation of participants/presenters after the presentations.

The presentation.

Unity in the world.

Variety of discussion, academic work, practice, sense of humor.

Exchange of experiences among the audience and panelists.

Understanding what is being done. The call to work with Muslim moderates.

Case studies.

Dr. Bangura's presentation on the theme!

Very interesting speakers.

A couple of the questions, some of the presentation.

Conversation following the presentations.

The range.

8. What did you find LEAST valuable about the seminar?

Needed more focus in the presentations.

Somewhat superficial treatment of issues.

Long litany of educational theorists. General answers to specific questions (not enough moderation)

All good input to the issues at hand.

Limited time for discussion.

This one was not clearly enough defined, not actively enough moderated. The first speaker went on too long. The second speaker gave a laundry list of ECA programs.

Dr. Bangura

Additional suggestions:

Make available writing/articles by presenters. The three questions posed in the agenda were perhaps not the most salient/generative.

Very interesting topic. A little more time for discussion would have been good.

Keep it up.

Look at EQUIP3: how has it supported youth to prevent conflict?

Allow more time so that the people in the audience could be introduced/identified.

More time for audience participation!

Title says "Agenda for Development." Agenda suggests priorities and focus. This session was unfocused.

Focus the topic more.

Annex VIII: Pilot Study on Cluster Schools Quarterly Report

Academy for Educational Development
Quarterly Report October 2004 – December 2004
Pilot Study of Teacher Professional Development Programs

Initial planning for the field study was carried out by the Research Division of the National Institute for Education Development (NIED) during this quarter. NIED will conduct the field work and gather the information from teachers, school principals, district officers and ministry officials. The study design is qualitative, with some quantitative school-and community–level data integrated into the analysis.

The study focuses on the present trend to decentralize/localize professional development programs at the school and cluster levels and includes a new look at more centralized approaches to teacher professional development. The field study will focus on the following areas:

- Effectiveness of programs in enhancing teachers' knowledge, changing teaching approaches, and improving student learning;
- Effects of programs on the wider but critical issues of school climate, school leadership approaches, and school-community relationships;
- Strategies for the organization of inservice programs in relation to school and teacher needs and local circumstances;
- Costs of programs in relation to effectiveness; and
- Sustainability of programs in the absence of outside support.

During the next quarter, project director Elizabeth Leu will travel to Namibia (Windhoek and Okahandja) to work with the research team at NIED.

Annex IX: Pilot Study on Educational Quality in a Transitional Education Program for Out-of-School Girls in India Quarterly Report

World Education
Quarterly Report October 2004—December 2004
Pilot Study on Educational Quality in a Transitional Educational Program for Out-of-School Girls in India

Submitted to the American Institutes for Research
January 29, 2005

During the months of October, November and December, 2004, World Education and Care, a local Indian NGO, have intensified the discussions on the inter-linkages between the program implementation process and the pilot study on educational quality in the transitional educational program for out-of-school girls in Kuchinerla, Mahbubnagar District, Andhra Pradesh. World Education also finalized and tested the instruments designed to measure program quality and trained staff to apply the instruments created and to conduct in-depth interviews with teachers. As a result, World Education accomplished the following during the last quarter of 2004:

- Data-collection for phase one of the pilot study by applying the following instruments: Classroom Observation Checklist, Teachers In-Depth Interview and Background Information of Girls (BIG) Survey.
- Data gathering of information collected by teachers, the National Institute of Nutrition (NIN) and a physician in the beginning of the school year (girls' grades, NIN nutritional records and girls' medical records, respectively).

The baseline data collected through the Classroom Observation Checklist, the Teachers In-Depth Interview and the Background Information of Girls (BIG) survey during the last quarter is being transcribed (when appropriate) and then translated into English for analysis. The data collected by NIN is being analyzed to provide World Education and India staff a baseline report of the overall nutritional conditions of the girls attending the Kuchinerla School. Similarly, WE is creating a database to record girls' academic progress over time and their overall health status when they first entered the school. Baseline results will later be compared to data collected at the end of the transitional program to measure change in outcomes after WE and Care interventions.

Annex X: Pilot Study on Quality of Educational Issues in Islamic Schools in Nigeria and Ethiopia Quarterly Report

Quarterly Report, October 2004 – December 2004

EDC

EQUIP1

EDC continued its participation in the Cross-National Synthesis of Educational Quality. The goals of the synthesis, to further our understanding of aspects of quality in education and the factors that contribute to it, will be realized through a set of individual studies.

As its contribution to this Cross-National Synthesis, EDC is studying quality of education issues in Islamic schools in Nigeria and Ethiopia where EDC has or has had projects that work with Islamic schools through USAID funding. In Nigeria, EDC implemented the Literacy Enhancement Assistance Project (LEAP) from Sept. 2001 – Sept. 2004. In Ethiopia, EDC implemented the IRIS (Interactive Radio Instruction for Somalis) project and is currently working on the FOCUS project with Save the Children. During the October to December period, EDC further analyzed existing data and established plans for the collection of additional data in the upcoming quarter.

During its implementation period, the LEAP program visited a sampling of schools five times to observe classes and interview teachers and head teachers. This quarter, EDC disaggregated the data collected during those visits by type of school, Islamic or other. An analysis of the resulting data revealed interesting trends, particularly in teacher practice. The scores of the Islamic school teachers in achieving target practices are roughly equivalent to those of other teachers during the first two visits. However, during the last three visits, the scores of Islamic school teachers are lower than those of their counterparts in other schools. EDC began to investigate a number of possible explanations for this reduced score among Islamic school teachers. We have also designed and/or revised some instruments for further data collection.

EDC continues to develop its research in light of this finding. Some instruments will continue to undergo revisions this quarter, new ones will be developed if necessary, and additional review of project documents will take place. Two EDC researchers will travel to Nigeria from February 20 through March 5 in order to collect additional data. EDC also continues to prepare for data collection in Ethiopia, which will take place during the April-June quarter.

Annex XI: Quality of Education Literature Review

**The Central Role of Teachers, Schools, and
Communities in Quality of Education:
A Review of the Literature**

**Elizabeth Leu
Academy for Educational Development**

December 2004

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8. Teacher quality
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 - 8.2 Teachers as the key factor in education quality
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9. Teaching approaches, curriculum, and quality
10. Gender and quality
11. Conclusions

Bibliography

1. Introduction

Over the last few decades a vast literature has appeared on quality of education, examining factors that help improve education and proposing different ways to promote better learning in schools. This paper reviews a selection of the literature that focuses on the central role of teachers, schools, communities, and process at the local level in creating quality of education in less-developed countries. The first section probes the complexity surrounding the notion of “quality” in education and reviews multiple perspectives on and definitions of education quality. Since the most readily available literature comes from Western sources, the perspectives of less-developed countries on quality of education are not prominent here. A companion paper, reviewing the literature on quality written by researchers and education professionals in less-developed countries, will be written in the near future.

2. An outline of recent trends

Three recent trends form the backdrop for this literature review. The first, a persistent tug between quality and quantity for the attention of policymakers, explains why quality is currently such a pressing issue. The two other trends—decentralizing authority and responsibility to the school and community levels, and recognizing the key role of teachers in promoting the quality of student learning—encompass two present areas of focus for improving quality.

Quantity and quality of education now vie for policy attention and resources as never before (UNESCO 2004, p. 115). While less-developed countries have pursued the goal of universal primary education (UPE) for decades, these efforts have been renewed in recent years through the U.N.–sponsored Education for All (EFA) initiative and the goals set at the EFA 1990 and 2000 conferences (UNESCO 1999, 2004). At the 1990 EFA conference in Jomtien, Thailand, representatives of 130 nations famously set the goals of worldwide literacy and an 85% participation rate in primary education by the year 2000 (UNESCO 1994). Although the Jomtien Declaration did not ignore quality, increasing the quantity of education was the priority at that time. Following Jomtien, most developing countries adopted policies promoting rapid expansion of basic education as urgent. Enormous growth in primary school enrollment took place, although all countries had fallen short of the Jomtien goals by the end of the 1990s. While progress in expanding the quantity of education is admirable, this success has been diminished by decreasing, in some cases plummeting, quality of education as enrollments grow well beyond the capacity and resources of national systems (ADEA 2004; Alvarez et al. 2003; Oxfam International 1999; USAID 1998, 2002; UNESCO 1999, 2004; World Bank 1995a, 1995b; UNESCO 2004, p. 15).

Extensive quantitative and qualitative assessments of progress in 180 countries toward EFA goals preceded the second EFA conference, held in 2000 in Dakar, Senegal (UNESCO 1999, p. 6). The Dakar Declaration EFA 2000 adopted six goals, in which quality was now a priority. Outlining elements of the quality agenda that would be adopted by many countries, the Dakar Framework for Action states:

evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes . . . recent assessments of learning achievement in some countries have shown that a sizeable percentage of children is acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly defined, well-taught or accurately assessed. (Objective number 6, Dakar Framework for Action, quoted in ADEA 2004, p. 11)

The growing emphasis on the need for quality to accompany the expansion of education, however, remains stubbornly secondary to the persistent drive for quantity of education. Countries' policies to increase gross enrollment rates as rapidly as possible have been prompted by many factors, including the 2000 United Nations Millennium Declaration, which calls for universal primary education in all countries by 2015, with no mention of quality concerns (UNESCO 2003; UNESCO 2004, p. 28). More recent initiatives, such as the World Bank's Fast Track Initiative and USAID's Millennium Challenge Account, make quality a priority concern while keeping a strong emphasis on the continued rapid growth of enrollments. The tension between quantity and quality has characterized education in most developing countries over the last two decades, although the quality issue is now becoming so severe that it is described not as a choice but as an "imperative," borrowing from the title of the recently published *EFA Global Monitoring Report 2005: Education for All—The Quality Imperative* (UNESCO 2004).

Decentralization is another important policy trend over the last ten years that has greatly affected quality of education. Decentralizing authority and responsibility to more local levels in education and other sectors accompanies a general trend toward democratization and strengthening of civil society. In education, decentralization has had a significant impact by empowering communities to take increased responsibility for schools and empowering teachers and school leaders to take greater control of their practice and responsibility for their professional development (Ginsburg and Schubert 2001, pp. 17–20; Miller-Grandvaux et al. 2002, pp. 9–10; Muskin 1999; Muskin and Aregay 1999; Nielsen and Cummings 1997; Shaeffer 1999; Wolf et al. 1999).

Teachers and classroom process are now front and center, and they are generally agreed to be key to education quality. Although the observation that quality of students' learning occurs mainly as a result of interaction with teachers and processes that take place in classrooms seems to be a commonsense formulation, it has not received the attention from policymakers that it deserves until recently (ADEA 2004; Anderson 2002; Boyle et al. 2003; Lewin and Stuart 2003; USAID 2002; Verspoor 2004). Although the new UNESCO report repeatedly emphasizes that teachers have the strongest influence on learning and on a wide variety of other quality factors within schools (UNESCO 2004, pp. 18, 161–168), the tension between quantity and quality raises its head immediately when we talk about policies to improve teacher quality. Dembele makes the following observation in a recent article outlining the scope of the problem:

Sub-Saharan African (SSA) countries are currently confronted with a formidable challenge: how to expand the size of their teaching force while improving its quality. In order to achieve universal primary education, SSA will need to recruit 1,361,000 new teachers between 2000 and 2015. . . . The critical issue is how to ensure that the supply is

of the quality desired. This, in turn, raises important issues of professional preparation of teachers. Furthermore, given calls for pedagogical renewal, the 2,491,000 practicing teachers will need to be provided with professional opportunities. (Dembele 2004, p. 15)

3. Perspectives on quality

Despite the prominence of “quality” as the motivating factor for education planning, reform, and practice throughout the world, there is little agreement about the meanings and implications of the term. In a large swath of the literature, the term *quality* is used in a detached way, assuming unanimity on what the term means and the desirability of the various educational aims and approaches promoted under the banner of quality without explicitly defining what it means. Whether quality is dealt with explicitly or not, however, the argument can be made that education systems are always structured around a vision of quality. Harvey (1995) underlines this point and describes five alternative conceptions of education quality:

- (1) Education quality as *exceptionality*: excellence is the vision that drives education, quality is education that is exemplary, schools should maximize the pursuit of the highest potential in individual students.
- (2) Education quality as *consistency*: equality is the vision that drives education, quality requires equitable experiences, schools and classrooms should provide students with consistent experiences across the system.
- (3) Education quality as *fitness-for-purpose*: refinement and perfection in specific subject areas is the vision that shapes the system, quality is seen as preparing students for specific roles, instructional specialization is emphasized.
- (4) Education quality as *value for money*: education reflects reasonable correspondence to the individual and societal investments it entails, quality is interpreted as the extent to which the system delivers value for money.
- (5) Education quality as *transformative potential*: social or personal change is the vision that drives education, quality education is a catalyst for positive changes in individuals and society, education promotes social change (Kubow and Fossum 2003, pp. 125–126).

Each of these conceptions of education quality has a distinct rationale and represents a plausible justification for educational change. They are not mutually exclusive; an education system can encompass several or all of these visions of quality, although they implicitly compete with each other for prominence. Although rarely the topic of public policy debate, the five visions compete for emphasis and budget within education ministries. Donor support for education is often tied to the implementation of programs allied with one vision or another. Widespread support for educational improvement, therefore, does not ensure agreement about the desirability of various structures and practices or about the focus and direction that educational change should take (Kubow and Fossum 2003, pp. 125–134).

Harvey’s five conceptions of quality are all based on particular visions of society or a notion of the way the education system can contribute to social goals. Harvey’s delineation of social goals and quality is not far removed from different visions of quality in terms of learning. For example, Habermas, whose work provides the basis for much of present thinking about curriculum,

outlined three ways in which humans know and construe the world: technical, practical (learners using and constructing knowledge for the analysis of their world), and emancipatory (Habermas 1972). Applying this to education, different visions of quality might value very different purposes: (i) empirical knowledge, facts, causal explanations; (ii) interpretation, understanding, constructing new meanings, situational knowledge; and (iii) critical reflection, knowledge, and thought that lead to action and create a strong relationship to oneself and one's social world (Hopkins 2001, pp. 21–25). Although, in practice, they are not mutually exclusive, each of these orientations to knowledge represents a different idea of quality of learning.

Using a similar analytical framework in a paper developed under the USAID-funded Improving Educational Quality (IEQ) Project, Ginsburg and Schubert outline approaches to inquiry about education quality that derive from the empiricist/positivist and the interpretivist/constructivist conceptions of knowledge (Ginsburg and Schubert 2001, pp. 8–9). The paper emphasizes sets of choices confronted by those involved in efforts to improve education quality in less-developed countries that include, for example: (i) definitions of education quality, (ii) sources of knowledge to use, (iii) paradigms and approaches to use in undertaking research, and (iv) levels of the system on which research and activity should focus (Ginsburg and Schubert 2001, p. 21). The IEQ Project approached defining educational quality through activities “designed to promote dialogue about [the meaning of] educational quality in different social and economic contexts,” while suggesting that quality can also be approached in a more structured way by focusing on inputs, processes, content, outputs, and outcomes (Ginsburg and Schubert 2001, pp. 4–5).

Perspectives on education quality from the vantage points of five academic disciplines make up a thematic series of papers published in two recent issues of *Educational Researcher* (Leonardo 2004a). The papers all emphasize the relationship, or potential relationship, between education quality and social justice.

- *Historians* Kantor and Lowe conclude that despite changing and shifting definitions of quality education, throughout history education has consistently favored the children of elites. They conclude that an important disciplinary lesson of history is that before access to quality education can be realized in the present, the basic condition of inequality must be confronted (Kantor and Lowe 2004).
- *Political scientist* Orr writes that recent articles on education in political science journals have been concerned with the distribution of power in decision-making processes, the organization of educational governance, and the outcomes of education policy decisions. Orr concludes that education has differential outcomes depending on one's access to power since quality education is a matter of institutional conditions that either promote or stifle a group's ability to exert its power over the direction of education (Orr 2004).
- *Anthropologist* Gonzalez writes that her discipline has the ability to “complexify” the conversation on education quality, something needed, she claims, because of the multidisciplinary and multifaceted nature of quality (Gonzalez 2004).
- *Philosopher* Burbules writes that in his discipline education quality is viewed through teleological lenses that provide different perspectives on the ultimate ends of education. Teleological goals, whether “strong” or “weak,” justify specific purposes of knowledge and learning. Burbules claims that dialogue on quality of education when guided by these purposes or norms tends to disguise imposition as consensus. On the other hand, anti-

teleological goals, such as the postmodern and multicultural varieties, do not specify ends and emphasize the continuous interrogation of value systems (Burbules 2004).

- *Educator and critical social theorist* Leonardo argues that learning experiences are of good quality if students gain the intellectual capacity to understand social oppression and inequality. Critical social theory, so the argument goes, provides the analytical tools for this understanding and guides students in ways to counteract the effects of inequalities (Leonardo 2004b).

From the perspective of various international organizations, two key elements tend to characterize approaches to education quality. The UNESCO *EFA Global Monitoring Report 2005: Education for All—The Quality Imperative* identifies the two as cognitive and creative/emotional development. The first key element, cognitive development, is a major explicit objective of virtually all education systems, and the degree to which systems actually achieve this is a major indicator of their quality. However, the report provides the caveat that, “while this indicator can be measured relatively easily . . . it is much more difficult to determine how to improve the results” (UNESCO 2004, p. 29). The second key element of quality is learners’ creative and emotional development, learning to support the objectives of peace, citizenship, and security and to promote equality. The report states that this element of quality is defined in diverse ways around the world and, compared with cognitive development, is much more difficult to define and assess (UNESCO 2004, p. 29).

The UNESCO report points out that “agreement about the objectives and aims of education will frame any discussion of quality and that such agreement embodies moral, political, and epistemological issues that are frequently invisible or ignored” (UNESCO 2004, p. 37). The report further emphasizes that different notions of quality are associated with different education traditions and approaches. For example:

- The humanist approach, one of the precursors of constructivism, focuses on learners constructing their own meanings and integrating theory and practice as a basis for social action. Quality within this tradition is interpreted as the extent to which learners translate learning into social action.
- The behaviorist approach, heading in another direction, assumes that students must be led and their behavior controlled to specific ends, with quality measured in precise, incremental learning terms.
- Critical approaches, on the other hand, focus on inequality in access to and outcomes of education and on education’s role in legitimizing and reproducing existing social structures. Quality education within this tradition is seen as prompting social change, encouraging critical analysis of social power relations, and ensuring that learners participate actively in the design of their learning experience.
- Indigenous approaches to quality reject mainstream education imported from the centers of power, assure relevance to local content, and include the knowledge of the whole community (UNESCO 2004, pp. 32–35).

The UNESCO report uses a framework for understanding, monitoring, and improving education quality that identifies five dimensions associated with quality. The framework provides a means for organizing and understanding the different variables of education quality, and its view of

education quality encompasses access, teaching and learning processes, and outcomes influenced by the context and inputs available:

- Learner characteristics affect quality and include aptitude, school readiness, and perseverance.
- Context, which significantly affects quality, includes socioeconomic and cultural conditions, labor market factors, public resources for education, the philosophical perspectives of teacher and learner, parental support, and time available for schooling and homework.
- Enabling inputs are critical to quality and include teaching and learning materials, physical infrastructure, human resources, especially teachers, but also principals, supervisors, and school governance.
- Teaching and learning approaches are central to quality. They include learning time, teaching methods, assessment, feedback, incentives, and class size.
- Outcomes, which signal overall quality, include literacy, numeracy, and life skills; creative and emotional skills, values, and social benefits (UNESCO 2004, pp. 35–37).

Given the multiple perspectives on the notion of education quality, Adams, in a paper written as part of the IEQ Project, poses a comprehensive and challenging list of questions that provide an excellent framework for examining and understanding the complex meanings of quality. While not a perspective per se, the list includes questions that probe issues of politics and power in relation to differing conceptions of educational quality:

- What knowledge bases or theories can be of assistance in trying to define quality: social theories, learning theories, instructional theories, effective schools research, education production-function studies?
- Do various educational theories and paradigms generate different definitions?
- What is the relationship of politics and power to conceptualizations of educational quality? That is, it may be important to ask: quality for whom or quality according to whom?
- Who decides on the operational definitions of quality?
- Are there differences in definitions given by those at the “top,” e.g., central ministries or national policy groups, and those at the “bottom,” e.g., community leaders or teachers?
- To what extent can generalizations be made across nations, communities, schools, or even classrooms?
- When do tensions exist between the educational interests of the state and those of communities, families, and individuals?
- If different clientele have different definitions, how can policies be developed that address contradictions?
- In attempts to design better educational systems, how are size, selectivity, and diversity of student population related to quality?
- Do policies of equity and universal education lead to lower quality? If so, is this acceptable to the society as a whole, to the power elite? (Adams 1993, pp. 2–3)

4. Localizing the definition of education quality

The discussion so far has stressed general perspectives and trends in thinking about education quality. This section of the paper discusses the local nature of quality as a concept-in-use, reflecting the argument that quality is inextricably bound to context and emphasizing new trends toward decentralization. By stepping into this thicket, we may have reached the point at which pursuing more precise definitions of quality may be hazardous. Fenstermacher and Richardson, in writing about perspectives on education quality, remind us that the hero of Robert Pirsig's *Zen and the Art of Motorcycle Maintenance* is driven insane as a consequence of pursuing the meaning of quality (Fenstermacher and Richardson 2000, p.2).

As part of a series of studies on education quality carried out under the IEQ Project, Adams identifies multiple definitions of quality as a concept-in-use and concludes the following:

- Quality has multiple meanings.
- Quality may reflect individual values and interpretations.
- Quality is often multidimensional; it may subsume equity and efficiency concerns.
- Quality is dynamic; it changes over time and by context.
- Quality may be assessed by either quantitative or qualitative measures.
- Goals of quality may conflict with efficiency, equity, or other goals.
- Quality is grounded in values, cultures, and traditions: it may be specific to a given nation, province, community, school, parent, or individual student.
- Different stakeholder groups often have different definitions of quality; thus “winners” and “losers” may be associated with any particular definition (Adams 1993, pp. 12–13).

Although the above may suggest that the notion of quality is almost too complex to work with in a meaningful way, Adams also presents a more optimistic list of the characteristics of education quality, still avoiding general definition:

- Quality is definable in context.
- Under some assumptions quality can be measured “objectively.”
- Quality often supplements, complements, or is integrated into interpretations of efficiency and equity.
- Quality is not necessarily associated with high costs.
- Given similar missions and goals and comparable contexts, educational quality can be evaluated across educational settings.
- Even if there is lack of agreement on what quality is, there often is agreement that it is a goal (Adams 1993, p. 13).

The message here, and in much of the more recent literature on education quality, is that quality must be *locally defined*, at the school and community levels, not only at the district and national levels. Although there is agreement on general principles, it is unlikely that there is a universal definition of education quality waiting to be discovered, nor is there a uniform checklist of quality factors against which all education systems can or should be measured.

In the ultimate “local” definition of quality, Green wrote provocatively that quality education is simply “the education that the rich provide for their sons” (Green 1980, p. 120). This idea, in

fact, is not at all simple and it accords with the critical perspective that identifies the main function of education as an instrument to reproduce current class structure, a deliberate gatekeeper promoting elite, primarily male, privilege (Apple 1978, 1995, 1996; Carnoy 1974; Kubow and Fossum 2003, pp. 68-71; Nielsen and Cummings 1997).

The logical consequence of defining quality locally is not some kind of educational anarchy or fragmentation, with each school or community a law unto itself. District and national coordination of goals is necessary in any education system. The implication of the above is that, although agreement on the precise details of quality will never be found, policy dialogue on education quality issues is important at the local level to make schools more compelling to parents and children and to inform policy development at the national level (Adams et al. 1993; Cummings 1997; Dalin 1994; Nielsen 1997; Nielsen and Beykont 1997; Nielsen and Cummings 1997; Prouty and Tegegn 2000; Schwille et al. 1992; Tatto 1997; Williams 1997).

Recent trends have brought the discussion of education quality closer to the local level, emphasizing the role of schools, teachers, school leadership, community members, and students in creating quality. The literature suggests that schools and teachers, supported by a strong system of supervision, flexible policies, efficient administration, and community involvement, should be emphasized in policies and programs intended to help improve education quality. The next sections of the literature review trace and discuss these trends.

5. Quality at the school, classroom, and community level

The increasing emphasis on quality at the local level was traced in an article by Muskin (1999) that gives an overview of three conceptual focal points on quality of education. The first two have been prominent for decades. The third, which locates the engine for quality in the school and community, emerged in the 1990s and is now prominent in the literature. The three points are:

- (1) One way of looking at quality, prevalent in both the research literature and reports of program implementation, concerns the relationship between different “inputs” and a measure of student performance, or “output.” The outputs are usually students’ results on achievement tests, assessments, or end-of-cycle examinations. The inputs include a wide variety of factors: infrastructure and resources, quality of school environment, textbooks, teacher preparation, teacher salaries, supervision, attitudes and incentives, school climate, curriculum, students’ physical well-being, and family and socioeconomic context. This approach attempts to identify the inputs most highly associated with desired quality outputs, but it is relatively silent on the use of inputs, or process, at the school, classroom, and community level. The results are meant to help guide planners in allocating resources to support increased educational quality (Fuller 1986; Lockheed and Verspoor 1991; Muskin 1999).
- (2) Another way of looking at quality involves measuring the efficiency of the system. Educational efficiency is measured internally by the rates of completion, dropout, and repetition. Efficiency is also measured externally by looking at the outcomes of education or

the productivity of school leavers. This is measured according to, for example, wages or agricultural yields associated with an individual's or a community's level of schooling. This literature has a long history, primarily in educational economics, and often concentrates on quantity of education as a proxy for quality. Studies of efficiency provide necessary information for planners, but this approach has relatively little explanatory power about school quality without an accompanying analysis of the dynamics among the myriad school process factors that lead to students staying in school and learning something valuable while there (Cobbe 1990; Lockheed and Hannushek 1988; Lockheed and Komenan 1989; Muskin 1999; Windham 1986).

- (3) A more recently developed way of looking at quality focuses on the content, context, and relevance of the education provided. Although in some ways overlapping with the first area above, this approach to quality focuses on process within the school and classroom and relationships between the school and the surrounding community. Greater attention is given to the ways in which inputs interact at the school level to produce quality, defined as the elements of knowledge and character that a society values in young people. This approach more readily encompasses non-formal and alternative forms of schooling (for example, community schools or literacy programs) and programs for out-of-school youth, with purposes that may diverge from the customary educational aims of formal schooling and modern sector employment. This focal point is particularly important because it includes both school- and community-based participation in decision making about education, interactions within schools and classrooms, and issues of relevance (Carnoy and de Moura Castro 1995; Carron and Chau 1996; Craig 1995; Muskin 1999; Muskin and Aregay 1999; Prouty and Tegegn 2000; UNICEF 2000; World Bank 1994).

In describing the increasing interest in quality at the school and community level, Adams traces shifting points of focus over the years that follow the same pattern as the three points outlined above (Adams et al. 1995). Adams states that educational quality was once defined almost exclusively in terms of student achievement and the “manipulable” school inputs that can influence student output or achievement. An increasing emphasis on in-school factors, he says, has shifted the focus to the complex combinations of inputs, processes, and outputs associated with improved patterns of learning. The issue of *process* at the classroom and school level has become increasingly the center of attention in terms of achieving quality.

The concept of quality as defined locally usually contains both descriptive and normative characteristics. From a descriptive point of view, quality may be viewed as an attribute of a single school, i.e., one school has furniture in all classes, or most of the teachers in another school have diplomas. From a normative point of view, quality also may refer to the status or degree of worth of a school in relation to other schools, i.e., one school is better than another because it has higher scores on the leaving examination, or one school is the best in the district because it retains the most girls. Most discussions of educational reform and innovation at a national level will also assume both a descriptive and normative use of the term.

Quality is often defined as effectiveness, the degree to which objectives are met or desired levels of accomplishment are achieved. Higher quality thus typically means an increase in effectiveness, as locally defined. According to Easton, on the one hand, quality is defined as the

embodiment or approximation of characteristics accepted in a particular society as proof of excellence. Thus, if all teachers in a school have diplomas in a culture that values credentials, the group will be considered a high-quality staff. On the other hand, quality can be defined as the proven ability to produce results. Thus, if the examination results are high in a particular school where outcomes matter, that school will be considered high quality regardless of the academic qualifications of its staff (Easton, quoted in Burchfield 1991, p. 9).

Staff quality and students' academic results are always important, but a more complex understanding of quality includes an evaluation of the personal characteristics of teachers and students, not just qualifications or academic success. In this view, quality is influenced by local physical conditions and circumstances, but it also entails feelings, attitudes, values, and behavior appropriate within the local context. It is more, therefore, than the sum of objective indicators such as test scores or teacher qualifications (Schwille et al. 1992).

Shaeffer emphasizes that planners and managers will need to concern themselves with larger issues than the narrow focus on inputs and outputs in formal education systems. He notes the importance of incorporating lessons from a school's surrounding cultural environment as well as linking with non-formal education programs.

They [planners and managers] will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children both before school entry and outside of the classroom, and ways to develop more literate and supportive environments in the family and the community surrounding the school. Thus, for example, they will need to link more closely the educational activities of the school with the more non-formal, frequently more innovative and non-governmental education programs often available for mothers, out-of-school youth, and adult learners. (Shaeffer 1992, p. 2)

A study of the USAID-funded BESO Community Schools Activities Program (CSAP), in Ethiopia, offers an example of changing community attitudes toward and involvement in creating quality.

Evidence indicates that CSAP schools have made a conceptual leap in their understanding of what contributes to improved quality. Although CSAP schools still maintained the common perception that a "better performing school" is determined by improvements in the physical plant or increased enrollments, school committee members' thinking had evolved to include changes like improved teacher skills, improved relationships and emotional climate between teachers and students and students with students, and increases in study time for students through decreased workload and formation of student study groups. (Prouty and Tegegn 2000, p. 6)

6. Decentralization and education quality

The emerging importance of the local level as the focus for education quality is closely related to simultaneous trends toward decentralization of decision making in education to the local level,

including increased community involvement in school financial, curriculum, and personnel decisions. Decentralization has been a response to growing democracy in many countries and the strengthening of civil society; in the education sector it is a response to the relative ineffectiveness of top-down policies and centralized attempts at “expert-driven” educational reform.

For at least a decade, the trend has been away from reliance on detailed educational plans and mandates from the center. As an alternative, the center’s (central ministries or district offices, for example) role shifts to one of providing technical assistance, support, and a flexible policy and management environment for schools. This is described in the 1995 World Bank review of education:

Most education systems are directly managed by central or state governments . . . this central management, extending even to instructional inputs and the classroom environment, allows little room for the flexibility that leads to effective learning. The main ways in which governments can help improve the quality of education are setting standards, supporting inputs known to improve achievement, adopting flexible strategies for the acquisition and use of inputs, and monitoring performance. Generally, however, these steps are not taken because of the weight of existing education spending and management practices and the vested interests associated with them. (World Bank 1995b, p. 4)

The changed role of central institutions is associated with a reconceptualization of the process of planning educational change. According to Adams et al., there is an emerging view among educators that requires adding texturing to “technicist” approaches to change that emphasize traditional linear planning sequences (i.e., goal setting—needs assessment—program specification—target identification—evaluation). This view requires redefining the process of initiating and sustaining educational change as an iterative, participatory process that involves (and preferably begins with) critique, evaluation, analysis, and feedback *at the school and local levels*. The importance of this cannot be overemphasized since reform that a community helps to define and manage for itself is always more effective than reform that is imposed from outside. According to this approach, educational planning, or, more specifically, the planning of educational change (and improving quality), overlaps conceptually and operationally with notions of decentralized, school- and community-level empowerment (Adams et al. 1995).

Decentralization is not an uncontested area. It is promoted as being the only way to promote relevant change and democratic decision making at the local level and in schools. Ginsburg and Schubert, however, reviewing differing points of view on decentralization, point out that critics of decentralization argue that:

decentralization initiatives tend to enhance centralized social and political control, pass the burden of educational reform to the local level without insuring decentralization in the context of globalization, suggesting that the key issues are who can and does participate in decisions about research, policy, and practice; who exercises more or less power in such decisions; and in whose interests power is exercised. (Ginsburg and Schubert 2001, p. 33)

While decentralized control and community empowerment have undoubtedly contributed to improved quality of education, the picture is not unclouded. In addition to the Ginsburg and Schubert's points above, there are other areas of concern. First, decentralization has the potential to increase gaps between socio-economically different groups since the knowledge, experience, capacity, and access to resources of communities differ (Bray 1999). Second, communities' views of quality education may run counter to present government policies. For example, communities may favor practices that government policy defines as negative, such as rote learning or corporal punishment of students (Sayed 2001). Third, communities have been known to exploit teachers over whom they have newfound influence, for example, by demanding services to the community that are outside of the reasonable duties of the teacher. Likewise, communities may treat teachers unfairly if they are from a distant part of the country or from different religious or ethnic groups.

7. Effectiveness, improvement, and process in teaching and learning

Although the determinants of quality encompass myriad interwoven factors that are mutually supporting and dependent on context, most of the recent literature on education quality focuses directly on the school and investigates the complex interactions and *processes* that take place there.¹

Some of the most influential work in this area in recent years, in both industrialized and less-developed countries, is based on the school effectiveness and the school improvement literatures—effectiveness and improvement acting as proxies for quality. Often used interchangeably, the two literature strains are technically distinct, the first focusing on research and the second on strategies to improve schools. They can be described as follows:

The signal contribution of the school effectiveness research has been to identify and describe the characteristics of [effective schools]. It is the responsibility of authentic school improvement to devise the strategies that can help the ineffective schools become less so, and the effective schools more so. (Hopkins 2001, p. 51)

Within this literature, schools deemed to be “effective” are identified through a range of student outcome factors (participation, academic achievement, social skills, economic success), academic achievement being prominent. According to one wry interpretation, effective schools and classrooms are those “whose pupils progress further than might be expected from considerations of intake” (Mortimore 1991, p. 216). The lists vary, generally the schools identified as effective have been shown to have many of the following characteristics:

¹ Examples of this literature include the following: Bah-Diallo 1997; Ball 1998; Boyle et al. 2003; Chung 1992; Cochran-Smith and Fries 2001; Craig et al. 1998; Dalin 1994; Darling-Hammond 1994; Darling-Hammond and Cobb 1995; Darling-Hammond and McLaughlin 1995; Farrell 1989; Fuller et al. 1999; Fuller and Clarke 1994; Haddad et al. 1990; Heneveld 1994; Heneveld and Craig 1996; Hopkins 2001; Lewin and Stuart 2003; Lieberman 1995; Nielsen and Cummings 1997; Riddell 1997; Sugrue and Day 2002; Sunal 1998; Tatto 2000; Uganda Government 1999; UNESCO 1996; UNESCO 2004; Weis 1982; World Bank 1995b.

- Shared leadership (firm and purposeful, participative, headed by a leading professional)
- Shared vision and goals (unity of purpose, consistency of practice, collegiality and collaboration)
- A learning environment (an orderly atmosphere, an attractive working environment)
- Concentration on teaching and learning (maximization of learning time, academic emphasis, focus on achievement)
- High expectations (high expectations of all students, communicating expectations, providing intellectual challenge and support)
- Positive reinforcement (clear and fair discipline, feedback)
- Monitored progress (monitoring pupil performance, evaluating school performance)
- Pupil rights and responsibilities (raising pupil self-esteem, positions of responsibility, control of work)
- Purposeful teaching (efficient organization, clarity of purpose, structured lessons, adaptive practice)
- A learning organization (school-based staff development)
- Home-school partnership (parental involvement) (Berliner and Kasanova 1989; Blum 1990; Carasco et al. 1996; Chung 1992; Craig et al. 1998; Heneveld and Craig 1996; Hopkins 2001, p. 45; Levine 1991; Purkey and Smith 1983; Sammons et al. 1995; Shann 1990; UNESCO 2004, pp. 65–68)

The school effectiveness research has guided a great deal of work in less-developed countries in the last decade. For example, a comprehensive study of 26 World Bank–funded projects in Sub-Saharan Africa designed to improve the quality of primary education compared these projects to factors identified in the school effectiveness and school improvement literature. The factors identified in the literature are: (i) community support; (ii) teacher supervision; (iii) textbooks and materials; (iv) facilities; (v) school leadership; (vi) flexibility and autonomy; (vii) student assessments and examinations; (viii) school climate; and (ix) teaching/learning processes (Heneveld and Craig 1996).

The study of 26 projects offers two conclusions. First, the project designs under study addressed many inputs that are known to affect educational outcomes, such as community support, supervision, teacher development, textbooks, curriculum reform, and examinations. However, the focus in both project design and implementation was on these factors *as inputs*, not on their *integration, use, and significance* within schools. This important finding identifies an area of weakness in program design and implementation that, one hopes, was more typical of the early 1990s than of today.

The second conclusion identifies two other major areas of weakness in project or program planning. The designs tended to ignore the *process* factors that characterize effective education within schools—school-level autonomy, school climate, the teaching/learning process, pupil evaluation, and feedback by teachers. The designs also tended to treat inputs as discrete quantifiable instruments (number of textbooks and teacher’s guides, weeks of in-service training for teachers, etc.) without taking into account how they interact with other inputs, especially at the school level.

The observations made in this almost ten-year-old study apply to many reform efforts and projects that have taken place during the intervening years. The growing realization of the importance of process in successful education reform is not always matched by program design. The present quest for rapid results tends to squeeze out attention to the processes necessary for meaningful and sustainable results and other dimensions of quality.

School effectiveness and school improvement approaches are sometimes criticized for being overly prescriptive and assuming a rigid set of goals for students. Burbules, the philosopher cited above, would call them strongly teleological. Indeed, the foregoing may be said to contradict previous sections of this review that emphasize local definitions of quality, since the vision of quality inherent in the effectiveness and improvement literatures has a prescriptive core. However, when used as a guiding framework and not a prescription, this literature has been helpful in promoting thought about quality of education and structures to create quality. The 20-page matrix of “Factors That Determine School Effectiveness,” an annex to the Heneveld and Craig study, has been used successfully as a guiding framework in many programs to do just those things (Heneveld and Craig 1996, pp. 67–86). LeCzel and Liman, for example, writing about school-based quality improvement programs in Namibia, state:

the program design makes use of the theoretical framework from the World Bank study that synthesizes the findings of the school effectiveness and school improvement literature from the perspective of the needs of education systems in developing countries...in Namibia, the major components of that framework have informed many of the principles in the overall education reform effort and have guided the design and implementation of the School Improvement Program.
(LeCzel and Liman 2003, p. 2)

In an observation contradicting the effective schools orientation, Roland Barth writes that the dominant approach to improving schools is predicated on a set of assumptions that has led to school reform based on the proliferation of “lists.” There are lists of characteristics of the “effective” school, teacher, and student, lists of minimum competencies, performance indicators, and so on. Barth claims that what is dangerous and self-defeating about this view of the world is an inherent set of assumptions about people, how they feel, how they should behave, and how organizations work (Hopkins 2001, p. 12).

Barth argues for basing school reform on the skills, aspirations, and energy of those closest to the school: teachers, senior management, governors, and parents. He asserts that a “community of learners” approach to school improvement derives from a radically different set of assumptions from those of the “list makers.” Outlined, also in a list, these assumptions are:

- Schools have the capacity to improve themselves, if the conditions are right. A major responsibility of those outside the school is to help provide these conditions for those inside.
- When the need and purpose are there, when the conditions are right, adults and students alike learn and each *energizes* and contributes to the learning of the other.
- What needs to be improved about schools is their culture, the quality of interpersonal relationships, and the nature and quality of learning experiences.

- School improvement is an effort to determine and provide, from without and within, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among them. (Barth 1990, p. 45)

In fact, there is little in this list of contextual and contributing factors with which most school effectiveness or school improvement adherents would argue. Although based on different assumptions about human behavior, it is not difficult to see that the two approaches outlined above are not mutually exclusive in practice. The effective schools “lists” are clearly problematic if used rigidly. The focus that Barth advocates on communities of learners and, perhaps most important, on the *energy* of everybody engaged in helping students learn, can certainly infuse life and vision (and, yes, *energy*) into the lists of standards, competencies, outcomes, and indicators that increasingly dominate the professional lives of educators throughout the world and threaten to turn education from a human activity into a bookkeeping activity.

8. Teacher quality

8.1 The roots of teacher quality

School effectiveness and school improvement are concerned with raising student achievement and developing other desirable student characteristics by focusing on the teaching/learning process and the conditions that support it. Views on the nature of the process and conditions have changed significantly in recent years (Craig et al. 1998; UNESCO 2004, p. 108). New views on the nature of learning and the locus of authority and responsibility for education have combined to alter how teachers are regarded and how teacher support programs are designed and carried out. At the same time that increased authority and responsibility for school management have devolved to more local levels, there has been a strong trend toward the devolution to teachers of authority and responsibility for their practice (Ginsburg and Schubert 2001). A paper written for the USAID-funded EQUIP1 Program (Education Quality Improvement Program 1) argues that decentralization and widespread reforms in curriculum and instruction that emphasize active learning for students have combined to affect the content and structure of programs for teacher learning. Teachers now play a much more active role in their professional development, which takes place more frequently among groups of teachers at the school level (Leu 2004a).

In the past, in many countries, both less-developed and industrialized, teachers were treated as semiskilled workers unable to make responsible decisions about their practice. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures and, for their professional development, receive information on how to improve from higher-level education “experts” in centralized workshops. This approach to teachers and teacher learning was inadequate even when teacher-centered, one-way transmission of knowledge, positivist-oriented approaches dominated classroom practice (Craig et al. 1998; Schon and McDonald 1998).

In the present curriculum reform environment in most countries, constructivist, active-learning principles are advocated at the policy level for student learning. Many systems are starting to advocate matching active-learning approaches to teacher professional development, and

significant changes are taking place, although the robotic approach to teacher learning (“teacher training”) persists. This produces neither the teaching skills nor the understandings and attitudes required for improving classroom approaches and student learning. If teachers are to become reflective practitioners who use active-learning approaches in their classrooms, where students learn through problem solving, critical dialogue, inquiry, and the use of higher-order thinking skills, teachers must learn and improve in professional development programs that not only advocate but also use and model these same methods (Boud et al. 1985; Boyle et al. 2003; Leu 2004a).

The latter approach is more correctly referred to as “teacher education” or “teacher professional development” rather than “teacher training.” The critical difference between the two concepts, rarely observed within the international development community, is defined by their dissenting views of teachers—as incapable of acting as professionals and requiring scripted practice or as responsible professionals who will perform well in an atmosphere of trust and support.

In many countries, teacher professional development now takes place at the school level (UNESCO 2004, pp. 162–163). Support materials are used by teacher groups to introduce new ideas and stimulate experimentation with new approaches. In the best cases, teachers form genuine “learning communities” within their schools, or clusters of schools, in which they learn, process, reflect, and improve through collaboration and mutual support. This approach to professional development is a key element of what the literature refers to as *process* at the school level. A significant result of this new approach is growing trust that teachers can function as professionals and make responsible decisions when they have sufficient understanding of the reforms they are being asked to implement, and support in becoming familiar with a range of effective alternative practices. Trust and support, in turn, often lead to an increased sense of professional identity and empowerment and more positive morale and energy (AED forthcoming; Boyle et al. 2003; Craig et al. 1998; Darling-Hammond and McLaughlin 1995; Gidey 2002; LeCzel forthcoming; LeCzel and Liman 2003; Lieberman 1995; UNESCO 2004, pp. 161–168; Zeichner and Noffke 2001).

The emphasis on teacher empowerment has grown from a variety of roots. One is the literature of the “reflective practitioner” and the conceptually and operationally related tradition of “action research” (Boud et al. 1985; duPlessis et al. 2002; Hiebert et al. 2002; Kemmis 1994; Riding et al. 1995; Schon 1983). The idea of reflective practice assumes that teachers are professionals capable of reflecting on the school and classroom situation and, thus, capable of making a large number of instructional and classroom management decisions. Even in circumstances where the level of teacher preparation is low, this perspective rejects the notion that teachers must work according to rigid prescriptions, incapable of independent decision making. Although some challenge the notion that teachers in developing countries, with minimal preparation and minimal resources, can reflect on practice and make informed choice (Knamiller et al. 1999), the more widely held view is that the idea of “the teacher as professional” has reliably led to better teacher performance (Boyle et al. 2003; Craig et al. 1998; Hiebert et al. 2002; Schon and McDonald 1998).

Action research is closely related to teacher empowerment. Action or participatory research refers to teachers focusing on problem solving at the school level, and it most typically entails

teachers carrying out research on their own and their colleagues' practice, usually working collaboratively in research groups. Typical of action research is a circle-of-improvement process of identifying issues; collecting data through classroom observation or interviews with teachers, students, or parents; analyzing or processing data; and attempting to understand issues or resolve problems. In addition to mobilizing teachers to study and reflect on their practice, action research advances the professionalization of teachers by helping them develop and validate their knowledge (Hopkins 2002; Riding et al. 1995; Kemmis 1994).

The ideas of reflective practice and action research are important because they relate closely to recent thinking about education quality. An increasingly accepted position is that lasting improvements in educational quality, whether defined in terms of academic knowledge, basic skills, critical thinking, self-esteem, or other elements of student learning, must include an in-depth understanding on the part of all stakeholders of current conditions at the classroom and school levels—in other words, school and classroom *process*. Such understanding requires knowledge generated by those at the school level as well as the inclusion of teachers and community members in decision making over processes that affect them. Teacher quality, firmly planted in local process, prompts us to question the effectiveness of the top-down, expert-driven approach to teachers and teacher professional development of previous years (Adams et al. 1995; Hopkins 2001; UNESCO 2004).

8.2 Teachers as the key factor in education quality

If the school is the important functional locus of efforts for improving quality, certainly the most critical factor within the school in facilitating student learning is the teacher and the ability of those in leadership positions to shape a collaborative, motivated, and effective teaching and learning community. Teachers' professional attitudes, energy, and motivation are critical, in combination with teaching skills, in creating quality of learning. These teaching skills include many interacting factors: knowledge of the young learner, appropriate and varied methodologies and subject matter knowledge, understanding of the curriculum and its purposes, general professionalism, ability to communicate, enthusiasm for learning, sensitivity to others, general character, discipline, ability to work with others, dedication, and relationships within the school and community (AED forthcoming).

The new UNESCO *EFA Global Monitoring Report* says:

what goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as *the* crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality. (UNESCO 2004, p. 152)

The UNESCO report enumerates five areas critical to teacher quality: (i) finding the right recruits; (ii) initial teacher education; (iii) ongoing professional support; (iv) teacher earnings; and (v) teacher deployment and conditions of service. The point is made that, teachers being the largest public expenditure in budgets of less-developed countries, the central dilemma is paying teachers, expanding the teaching force to fulfill the demands of exploding enrollments, and

devoting resources to improving the quality of teachers (UNESCO 2004, p. 161). As with the provision of education itself, many countries need to address issues of quantity and quality of teachers simultaneously. Innovative ways of meeting both demands are urgently being sought; ideas include shorter preservice teacher education, recruitment of teachers with higher education qualifications, intensified in-service professional development, and increased school-based support (Mulkeen et al. forthcoming; Verspoor 2004, p. 6).

Teacher effectiveness is expressed most commonly in terms of student academic achievement, an element more easily (and less expensively) measured than some other essential outcomes of good education. Despite this, some research indicates that teachers may not be as concerned with student learning as they are with student behavior and motivation, managing activities and resources, and completing activities within the time available. Although many teachers would dispute this finding, Nuthall (2004, p. 276) cites studies suggesting that teachers believe that student interest and involvement automatically leads to learning, constituting both a necessary and sufficient condition for worthwhile student learning.

Although dialogue at national, district, school, and community levels should determine the qualities that a specific education system seeks in good teachers, a list of generally held perspectives on good teachers would include many of the following:

- Sufficient knowledge of subject matter to teach with confidence
- Knowledge and skills in a range of appropriate and varied teaching methodologies
- Knowledge of the language of instruction
- Knowledge of, sensitivity to, and interest in young learners
- Ability to reflect on teaching practice and children's responses
- Ability to modify teaching/learning approaches as a result of reflection
- Ability to create and sustain an effective learning environment
- Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced
- General professionalism, good morale, and dedication to the goals of teaching
- Ability to communicate effectively
- Ability to communicate enthusiasm for learning to students
- Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion
- Good character, sense of ethics, and personal discipline
- Ability to work with others and to build good relationships within the school and community (Chesterfield and Rubio 1997; Craig et al. 1998; Darling-Hammond and McLaughlin 1995; Fenstermacher and Richardson 2000; Fredriksson 2004; Heneveld and Craig 1996; Leu 2004b; Lieberman 1995; Tatto 2000; UNESCO 2004)

These teacher qualities thrive only in a positive and supportive environment. Although the qualities listed above are needed in each individual teacher, teaching (like learning) is not practiced most effectively as an individual activity. The teacher is always functioning as part of a social network, either with his or her students or within the school community. Excellence at the school level means more than an individual excellent teacher or even a collection of excellent teachers. A strong school community and strong school leadership are of overriding importance

in bringing teachers together to as a community of learning at the school level (Fredriksson 2004; Leu 2004b).

The literature indicates that a positive policy environment and adequate support for growth are essential for creating and sustaining teacher quality (Fredriksson 2004; Mulkeen et al. forthcoming). The research literature also strongly indicates that ongoing, relevant professional development activities are necessary for a teaching force to be effective (Craig et al. 1998, p. 13; Dalin 1994; Verspoor 2004). Adequate time and resources are needed for programs in which staff members have a say in the content of activities and in which new skills can be learned, practiced, reflected upon, and improved over time. An iterative teacher learning process of this kind involving all teachers takes place most effectively at the school level or in clusters of nearby schools working together (duPlessis et al. 2002; Leu 2004a; MacNeil 2004).

8.3 Teaching and student learning

The topics of students, student experience of education and learning, and student perspectives on teachers are not prominent in the literature on education quality. A recent article observes that much of the research on classroom teaching relates to the ways in which teachers experience and think about teaching rather than the ways in which teaching relates to learning (Nuthall 2004; p. 273). Indeed, much of the literature on teachers and teacher quality described above is fairly silent on the topic of how students experience “teacher quality” or how changes in teachers’ classroom approaches lead to changes in students and their learning, either broadly or narrowly defined (Munene et al. 1997; Weis 1982).

Nuthall discusses the abundant literature describing the characteristics of excellent teachers derived from classroom observation, reputation, or student achievement scores. A typical list of the characteristics of excellent teachers includes:

- Passionate commitment to doing the very best for their students
- Love of children enacted in warm, caring relationships
- Pedagogical content knowledge, e.g., knowing how to identify, present, and explain key concepts
- Use of a variety of models of teaching and learning
- Collaborative working style with other teachers to plan, observe, and discuss each other’s work
- Constant questioning of, reflecting on, and modifying their own practice (Hopkins and Stern 1996, quoted in Nuthall 2004, p. 282)

Nuthall uses this list to observe that this and other research identifying the beliefs and practices of teachers who are thought to be effective usually offers no way of knowing in any precise way the relationship between these characteristics and student learning. What is needed, according to this analysis, is: (i) independent, in-depth assessment of what students learn; (ii) data on individual student experience; (iii) data on classroom activities; and (iv) analysis based on the continuous connections among classroom activities, student experiences, and learning processes (Nuthall 2004, pp. 296–297). The call for increased emphasis on the *process* of student learning

and the relationship between teachers' actions and students' learning, signals an important area for further research.

9. Teaching approaches, curriculum, and quality

An earlier section of this review took up the question of quality in relation to different concepts of learning. Empiricist (positivist) orientations to learning emphasize the acquisition of facts, while interpretive (constructivist) orientations emphasize the interpretation of facts and the construction of new knowledge. Quality of education would be viewed differently depending on the learning goals underpinning a country's stated vision of education and subsequent policies in curriculum and instruction.

Until the recent past, education systems in most countries have been based firmly on positivist principles, featuring the teacher at the center of the instructional process transmitting information through "chalk and talk" to students, primarily for the purposes of memorization. Since memorizing information is no longer regarded as adequate learning, and analytical skills are increasingly in demand, many countries have recently adopted reforms or new paradigms of teaching and learning based on constructivist principles. Emphases vary, but these paradigms include active learning, problem-solving, learner-centered, and discovery approaches in which students not only acquire information but do something active with it—analyze and use it to create more profound understanding and new knowledge (Bransford et al. 2000; Hopkins 2001; Stigler and Hiebert 2004).

Such "pedagogical renewal" may be explained in part by the increasing need of expanding labor markets in developing countries for critical thinking skills in workers. The shift to more active forms of learning has been promoted by international agencies as well (UNESCO 2004, p. 152). In many countries, however, implementing learner-centered policies in schools and in teacher education institutions has been problematic and difficult to realize in resource-poor, overcrowded classrooms with minimally prepared teachers (O'Sullivan 2004). Constructivist approaches ideally require more one-on-one attention from teachers, more materials with which students can work, and a greater variety of challenging learning situations for students. Teachers fall back on unstructured forms of "group work" as the only method of active learning with which they are familiar or that they think they can manage in large classes. "Go to your groups and discuss" is often all the direction that students receive from their teachers, leading to an aimless waste of learning time. The results of the trend toward constructivism have been inconclusive, partly because active forms of teaching and learning have rarely been used on a large scale, beyond the symbolic use of "group work," in most classrooms.

The new UNESCO report raises the issue of the ineffective implementation of active learning approaches and suggests that a solution may be "structured teaching," something midway between traditional "chalk and talk" and more open-ended discovery teaching.

Structured and systematic teaching consists of presenting material in small steps, pausing to check for student understanding, and eliciting active and successful participation from all students. It is a particularly appropriate method for learning reading, mathematics

. . . structured instruction may be the more pragmatic option for providing satisfactory quality in education in situations of severe resource constraints, high pupil/teacher ratios . . . and underqualified or unmotivated teachers. With an approach to structured teaching that leaves space for individual discovery, good teachers can create a child-centered environment even in adverse circumstances. Child-centered in this context suggests respect for children and encouraging their involvement in their own learning. (UNESCO 2004, pp. 153–154)

Although some of the elements of this approach might appear to undermine constructivist principles, it seems possible to combine constructivist views with other approaches, for example, using a form of Bloom's taxonomy to encourage the development of higher-order thinking skills, or using a mixture of teacher-centered and learner-centered classroom approaches (Bloom 1956; UNESCO 2004, p. 68). The "structured teaching," "direct instruction," or "active teaching" approaches may prompt thinking about incremental ways of introducing active learning (O'Sullivan 2004). A step-by-step approach may be more effective than the present haste to adopt a new paradigm of teaching and learning before it is completely understood, or a system is prepared for it. This echoes Dalin's "obvious truths" about successful education system reform, the first of which is that "reforms should be incremental and gradual rather than wide-ranging" (Dalin 1994, p. xvii).

Another important aspect of quality is the content of learning, or the curriculum. "Curriculum," as used here, comprises all arrangements for students' education and includes three elements: (i) the general orientation or philosophical underpinnings of the curriculum; (ii) the strategic component, which includes the program or content and methods; and (iii) the application dimension, which includes language of instruction and textbooks. "Content" is used broadly to mean not just the subject matter in the curriculum, but also the ways in which students are meant to learn and the ways in which learning is meant to change students (ADEA 2004, pp. 17–18; ADEA forthcoming).

A prominent quality issue in recent years is that of curriculum and content relevance, or the relevance of what and how students learn. This review does not examine the highly complex curriculum area extensively, but does raise a few questions about the relationship between curriculum and quality of education. A recent attempt to clarify this relationship states:

Relevant curricula must ensure that the subject matter learned is meaningful. Learners are motivated to learn when they know what they are learning for and what use they can make of it, either for their individual development or to contribute to the development of their communities. In a rapidly changing, globalized world, one of the most vital characteristics of a relevant curriculum is flexibility, i.e., openness and adaptability both to local needs and to future trends. (ADEA 2004, p. 17)

A frequently used indicator of curriculum relevance is the degree to which it prepares children for integration into their environment and into the labor force. This quickly becomes a highly contested area when young people are offered an education that limits their options, for example, by channeling some into vocational education and others into academic or pre-professional education. The question of "relevant for what and for whom" immediately arises because distinct social class associations are

attached to each of these options, the children of elites being much more likely to survive in school in the first place and then study according to academic or pre-professional curricula. The issue of class reproduction as a function of education that tends to perpetuate social stratification is central to questions about curriculum and content relevance and quality (Apple 1978; ADEA 2004).

The overall question of how much students are learning, particularly in present conditions of rapidly declining quality, is critical. Data from national and international assessments suggest that in many countries children are not acquiring even basic skills (UNESCO 1998; UNESCO 2001; UNESCO 2004, pp. 44–48). In addition to strengthening programs in formal education to ensure better student learning, the new EFA *Global Monitoring Report* emphasizes the importance of two other dimensions of education that usually take place outside of formal schools: early childhood education and adult literacy/life skills (UNESCO 2004, pp. 56–59).

10. Gender and quality

The previous section on curriculum and quality once again raises the question of the relationship between equity and quality of education. Much of the literature includes equity as an essential factor of quality, taking the stance that no system of education can claim to be of good quality if it serves different groups in a society in significantly different ways (UNESCO 2004). This particular perspective on quality corresponds to the second of Harvey's five competing conceptions of education quality discussed earlier. According to Harvey's "consistency" conception of quality, education must provide for "equivalent educational experiences for all implicated" (Harvey 1995).

Equity concerns arise in relation to many groups' full participation in education of good quality. This includes groups defined by socioeconomic status, location and proximity to schools, special needs, health status, religion, and gender. This review briefly examines only one of these critical equity areas: gender. In many societies females are among the most underserved groups. A large literature has appeared over the last two decades taking up this concern (Assie-Lumumba and Sutton 2004).

Although the arguments for educating girls and women are well known, they are worth repeating here. The most basic is that education for all, males and females, is a human right (UNESCO 2003). Beyond that, the advantages to developing countries of increased girls' participation in primary school have been well documented over the years and were highlighted in the last UNESCO *EFA Global Monitoring Report 2003/04: Gender and Education for All—The Leap to Equality* (Benavot 1989; Floro and Wolf 1990; Kane 1995; King 1990; King and Hill 1993; UNESCO 2003).

Economic benefits arising from increased education of girls and women include: (i) faster growth of gross national product; (ii) higher rates of return on girls' versus boys' education; (iii) higher family incomes; (iv) improved participation in wage employment and in-home and non-market production; (v) higher productivity, a more skilled labor force, better employment opportunities, greater occupational mobility, and improved earnings; and (vi) the possibility of improved participation in the more capital-intensive areas of self-employment and the

information sector that require literacy and numeracy (UNESCO 2003; UNESCO 2004, pp. 40–42).

Social benefits also derive from educating girls and women, including: (i) lower fertility rates; (ii) lower infant mortality rates; (iii) improved nutrition; (iv) increased life expectancy; and (v) better opportunities for children in the next generation.

Despite national policies of gender equity, the involvement of local communities is essential in the process of encouraging the participation and success of girls in education:

At the macro-level, government policies generally favor and promote the equal participation of girls and boys. However, discrimination usually appears when policies are interpreted and put into practice at the lower levels of the education system. For this reason, improving girls' participation requires reliable partnerships between decision-makers and local communities, sensitization campaigns, continuous dialogue between parents, teachers and children, and the participation of local communities in all educational improvement programs. (Bah-Diallo, quoted in Smulders 1997, p. 11)

The experience of the BESO Community School Activities Program (CSAP) in Ethiopia underscores Bah-Diallo's point. Evidence reported in the results of a 2000 evaluation of the program indicates that CSAP has had a large impact on increasing girls' participation and retention and has been instrumental in raising awareness about the potential and value that girls' education can have to the well-being of the family and overall development. Central to this program is the Girls Advisory Committee (GAC) formed at each participating school. Usually headed by a female teacher at the local school and composed of school and community members as deemed appropriate in each community, the GAC's aim is to: (i) raise awareness within the school and community about the value of educating girls; (ii) support girls in their school experiences; (iii) identify factors that impede girls' persistence and participation in school and develop strategies to respond to the problems; and (iv) provide extracurricular learning experiences on subjects that may not be in the mandated government curriculum, such as marriage and healthy relationships between the sexes, personal hygiene, sexually transmitted diseases (STDs) and HIV/AIDS (Prouty and Tegegn 2000, pp. 12–13).

A large literature on successful strategies that might be adopted in developing countries to encourage girls' participation in education suggests the following: (i) locate schools closer to communities; (ii) promote the hiring of female teachers; (iii) lower the costs to parents; (iv) develop relevant curricula; (v) increase community participation; (vi) promote localization/decentralization; (vii) promote advocacy and social mobilization; (viii) design systems that accommodate the needs of female students; and (ix) support multiple delivery systems (Kane 1995; Rowley and Nielsen 1997; Tietjen 1997; UNICEF 1992; UNESCO 2003).

The argument has been made that quality is an important gender issue since poor quality of education can have an even more negative affect on girls than on boys. For example, in overcrowded and under-resourced classrooms, with teachers who are poorly prepared, boys' traditional assertive coping skills enable them to gain and keep teachers' attention, while girls, who are taught to be demure and who often lack confidence, are silenced. To be marginalized by

classroom dynamics in this way means having diminishing access to whatever learning is taking place. This leads to ever-dropping participation, confidence, and achievement and is one factor leading to a higher dropout and lower achievement rates for girls (Leu 2002; Mukudi 2002; Parkerson 2004).

11. Conclusions

Considering the vastness and variety of the literature on quality of education, recent trends are remarkably clear. They emphasize a few interrelated factors: (i) the connection between quality and school-, teacher-, and community-level empowerment; (ii) the connection between quality and school-level process; and (iii) the connection between quality and teacher effectiveness. The effective roles of the school, teachers, and community as key generators of quality, however, cannot be fully realized without a democratized policy and planning process and the provision of supporting and efficient overall system management.

The shift of orientation from top-down, mechanistic, or “technicist” thinking about education is important in the discussion of quality. In its place, a process- and collaboration-oriented focus has emerged that emphasizes partnerships between the school and community, on the one hand, and a variety of more central supporting institutions, on the other. What was once called top-down or bottom-up has been replaced by language reflecting a much more complex and dynamic set of interrelationships that emphasize both a shift of authority and accountability to the local level and collaboration and partnership between local and central institutions.

An analysis of educational quality in different contexts published by IIEP/UNESCO serves well to summarize the trends running throughout this review (Carron and Chau 1996). Based on the work of research teams in China, India, Guinea, and Mexico, this study describes a growing recognition that overall measures concentrating on better infrastructure, more textbooks, or better-trained teachers will lead to only limited quality improvements unless complementary action is taken to improve process at the school level and in the efficient *functioning of the schools*. This research comes to the commonsense conclusion, emphasized repeatedly in this review, that since it is the school level where all inputs come together and interact, it is interaction at the school level that finally determines quality of education—or quality of student learning. Understanding what is happening in schools and in classrooms is therefore a precondition for elaborating more effective quality improvement strategies.

The UNESCO *EFA Global Monitoring Report 2005: Education for All—The Quality Imperative*, written nearly a decade after Carron and Chau’s book, confirms the importance of the latter’s observations as well as the trends outlined throughout this review. In its concluding chapter the UNESCO report states:

Identifying the best ways of improving learning outcomes is not easy, and it has been tackled in many different ways. The learning process is very complicated, but at its center is the relationship between learners and teachers. Learning is smoother where there is close correspondence between the values and objectives of both of these groups. However, the relationship is strongly conditioned by the resources available to schools,

by their curriculum objectives and by the teaching practices followed. (UNESCO 2004, p. 228)

The literature reviewed here highlights promising areas in which to focus programs intended to improve quality of education: focus on the school and process at the school and classroom levels and learn how students experience this process, encourage the involvement of communities in the lives of schools, and emphasize teachers' roles, their knowledge, skills, morale, and professionalism. Although the trends identified in this review are clear, it is essential that a companion piece to this review be developed that surveys the literature on quality of education written by scholars, researchers, and education professionals in less-developed countries to understand similarities and differences in perspectives.

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Annex XII: Education in Crisis and Transitional Settings: Common Programming Features

Working Paper #6: Education in Crisis and Transitional Settings: Common Programming Features

**Produced by: Hassan Mohamed, CARE
December 2000**

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Education in Crisis and Transitional Settings: *Common Programming Features*

Hassan Mohamed, CARE

December 2004

I. Background

Of the 113 million children in the developing world who do not have access to educational opportunities, the majority—half to more than three quarters—are living in crisis or transition countries.² Most of these crisis situations have evolved from man made conflicts. In 2003, the number of armed conflicts totaled 36 in 28 countries.³ The impact of conflicts on educational systems is destructive. Without proper interventions, many children and their societies are destined to grow up in a culture of violence, poverty, and instability with ripple effects in other parts of the global village.

The Dakar Education For All (by 2015) initiative recognized this escalating situation and declared as one of its strategies that governments must “meet the needs of education systems affected by conflict, natural calamities, and instability, and conduct education program in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.”⁴

To further this strategic goal, conflict prevention analysis may be undertaken to determine what policies and operational strategies contribute to exacerbating the situation. Inclusion of conflict analysis into education programming is a constructive tool in either the “early warning stages or more realistically, in the aftermath of the war, when all the societal conditions that may have led to war, including the role of education, come under close scrutiny.”⁵

Linking education analysis to conflict-sensitive education responses is crucial in the delivery of sustainable long-term programs that are grounded in a development paradigm that progresses from crisis to post-crisis (rehabilitation) to development planning and programming approaches.

² DfID (2003). Education, Conflict and International Development. P. 9 Also, the Women’s Commission for Refugee Women and Children’s global survey on education in emergencies released in 2004 found that more than 50 percent of the 55-million school-age children affected by conflict (including refugees and IDPs) had no access to education in 2002.

³ Project Ploughshares. Armed conflicts Report (2004). <http://www.ploughshares.ca/>

⁴ Dakar Framework for Action. (2002). Education for All: Meeting Our Collective Commitments. (Section IV – Strategies). Dakar, Senegal.

⁵ Isaac, Annette. (2002). *Education, Conflict, and Peace building: A Diagnostic Tool*. Peace Building Unit. CIDA.

This brief is an analysis of fifteen education programs that are designed to be conflict-sensitive and promote programming that enhances access to and quality of education programs for all populations: male and female; adolescent and adult; urban and rural.

II. Education in Crisis and Transitional Settings: Definitions

Profiles of fifteen education projects serving populations in crisis or transitional settings were developed and reviewed. For purposes of this research, the following definitions have been applied:

Crisis settings: Educational programming in crisis settings refers to situations in which children, youth, and adults who are not able to access education opportunities due to man-made conflict, or natural disasters. The duration of the crisis can be short or prolonged (chronic crisis) and can last for years or even decades with ongoing conflicts and insecurities that produce refugees or internal displacement within the borders of the country. Educational activities that serve populations in refugees and Internally Displaced Persons (IDPs) camps, and non-displaced populations living in areas of instability are considered part of this programming.

Transitional settings: Education programming in transitional settings refers to the rebuilding of educational systems in countries where the crisis is declared over, with a special emphasis on post-conflict contexts. Programs that serve refugee returnees are part of this programming.

There are differences between education programs in crisis and transitional settings from those in relatively stable socio-political settings. Education in crisis and transitional settings tend to have additional features and interventions designed to respond to the needs of learners in especially difficult situations, such as

- Psychosocial needs of children and adolescents affected by conflict or disasters that have disrupted their lives, studies, and social networks.
- Protection needs of children in emergencies.
- Life-skills such as health and survival messages,
- New skills and values that promote peace, tolerance, conflict resolution, democracy, human rights, environmental conservation, etc.
- Past deficiencies and discrepancies in the education system that led to crisis and fueled civil conflict.
- Reconstruction of the economic basis of family, local and national life.

III. Data Gathering and Analysis

The findings presented in the brief are limited to profile information provided by CARE International, International Rescue Committee (IRC), Catholic Relief Services (CRS), World Education, Agha Khan Foundation (AKF), and Academy for Educational Development (AED), and Plan (UK) in Sierra Leone. Though this work is not inclusive of all the varieties of education programs that serve populations in crisis and transitional settings, it offers a snap shot of common approaches and interventions; further analysis and additional “systematic

procedures...to identify essential features and relationships”⁶ will be need to be undertaken as additional profiles are developed.

The profiles were reviewed and cross analyzed to find commonalities, i.e., key areas of programming that are part of conflict-sensitive education programs. The first layer of data analysis was individual program data, e.g., work plans, evaluation reports, and other written documents. As a form of verification, profiles were sent to the organizations and officials implementing the programs to ensure profile accuracy. The second layer of analysis focused on cross-analyzing the profiles data to agree on commonalities across programs. From this analysis, categories, key programming responses, and examples of those responses were identified.

Of the 15 programs profiled, six are in crisis settings (two in refugee camps in Ethiopia, and Thai/Burmese border; and four in countries Somalia, South Sudan, and West Bank and Gaza, counties or areas with long-term crisis). Nine profiles are in countries recovering from conflicts.

Table 1: Profiled Programs in Crisis Settings

Program	Country	Implementing Agency
Rebuilding Education and Civil Society	South Sudan*	CARE
Support to Primary Education	Somaliland*	CARE
Popular Theater in Palestine	West bank and Gaza	CARE
Sudan Transitional Assistance for Rehabilitation (STAR)	South Sudan*	IRC
Education Assistance to Refugees from Burma	Thai/Burmese border	World Education Consortium

Table 2. Profiled Programs in Transitional Settings

Program	Country	Implementing Agency
Reintegration Support	Sierra Leone*	IRC
Participation Education and Knowledge Strengthening (PEAKS) in Central Asia	Tajikistan	AED Consortium
Improving Basic Education (IBET) in Tajikistan	Tajikistan	AKF
Strengthening Education Programs for Orphans and Vulnerable Children (STEP-OVC)	Burundi	CARE
Community-Organized Primary Education (COPE)	Afghanistan**	CARE
Education Renewal Project	Sierra Leone	Plan (UK)
Support Program for Traumatized children Kosovo	Kosovo	CARE
Community-based Psychosocial Programme	Kosovo	CARE
Unexploded Ordinances/Landmines Awareness Education	Vietnam	CRS

⁶ Wolcott, Harry. (1995). *Transforming Qualitative Data*. Thousand Oaks: Sage Publications. (p.24).

* Countries that can be classified as Fragile States where the central government is weak or non-existent and unable to provide basic services.

IV. Summary of Common Features

From the analysis of the profiles data, five main features emerged. The underlining premise of the features is that **education programs in crisis and transitional settings that have proven to be effective use a multiplicity of interventions that work in tandem to increase access and retention as well as improve the quality of the local learning environs. These include understanding of local political and socio-cultural context, using holistic approach to build capacity of human resource base, promoting rights, importance of complimentary education programs, and mechanisms for systematic advocacy.**

1. *Understanding of local political and socio-cultural context is critical in order to ensure the use of best approaches for implementing education programs that can transcend the crisis phase and that can be used as the foundation for education programming during the transitional (reconstruction/ rehabilitation) and development phases.* Programs that reflect local cultural traditions, customs, and institutions that respect the positive practices, belief systems, and needs of the community, and integrate them into the curriculum and teaching approaches have had the most success. For example, in Afghanistan, the Community-Organized Primary Education project enables communities to manage their school affairs effectively and fosters cultural acceptance and ongoing school development after CARE staff withdrawal. The Taliban banned girls' education yet had accepted or tolerated programs like CARE's COPE partly because the project approach builds on the traditional educational system where instruction takes place in Mosques or private houses and teachers are hired from local communities. Curriculum includes secular subjects such as languages, math, social science, and sciences in addition to religious subjects, making this approach acceptable to local religious and community leaders.
2. *Using a holistic approach to build a comprehensive and inclusive human resource base among key stakeholders, e.g., community members, school/education officials, civil society, etc., is essential to ensure effective and efficient delivery of education services.* Research has shown that the use of a community-based participatory approach, with an emphasis on capacity-building, is advantageous,⁷ and the programs profiled demonstrate that community participation and mobilization are essential elements in encouraging indigenous development processes.

Community participation revitalizes the traditional mechanisms and systems of authority on the part of the community and stresses productive relationships among the community, the teacher in the classroom, and local authorities. In addition, building the broader capacity of community-based organizations is critical for the collective social development efforts, as a lack of sufficient local capacity for the planning and management of education threatens their long-term sustainability and effectiveness.

⁷ Sinclair, Margaret. (2002). *Planning Education In and After Emergencies*. UNESCO: International Institute for Educational Planning. (pp. 51-52).

3. *Promoting rights. Enhancing individual and community engagement in power structures is imperative* if education systems are to be transformed with increased ownership and accountability at the community levels. Communities, particularly those experiencing mid- to long-term conflict situations, have limited understanding of their rights and how to engage productively with power structures (e.g., local authorities). For example, in southern Sudan the education initiative focuses on rebuilding civil society, and demonstrates the importance of helping individuals and communities learn of their rights and how their ‘voices’ and concerns about the education environment may be channeled upward to local authorities and/or *de facto* national education officials.
4. *Importance of complementary education programs. Educational interventions in crisis settings should not only impart children with basic reading, writing, arithmetic, and critical thinking skills but should also promote the protection, mental, emotional and physical well-being of learners.* Examples include school-based trauma healing and psychosocial counseling services, programs that promote survival skills such as landmine and HIV/AIDS awareness, education for peace, reconciliation and conflict management, and health and hygiene. These assist in transforming interventions from individual to community concerns. In addition, the learning environs become inclusive and take into consideration critical social aspects to improve access and quality of education. For example, positive attitudes about students with disabilities from land mines, HIV/AIDS, blindness, deafness, mental disabilities, or otherwise and the contributions they can make to society are fostered.
5. *Putting in place mechanisms that allow for systemic advocacy and sharing of experiences and lessons across a broad spectrum is vital.* Strengthening and developing strong indigenous forum(s) that allow communities and schools/education programs to work collectively to share lessons learned, coordinate resources (human, financial, and material), and promote grass-roots advocacy, is an effective catalyst for developing a quality learning environment. This works best in conjunction with understanding individual and community rights.

V. Key Areas of Programming

From the profiles developed, the following categories and key headings and sub-headings were identified:

1. Levels and types of education programs

This category identifies the most common types of educational programs and learners, the primary beneficiaries:

- **Ninety percent of the profiled programs offer basic primary education to children of ages 6-14 in formal schools or non-formal programs as well as alternative or accelerated learning programs for older children ages 10-16 and are designed to provide condensed primary education in 3-4 years with the hope that they will transitional to formal education. Most programs have special emphasis on girls’ access.**

- Approximately 60 percent of the programs combine the provision of basic education with complementary education activities such as psychosocial development; landmine awareness; survival skills, peace building, conflict resolution; cultural, social, and recreation activities.
- Slightly more than 30 percent of the programs offer non-formal basic education for youth and adults including literacy, vocational and skills training, and distance education.
- Only four programs offer early childhood development education to children ages 3-5.
- Only one program has activities that benefit students in secondary schools, and one other has a component for children with special needs.

Table 3: Counts of Program Types

Category	Sub-category	# Of Programs
Levels and types of education programs	Basic Primary Education (formal and non-formal education for children)	14
	Complementary education programs, e.g., psycho-social programs; survival skills, peace building, conflict resolution; and cultural, social and recreation activities	9
	Basic Education (non-formal, for youth and adult)	5
	Early Childhood Development	4
	Secondary Education	1
	Special Education	1
Community	Community Participation, Empowerment, and Mobilization	13
	Community Groups: Parent Teacher Associations, Village Education Committees	12
	School Groups: School Management Committees	4
School	Teacher Professional Development	11
	Physical Rehabilitation and Construction of Schools	10
	Curriculum Development and Enrichment	8
	Instructional Materials	8
Civil Society	Capacity Building for Civil Society Organizations	9
	Advocacy	5
Resources	Human	13
	Financial	10
	Material	9

Areas that are underrepresented in the profiles include early childhood development, special education, and secondary education.

2. Community

Common modalities and structures of programs have been set up to ensure community involvement in the provision of education services:

- **Most programs (87 percent) mobilize communities to participate in the activities of the programs to a varying degrees ranging from consultative to active participation in decision-making and community contributions (cash or in kind).**
- **Most programs (80 percent) establish some form of structures for community participation, such as Parent Teacher Associations (PTAs), Village Education Committees (VECs), or Community Education Committees (CECs). Community participation in School Management Committees is less common among the profiled programs; perhaps because school administrators, district education supervisors and teachers usually dominate this set up with token representation of parents.**

3. Schools

Common types of support programs offered at the school level include

- Teacher professional development (73 percent)
- Physical rehabilitation and construction of schools (67 percent)
- Curriculum Development and enrichment (53 percent)
- Instructional Materials (53 percent)

4. Civil Society:

These activities develop the capacity of civil society to provide education services and to engage in advocacy. Advocacy here refers to whether a program has advocacy as a component of its activities. While the majority (60 percent) of the programs engages in some of capacity building for civil society, not many programs carry out advocacy activities.

5. Resources

Resources include support for human development in the form of professional development, financial inputs such as grants or salaries, and material inputs for construction and instructional improvements. Almost all the programs provide resource inputs, which indicate their importance due to the scarcity of local resources in crisis and transitional settings where people's resource capacity has been weakened by conflicts or natural calamities. Many programs, however, encourage community and government contributions where feasible.

Analysis of the data from profiles can be grouped as Responses Options and Human Resource Development Training matrix. In the Response Options, responses proven to be most effective and programs that exemplify this work have been identified. In the Human Resource Development matrix, key professional development activities are outlined. This latter matrix illustrates how it may be possible to use a holistic approach to build a comprehensive and inclusive human resource base among key stakeholders.

VI. Responses Options

A common feature of programs to support education in crisis and transitional settings is the multiplicity of their interventions. Most programs adopt holistic approaches to restoring and improving access to formal and non-formal education. These include building the capacity of communities, education personnel, and civil society organizations to provide educational services. Response Options proven to be most effective and programs that exemplify this work include the following:

1. Support to Formal Education Structure

In crisis and transitional settings, national governments and communities often lack the capacity and resources (human, material, and financial) to reestablish education systems that can contribute to stability and normalcy and for increasing the crisis-diminished human resource pool critical for reconstruction. The majority of profiled programs operate in post-conflict or transitional settings and support the formal education structures at national, regional, or local levels for government authorities (official or de facto) as well as communities and civil society organizations to provide education services. Included in this category are a number of programs that are in chronic crisis settings where there are intermittent conflicts and displacements such as Somalia, South Sudan, and West Bank Gaza.

Interventions in this category include activities such as capacity building of ministry of education personnel and institutions at national, regional, and local levels; as well as supporting schools, teachers, administrators, and communities. Specific common interventions include

- **School rehabilitation and construction**

Most programs engage in school rehabilitation and construction that create secure and conducive learning environments. Community involvement, contribution, and ownership are highly valued and often are the prerequisite for investment. Amenities include school furniture, gender-friendly sanitation facilities, drinking water, playgrounds, and fencing to keep outside influences from disrupting classes.

Improved Basic Education (IBET) in Tajikistan: This program aims to help the government realize its EFA goals and strengthen its educational sector reform to encourage decentralization of decision-making and build capacity of education managers at all levels, as well as improve school infrastructure. The program illustrates vital models for decentralization, private-public engagement, teacher professional development, and the core school and allied school concepts for governments to learn from these pilots to consider in the process of educational reform.

(Southern) Sudan: STAR Education and Economic Rehabilitation Program: In southern Sudan, the education program focuses on assisting populations to transfer from ‘relief to development’ programming that targets capacity building of local authorities (County Development Committees) and Civil Society. The focus of the program is to strengthen decentralized local authorities to have the capacity to undertake school rehabilitation, promote increased community involvement, and enhance gender equality (e.g., recruiting of female teachers) in the education system.

- **Teacher professional development activities**

In addition to teaching of modern children-centered methodologies, professional development includes understanding of gender issues, awareness of post-traumatic stress syndrome linked to conflict and the impact this has on student learning, and approaches and management techniques that promote a learner-centered environment.

- **Curriculum and instructional materials**

Programs emphasize curricula and learning materials that ensure relevance of learning content to the present and anticipated future needs of the learners and reconstruction of the country and promote equity, tolerance, and universal values. Instructional materials provided include student and teacher textbooks and guides, supplies, and school equipment (e.g. computers). Often the core curriculum is complemented with topics such as crisis-related health issues, landmine awareness and peace education.

2. Support to Community schools with linkages to the formal education structure

In crisis and transitional settings, public services are often severely limited or non-existent, particularly in refugee and IDP situations in the early stages. In addition, communities in remote and rural areas do not have access to public services such as education and health even in normal times. In these settings, communities often initiate their self-help services before receiving any assistance from NGOs. Though a program may have some kind of linkage with the formal education structure, the primary focus of this category of programs is community empowerment to sustain their educational programs.

Target populations include refugees, IDPs and other crisis-affected communities. By building on community initiatives to organize education activities for their children, programs expect to increase the relevance and quality of education, improve school governance and community ownership, reach disadvantaged groups, mobilize additional resources, and build institutional capacity. Common features include

- **Structures for wider community representation and participation.** This includes creating new and strengthening existing community structures such as community education committees, village education committee, parent-teacher associations (PTAs) that respect local culture and educational traditions as well as draw on local coping mechanisms and mobilize community contributions both cash and in kind.

III. Afghanistan: Community Organized Primary Education (COPE)

In Afghanistan, Village Education Committees take on the management and financial responsibilities of schools to ensure full community ownership. The COPE project instills a strong sense of ownership awareness of the rights of their children to education. Interventions are drafted in the light of the current operating environment, local attitudes, knowledge and beliefs. The program is accepted partly because the project approach builds on the traditional educational system where instruction takes place in mosques or private houses, and teachers are hired from

- **Professional development.** Professional development builds human and institutional capacity of community organizations to manage schools' human, financial, and material resources to promote community empowerment.
- **Activities that reflect contextual environment.** Focusing on socio-cultural context, such as local attitudes, knowledge, and beliefs, assists in determining approaches best suited for supporting education interventions.
- **Income-generation and community grants.** These activities, which support schools, teachers, and offset the cost of education for families, can enhance enrollment and retention include food incentives and hygiene supplies for girls.

3. Complementary education programs that enhance effectiveness of the learning environment.

This category covers interventions that not only address individual needs but also address the well-being of the community as a whole (e.g., psycho-social needs; land mine awareness, survival skills, peace building, conflict resolution; and cultural, social and recreation activities).

- Information, education and communication activities (e.g., video clips or local theater) are developed based on actual life conditions and events. This enhances teachers and parents/community understanding of post-conflict issues and how to support each other.
- Teacher professional development that equips teachers with tools and skills to improve psychosocial well-being and protection issues of children as well as promoting peace, reconciliation, and conflict management particularly as it relates to improving access to and quality of learning environment.
- Extra-curricular activities that focus on strengthening inter-personal skills to improve children's self-confidence (e.g., popular theater, social, cultural or sports clubs and centers).

*Kosovo: Community-Based Psycho-Social Programme and Support Program for Traumatized Children in Kosovo: **In Kosovo, the school is used as the entry point for helping the community to heal and address conflict/post-conflict issues. Teachers' and education officials' knowledge is enhanced to improve the psychosocial well being of children and to change attitudes in education and child care. Teachers are provided training to understand children's well-being, build conflict resolution and communication skills to promote tolerance and respect. The project's holistic activities provided trauma therapy work on a group basis thus avoiding isolating (and stigmatizing) the most severely affected children and redefines psychosocial interventions by reducing the emphasis on medical interventions instead addressing the***

***Vietnam: Landmine Awareness Education Program:** A landmine awareness curriculum that complements the formal education curriculum is in place to make the learning environment more inclusive. The curriculum assists students in learning about unexploded ordnances; promotes acceptance of disabled students as valuable members of the classroom; and encourages students and teachers to change their attitudes towards children with disabilities.*

- Youth leadership training that covers skills/crafts development, sports/recreation activities, student clubs/associations management and peer support activities, as well as “life skills” training that includes active listening, understanding emotions, cooperation, problem solving, prejudice reduction, negotiation and mediation promoting conflict resolution, tolerance and peace (e.g., games and creative projects) to help children relax and focus on positive aspects, away from conflict memories.
- Access to basic food supplements, income generation activities to support teachers, students or school, as well as hygiene supplies for girls to minimize absenteeism.

4. Strengthening Civil Society to be education service providers

These include interventions that enhance capacity of civil society organizations as well as formal and informal networks and coalitions to provide education services and to strengthen education governance structures. Civil society development provides counter-balance to government and promotes a check and balance system to increase transparency and accountability of education systems.

- Capacity-building that promotes civil society regeneration of indigenous traditional structures that have been dismantled by conflict. These include interventions that focus on community self-reliance and development and build organizational capacity of CSOs to be programmatically and financially sustainable.
- Activities that focus on helping individuals and communities understand their rights and allow them to engage with government/local authorities.

West Bank and Gaza: Popular Theater in Palestine:

In the West Bank, popular theater is being used as a development tool to promote human rights and equity and to encourage self-help and effective participation in families and civil society in Palestine. A key target of the project is to train teachers to use the methodology to facilitate youth to learn through self-exploration, co-operation, and action. This includes conflict and its peaceful transformation, bias and prejudice awareness, and cooperative problem solving.

Education Renewal Project in Sierra Leone: PLAN and its local partners provide quality basic education through the provision of school furnishings, materials, books, teachers’ guides, in-service teacher training and school rehabilitation; complementary programs such as trauma healing, education for peace, reconciliation and conflict management and school based counseling services; health and hygiene education through a child-to-child approach; and capacity building for governmental, voluntary and community institutions to support primary education.

VII. Human Resource Development Matrix

This section highlights key target groups and common elements included in their training.

Table 4: Target Groups and key Elements of Human Resource Development in Crisis and Transitional Settings Education Programs

Target Group	Key Elements
Education Personnel: Teachers, School Officials, Local Authorities for Improving the Quality of the Learning Environment	Professional Development for Teachers and Head Teachers <ul style="list-style-type: none"> ▪ Participatory methods for teacher education ▪ Classroom strategies for promoting female participation and achievement ▪ Understanding constraints to girls education and strategies for improving female participation and achievement ▪ Learning theory into practice ▪ Lesson planning and developing schemes of work ▪ Classroom management ▪ Teaching materials ▪ Building community school relations <p><i>III. Local Education Authorities Training</i></p> <ul style="list-style-type: none"> ▪ Supervisory skills ▪ Finance and administration management ▪ Strategic planning and basic education (action) planning techniques ▪ <i>Report writing (personnel and management)</i> ▪ <i>Performance appraisal of education staff</i> ▪ <i>Education management information systems</i> ▪ <i>Gender equity in management and supervision</i>
Teachers, Education Personnel, Social Workers, Youth Leaders to Address Psycho-Social Issues	<p><i>IV. Child Development and Mental Health Issues in School</i></p> <ul style="list-style-type: none"> ▪ Life stages and development ▪ Important factors in child development ▪ Stress and trauma ▪ Dealing with aggressive children ▪ Children with difficulties in learning and teaching process

Target Group	Key Elements
	<p>Progress and Evaluation towards Success in the Classroom</p> <ul style="list-style-type: none"> ▪ Interactive methods in decreasing behavioral disorders ▪ Methods of modern valuation ▪ Establishing positive relationships between teachers and learners ▪ Group work in the classroom as a necessary support ▪ Methods for achieving better success in the classroom ▪ Practical methods for stimulation of democratic tendencies in the classroom ▪ Education of children with special demands <p>Empowering Teachers</p> <ul style="list-style-type: none"> ▪ Support groups ▪ Incorporation of the community to design and address problems ▪ Identification of problems in community and their effects in the classroom ▪ Children with difficulties in educational program <p>Dealing with Community Problems in the Classroom</p> <ul style="list-style-type: none"> ▪ Violence against children ▪ Effects of family violence in the classroom, including prevention of child abuse ▪ Communication skills <p>Cross-cutting Elements of Psychosocial Assistance for Traumatized Children in School</p> <ul style="list-style-type: none"> ▪ Communication skills and creative techniques for solving problems in schools ▪ Social-creative activities for children (e.g., forms of local drama/theater) and for youth (e.g., skills/crafts development, sports/recreation activities, student clubs/associations management and peer support activities) ▪ Life-skills training that include active listening, understanding emotions, cooperation, problem solving, prejudice reduction, negotiation and mediation promoting conflict resolution, tolerance, human and children’s rights and peace building.
<p>Community/School Organizations (Parent Teacher Associations,</p>	<p>➤ Administrative and Management</p> <ul style="list-style-type: none"> ▪ Financial management skills: purchasing, payments, record keeping, reporting, and budgeting to ensure accountability and transparency

Target Group	Key Elements
<p>School Governance Committees) to Strengthen Community Participation in Local Education Environs</p>	<ul style="list-style-type: none"> ▪ Administration and management skills I: planning meetings, forming committees, and report writing ▪ Proposal and program development skills: education data and information, proposal/planning outline, resource mobilization (income generation activities) ▪ Advocacy and networking: development of relationships with other institutions, external development agencies <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> ▪ Development and administration of basic school data collection tools ▪ Use of data in informing school decisions ▪ Monitoring education quality and attendance ▪ Supporting programs that foster inclusion of all, regardless of age, gender, ability, ethnicity, and implementing community-based peer-education programs on life skills and conflict prevention <p>Community-School Partnership</p> <ul style="list-style-type: none"> ▪ Community-school relationships: how to ensure good parent/teacher/community relationships; how to manage conflict (peace building component) ▪ IEC strategies: facilitation tools and techniques (e.g., use of print and mass media, community drama and public fora) ▪ PTA/Board of Governors monitoring and supervision: action planning, monitoring and supervising teacher and pupil attendance, monitoring quality of instruction, incentives for teachers <p>Participatory Learning and Action</p> <ul style="list-style-type: none"> ▪ Needs assessment, data collection, and analysis to make informed decisions
<p>Civil Society to Enhance Educational Accountability and Transparency as well as Promoting Human Rights</p>	<p>Organizational Governance</p> <ul style="list-style-type: none"> ▪ Strategic planning ▪ Job descriptions (roles, responsibilities and authority level) ▪ Policy issues (HIV/AIDS and gender) ▪ School management ▪ Project management—financial, administration, etc. ▪ Legal documents (Constitution, membership, transparency/accountability)

Target Group	Key Elements
	<ul style="list-style-type: none"> ▪ Learning systems (information-sharing, documentation) <p>Advocacy and Networking (this may include activities such as local drama/theatre)</p> <ul style="list-style-type: none"> ▪ Presentation skills (verbal and written) ▪ Media partnerships (how to interact with radio, newspaper, television) ▪ Documentation of activities (newsletters, brochures, website) <p>Action Research</p> <ul style="list-style-type: none"> ▪ Methods (quantitative and qualitative) ▪ Sampling/selection of informants ▪ Data collection tools and techniques (e.g., surveys, interviews, focus groups) ▪ Analysis of data ▪ Write-up of data (report writing) ▪ Information dissemination <p>Monitoring of Government Budget and Expenditures</p> <ul style="list-style-type: none"> ▪ Ministry of Education budget and sector strategy plan (understanding of government expenditures, inputs, outputs) ▪ Key informants (national, district, and school-community level) ▪ Analysis and write-up of information

Appendix 1. List of Education Programs and Agencies

Name of Program	Location	Type of Setting:	Life of Project	Status of Profile
Academy for Educational Development				
Afghan Friendship Project	Afghanistan	Crisis/Transitional	2001-2002	Not developed
Blue Pack Project	Afghanistan	Crisis/Transitional	2002-2003	Not developed
Support to Basic Education in Afghanistan	Afghanistan	Transitional (Post-Conflict)	2002-2007	Not developed; program still learning lessons
Urgent Rehabilitation Support Programs in Afghanistan	Afghanistan	Crisis/Transitional	2002-2002	Note developed
Improving Basic Education (IBET) in Tajikistan	Tajikistan	Areas of instability/on-going security threat	2003-2005	Developed
Ethiopia Basic Education System Overhaul (BESO) Project	Ethiopia	Transitional	1995-2002	Not developed
Higher Education Support Initiative (HESI)	Israel; West Bank/Gaza	Crisis	2002-2007	Not developed
Nicaragua Basic Education Project (BASE)	Nicaragua	Transitional	1993-2003	Not developed
Early Childhood Development for Displaced Communities in Sudan	Sudan	Transitional	1999-2001	Not developed

Name of Program	Location	Type of Setting:	Life of Project	Status of Profile
Central Asian Republics (CAR) Basic Education Sector Strengthening Participation, Education, and Knowledge Strengthening in Central Asia (PEAKS)	Tajikistan	Transitional	2003-2005	Developed
Aga Khan Development Network (AKDN)				
Support to Basic Education in Afghanistan	Afghanistan	Transitional (Post-Conflict)	2002-2007	Not developed; program still learning lessons
Improving Basic Education (IBET) in Tajikistan	Tajikistan	Areas of instability/on-going security threat	2003-2005	Developed
Catholic Relief Services (CRS)				
Accelerated Learning and Life Skills for Rural Youth	Afghanistan	Crisis (area of instability/on-going security threat)	2002-2003	Not developed; program in initial stages
Parent School Partnership	Albania, Armenia, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro and Serbia	Transitional (post-conflict)	1999-2004	Developed
Learning Peace in Kindergarten	East Timor	Transitional (post-conflict)	2002-2003	Not developed; program in initial stages
Transitional Education Activities	Liberia	Transition (post-conflict)	1999-2002	Not developed
Urban Youth Project	Sierra Leone	Transitional (post-conflict)	1998-2002	Not developed

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Name of Program	Location	Type of Setting:	Life of Project	Status of Profile
Education Rehabilitation Program	Southern Sudan	Crisis (long-term conflict/area of instability)	2001-2004	Developed
Global Food for Education Project	Uganda	Crisis (area of instability/conflict)	2002-2003	Not developed; program in initial stages
UXO/Landmine Education Program	Vietnam	Transitional (post-conflict)	2001-2003	Developed
Connecting and Protecting Children in Palestine	West Bank and Gaza	Crisis (area of instability/conflict)	2002-2003	Not developed; program in initial stages
Cooperative for Assistance and Relief Everywhere (CARE)				
Community Organized Primary Education	Afghanistan	Crisis: areas of instability/on-going security threat	1997 and ongoing	Developed
Strengthening Communities through Partnerships for Education	Ethiopia	Transitional (post-conflict)	2002-2006	Not developed; program still learning lessons
Community-Based Psychosocial Programme	Kosovo	Transitional (post-conflict)	Ended 2002	Developed
Support Program for Traumatized Children	Kosovo	Transitional (post-conflict)	Ended 2002	Developed
Support to Primary Education	Hargesia, Somaliland	Crisis (long-term instability)	1999-2003 (ongoing)	Developed
Sudan Basic Education Program	Southern Sudan	Crisis (long-term conflict)	2002-2007	Not developed; program still learning lessons
Supporting Partnerships for Education in Tajikistan	Tajikistan	Areas of instability/on-going security threat	2001-2004	Not developed
Popular Theater in	West Bank and Gaza	Crisis (areas of		Developed

Name of Program	Location	Type of Setting:	Life of Project	Status of Profile
Palestine Project		instability/conflict)		
Strengthening education programs for Orphans and Vulnerable Children (STEP-OVC)	Burundi	Transitional (post-conflict)	2004-2006	Developed
International Rescue Committee (IRC)				
School Rehabilitation Program	Afghanistan	Crisis (areas of instability due to conflict) and Transitional (post-conflict)	1997 and ongoing	Not developed
Burundi Emergency Education and Psychosocial Support for Children and Adolescents Project	Burundi	Transitional (post-conflict)	2000 and on going	Not developed
Education for refugee children from Democratic Republic of the Congo	Congo-Brazzaville			Not developed
Education Program	Guinea	Crisis (refugee camp—third country location)	1995 and ongoing	Not developed
Formal and Non-Formal Education Program	Ingushetia	Crisis (areas of instability)	2000 and ongoing	Not developed
Education Program	Sierra Leone	Transitional (post-conflict)	1999 and ongoing	Not developed
Female Education Program	Pakistan	Crisis (refugee camp—third country location)	1995 and ongoing	Not developed
Demobilized Children's Program	Sierra Leone	Transitional (post-conflict)	1999 and ongoing	Not developed
Demobilization and	Southern Sudan	Crisis (long-term	2001 and ongoing	Not developed

Name of Program	Location	Type of Setting:	Life of Project	Status of Profile
Reintegration of Child Soldiers		conflict)		
Emergency education and Psychosocial Support for Eritrean refugees in Ethiopia	Ethiopia	Crisis (refugee camps)	[Information not available]	Developed
Reintegration Support	Sierra Leone	Transitional (post-conflict)	[Information not available]	Developed
Save The Children Federation/USA				
Child Soldiers 2	Guinea - Kankan, Upper Guinea, Dabola, Kissidougou	Transitional (political instability)	9/02-9/03	Not developed
Mozambique Flood Relief	Xai-Xai Province, Mozambique	Transitional (post disaster)	2000	Not developed
Afghan Refugee Camps	Balochistan, Quetta City, Haripur District, Pakistan	Crisis (long-term conflict)	1989-present	Not developed
Early Childhood Development Program	Terai, Nepal	Crisis setting (political instability)	1998-present	Not developed
Jigjiga Refugee Camps	Somali Regional State	Crisis setting (political instability)	2002	Not developed
Partnerships for Innovation in Education	Somaliland	Crisis setting (political instability)	6/01-9/02	Not developed
Sudan Basic Education Program	Nuba Mountains	Crisis setting (political instability)	7/02-7/07	Not developed
Education	South Kordufan, Sudan	Crisis setting (political instability)	1994-present	Not developed
Food for Education	Nakasongola	Transitional (post conflict)	8/01 - Open	Not developed

Education in Crisis and Transitional Settings: Common Programming Features

Name of Program	Location	Type of Setting:	Life of Project	Status of Profile
Urban Street Children	Indonesia	Crisis setting (political instability)	8/00-9/03	Not developed
Access to Primary Education And Literacy for Females (APEAL)	Minya, Egypt	Crisis setting (political instability)	1996-2003	Not developed
ECCD and Basic Education	West Bank/Gaza	Crisis setting (long term conflict)	2003-	Not developed
Hurricane Mitch Response	El Salvador	Transitional (post disaster)	11/98-5/99	Not developed
Haiti	Maissade, Grand Guave	Crisis setting (political instability)	1999-2003	Not developed
Hurricane Mitch Response	Honduras	Transitional (post disaster)	11/98-5/99	Not developed
Hurricane Mitch Response	Nicaragua	Transitional (post disaster)	11/98-5/99	Not developed
Early Childhood Development	Sarajevo	Transitional (post conflict)	1993-1999	Not developed
Umbrella Grant	Kosovo	Transitional (post conflict)	11/99-9/04	Not developed
School Feeding and School Farm Project	Tajikistan	Transitional (political instability)	1994-2002	Not developed
School reconstruction	Tajikistan	Transitional (post conflict)	2002-2005	
Response to War	Iraq	Crisis setting (conflict)	2003	Not developed
World Education				
Other Vulnerable Children	Nepal	Crisis (working with children and youth affected by Maoist conflict)	September 2002-September 2004	Not developed

Name of Program	Location	Type of Setting:	Life of Project	Status of Profile
Education as a Preventive Strategy Against Sexual Exploitation of Girls	Cambodia	Child labor	July 2002-December 2003	Not developed
Brighter Futures: Combating Child Labor through Education in Nepal	Nepal	Child labor	April 2002 – April 2006	Not developed
Awareness Raising and Occupational Development in Mekong Border Communities	Laos	Trafficking	<i>July 2002 – June 2004</i>	Not developed
Education Assistance to Refugees from Burma	Thailand	Crisis (long-term)	June 1999 – waiting for extension date	Developed
HIV/AIDS Education for Children	Cambodia	HIV/AIDS	September 2000-December 2002	Not developed
Mine Risk Education Project for Children	Cambodia	Post-conflict	July 2000-December 2002	<i>Developed</i>
Strengthening HIV/AIDS Partnerships in Education (SHAPE) Program	Ghana	HIV/AIDS	2001-2004	<i>Not developed</i>
Plan International (UK)				
Education Renewal Project	Sierra Leone	<i>Transitional (post-conflict)</i>	2002-2005	<i>Developed</i>

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Profiles Developed
2003-2004

Africa Region

Burundi (transitional: post-conflict)

- Strengthening Education programs for Orphan and Vulnerable Children (STEP-OVC).

Ethiopia (host to refugee Camps)

- Emergency Education and Psychosocial Support to Eritrean Refugees in Ethiopia

Sierra Leone (Transition: post-conflict)

- Reintegration Support
- Education Renewal

Somalia (crisis: long-term)

- Support to Primary Education

Southern Sudan (crisis: long-term)

- **Rebuilding Education and Civil Society**
- **Sudan Transitional Assistance for Rehabilitation Education and Economic Rehabilitation Program**

Asia Region

Afghanistan (crisis and post-crisis)

- Community Organized Primary Education

Thai/Burma Border (Crisis: areas of instability due to conflict) and transitional (post-conflict)

- Education Assistance to Refugees from Burma

Vietnam (transitional: post-conflict)

- Unexploded Ordnances/Landmine Awareness Education Program

Tajikistan (transitional: post-conflict)

- Improving basic education (IBET) in Tajikistan
- Participation, education, and Knowledge Strengthening (PEAKS) in Central Asia

Middle East and Europe Region

Kosovo (post-crisis)

- Community-Based Psychosocial Programme
- Support Program for Traumatized Children in Kosovo

West Bank/Gaza (crisis: areas of instability and refugee camps)

- Popular Theater Project

Annex XIII: Annotated Bibliography on Food Assisted Education

[Attached]

American Institutes for Research

Academy for Educational Development

Aga Khan Foundation

CARE

Discovery Channel Global Education Fund

Education Development Center

Howard University

International Reading Association

The Joseph P. Kennedy, Jr. Foundation

Juárez and Associates, Inc.

Michigan State University

Sesame Workshop

Save the Children Federation, USA

University of Pittsburgh

World Education



Educational Quality Improvement Program
Classrooms • Schools • Communities

Annotated Bibliography on Food-Assisted Education



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Annotated Bibliography on Food-Assisted Education

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Introduction

Food Assisted Education (FAE) is a long-standing approach to improving both nutritional and education outcomes in developing countries. FAE is most often delivered in the form of breakfasts or lunches given to the most impoverished children in selected schools. It is seen as a way to improve nutritional and caloric intake while also boosting school enrollment, attendance, and cognitive performance rates.

However, the effectiveness of FAE interventions has recently come into question. The research base on the impact of FAE is extensive and diverse. Some researchers contend that FAE has no impact on nutritional levels, while others disagree. Other researchers prove that FAE has positive effects on school attendance and cognitive performance, while others disagree about the long-term nature of those effects.

This annotated bibliography lists key documents in the FAE research base. Where possible, brief summaries of the reports are provided.

Key Documents on Food Assisted Education

1. **Ahmed, A. and K. Billah. 1994. "Food for Education Program in Bangladesh: An Early Assessment." Dhaka: Bangladesh Food Policy Project, International Food Policy Research Institute.**

This document provides an assessment of the pilot phase of the Food for Education (FFE) program in Bangladesh. The FFE project was launched by the Government of Bangladesh on a pilot basis in 1993, with the goal of linking vulnerable group income supplements to primary school enrollment of children. The objectives of the program were to increase school enrollment, promote school attendance, and prevent dropouts.

The assessment demonstrated strong results for the FFE program. Enrollment in schools with the FFE program increased by 20 percent. Attendance rates for boys and girls increased, and were higher in FFE schools than in non-FFE schools.

2. **Ahmed, Akhtar and Carlo del Ninno. 2002. "The Food for Education Program in Bangladesh: An Evaluation of its Impact on Educational Attainment and Food Security." Washington, DC: International Food Policy Research Institute.**

Ahmed and del Ninno evaluate the Food for Education (FFE) program in Bangladesh, which was started in 1993. The goals of the FFE program were to increase school enrollment, increase attendance, and prevent dropouts. The authors find that the program did meet those goals, and the increase in enrollment was greater for girls than boys. In addition, they found that the program targeted the most impoverished households, though they recommend that a significant number of nonpoor households participate in the program. They conclude that the biggest problem with the education system in Bangladesh is the low quality of education provided.

3. **Advancing Basic Education and Literacy (ABEL) Information Bulletin. June 1992. "School Feeding Programs and Educational Achievement." Washington, DC: Academy for Educational Development.**

The ABEL bulletin discusses school feeding programs and their impact on student attendance, academic performance, and cognitive development. It highlights several case studies from developing countries, including the Dominican Republic, India, Guatemala, Jamaica, Haiti and Ghana. One key theme observed in the research base is that children who receive nutritional supplements in school have higher attendance rates and improved academic performance rates.

The bulletin recommends that school feeding programs be designed together with other synergistic interventions to have more impact. It also recommends that school feeding programs have a focus on rural poor households.

4. **Babu, S.C. and J.A. Hallam. 1989. "Socioeconomic Impacts of School Feeding Programs: Empirical Evidence from a South Indian Village." *Food Policy*: 58-66.**

Babu and Hallam's study evaluates the impact of school feeding programs in Tamil Nadu. Specifically, the study analyzes the impact of school nutrition on children's education. The researchers looked at household income, family consumption and expenditures, information on the number of child participants, quantities of food, and energy/protein intake at school.

Babu and Hallam found that school feeding programs result in increased school attendance rates, reduction in poverty rates, and increased household spending on non-calorie food and non-food items.

5. **Behrman, J., P. Sengupta, and P. Todd. 2001. *Progressing through PROGRESA: An Impact Assessment of a School Subsidy Experiment*. April. University of Pennsylvania and the International Food Policy Research Institute, Washington, D.C.**

Behrman, *et al.*'s study of the PROGRESA program in Mexico analyzes its impact on school enrollment and attendance. The PROGRESA program had the goal of improving enrollment and attendance rates in schools through providing incentives for parents to send their children to school. The researchers found that attendance rates increased by 19 percent, dropout rates were reduced, and children were more likely to progress between grades on time.

6. **Behrman, J., P. Sengupta, and P. Todd. 2000. *The Impact of PROGRESA on Achievement Test Scores in the First Year*. September. International Food Policy Research Institute, Washington, D.C.**

Behrman, *et al.* analyze the impact of a school feeding program in Mexico on achievement test scores. They find that the PROGRESA program did improve enrollment and attendance rates during the first year of implementation. However, the results show that the school feeding and incentive program had no significant positive effect on achievement test scores.

7. **Benbow, Jane and Dana Russotto. 1999. "Food Assisted Education and Household Livelihood Security: A Background Paper." Atlanta, GA: CARE USA.**

Benbow and Russotto summarize the linkages between food assisted education (FAE) and household livelihood security. They make recommendations for addressing the quality of education through FAE projects.

Benbow and Russotto make the case for community involvement in FAE programs, to increase sustainability of the interventions and systemically improve the quality of education. They recommend that CARE target the most food-insecure regions and communities and that micro-nutritional and health interventions be selected that provide the most impact to the targeted population. Girls should be given particular emphasis in the design and implementation of FAE projects. Educational outcomes also must be given as much importance as nutrition and health outcomes.

8. **Bergeron, Gilles, and Joy Miller Del Rosso. 2001. "Food for Education Indicator Guide." Washington DC: Food And Nutrition Technical Assistance Project, AED.**
9. **Catholic Relief Services. 2002. "CRS Approach to Food Assisted Education: A Programmatic Approach in Support of Food Security." Baltimore: Catholic Relief Services.**

Catholic Relief Services (CRS) provides an overview to its new strategic approach to food assisted education. The strategy is based on six best practices in food assisted education programming: 1) facilitating community-based work, 2) increasing impact through school health interventions, 3) providing complementary inputs to address education quality, 4) targeting the food insecure, 5) creating an enabling environment, and 6) ensuring effective monitoring and evaluation systems.

10. **Chandler, Ann-Marie K, S.P. Walker, K. Connolly, and S.M. Grantham-McGregor. 1995. "School Breakfast Improves Verbal Fluency in Undernourished Jamaican Children." *American Institute of Nutrition* 894-900.**

Chandler, *et al.* analyze the short-term effects of breakfast on cognitive performance of malnourished children with that of children of normal nutritional status. Cognitive performance is assessed through the administration of four tests after the breakfast meal. The assessments test verbal fluency, visual search, digit span, and speed information processing.

The researchers find that after receiving breakfast, undernourished children performed significantly better on a test of verbal fluency. However, the performance of children with a normal nutritional status did not change significantly after receiving breakfast.

The researchers suggest that meals available in schools through feeding programs be targeted to undernourished children.

11. **Chambers, C.M. 1991. "An Evaluation of the World Food Program/Jamaica 2727 School Feeding Program." *Cajanus* 24(2): 91-101.**

Chambers evaluates the Government of Jamaica and World Food Program school feeding program, which was begun in 1984. Through this program, 95,000 children received a snack at lunchtime. Chambers assesses the impact of the school feeding program on attendance, dietary needs, and source of income transfer.

The study shows that that the school feeding program did not have significant effects on school attendance. However, the snacks were effectively meeting children's dietary needs and showed effectiveness on income transfer.

12. **Clay, Daniel C. 1998. "Food Aid Targeting in Ethiopia: A Study of Household Food Insecurity and Food Aid Distributions." Nazareth, Ethiopia: USAID.**
13. **Connell, David F., Ralph R. Turner, and Elaine F. Mason. 1985. "Summary of Findings of the School Health Education Evaluation: Health Promotion Effectiveness, Implementation, and Costs." *Journal of School Health* 55:316-21.**
14. **Dall'Aqua, F.M. 1991. "Economic Adjustment and Nutrition Policies: Evaluation of a School Lunch Programme in Brazil." *Food and Nutrition Bulletin* 13,3: 202-209.**

Brazil's school lunch program is its largest nutritional program, and in 1986 reached 25 million children. It was continued in the 1980s amidst a several budget crisis, under the assumption that school feeding is an effective way to improve nutritional status of impoverished families. It targets children from the preschool age to 14 years. This study evaluates the impact of the school feeding program on nutritional levels of low-income households.

The study shows that nutritional levels, as observed through caloric intake, did increase during the course of the program. In addition, school enrollment increased in schools that offered lunch, demonstrating a positive effect on educational outcomes as well as nutritional.

15. **Del Rosso, Joy M. and Tonia Marek. 1996. "Class Action: Improving School Performance in the Developing World through Better Health and Nutrition." Washington, D.C.: The World Bank.**

Del Rosso and Marek provide a thorough literature review of the relationship between improved nutrition and school performance. They analyze lessons learned from past school-based nutrition and health programs and make recommendations for the design of such interventions.

Del Rosso and Marek point to an extensive research base to contend that healthier and better-nourished children have higher enrollment and attendance rates, and perform better than children suffering from malnutrition. They also discuss long-term benefits to the wider community beyond the children fed.

The authors outline three cost-effective nutrition and health interventions and provide lessons learned for policymakers on successful management of school-based nutrition programs.

16. **Del Rosso, Joy M. 1999. "School Feeding Programs: Improving Effectiveness and Increasing the Benefit to Education." Oxford: The Partnership for Child Development.**

This guide for program managers aims to address the changing landscape of school feeding programs. For school feeding programs to be successful, the author contends that to improve

effectiveness, school feeding programs must be designed as part of a “package of interventions” that address children’s education, health, and nutritional needs.

Del Rosso provides an overview of the research base on school-based approaches to health and nutrition programs and summarizes the benefits of such interventions. In addition, Del Rosso provides seven steps for designing school feeding programs. These recommendations include building consensus on objectives, focusing on key target populations of high-risk children, identifying funding sources, developing monitoring systems, and integrating school feeding programs with other synergistic interventions.

- 17. Devaney, B. and E. Stuart. 1998. “Eating Breakfast: Effects of the School Breakfast Program.” Princeton, NJ: Mathematics Policy Research, Inc.**

Devaney and Stuart analyze the impact of the United States School Breakfast Program. Specifically, they ask whether the provision of food in the morning increases the likelihood that a student will eat breakfast.

They find that the provision of breakfast food did not increase the likelihood that students would eat breakfast. However, Devaney and Stuart did find that the School Breakfast Program had the most effect for students from low-income households.

- 18. Devereuz, Stephen. 1998. “The Impact of WFP Development Assistance: Effective Approaches for Food Aid Interventions.” Sussex: Institute of Development Studies.**

- 19. Dwyer, J. 1995. “The School Nutrition Dietary Assessment Survey.” *American Journal of Clinical Nutrition* 61: 173S-7S.**

Dwyer provides an overview of United States interventions in school nutrition, spanning from the first program in the 19th century to recent programs. Dwyer also analyzes “The School Nutrition Dietary Assessment Study.” School nutrition programs have a large reach in the United States. Ten percent of school-age children receive two out of their three daily meals in school.

While the study successfully affected policymaking, Dwyer recommends that other school nutrition interventions—including health education, parent involvement, and health services—be analyzed further.

- 20. Florencio, C.A. 1987. “Impact of Nutrition on the Academic Achievement and Other School-Related Behaviors of Grade One through Six Pupils.” Manila: University of the Philippines.**

- 21. Gervais, Suzanne, Judy Bryson, and Karen Freudenberger. 2003. "Africare Field Manual on the Design, Implementation, Monitoring, and Evaluation of Food Security Activities." Washington, DC: Africare.**

This guidebook provides an overview of the design, implementation, and monitoring and evaluation of Africare's food security projects. It consists of eight modules. The modules summarize project activities and gives suggestions for monitoring empowerment and capacity building activities. They provide a detailed introduction into the design of the development assistance plan and the monitoring and evaluation plan. In addition, the manual extensively details participatory rural appraisal rapid rural appraisal techniques. It concludes with an overview of a DAP Information System.

- 22. Glewwe, Paul and Hanan Jacoby. 1994. "An Economic Analysis of Delayed Primary School Enrollment and Childhood Nutrition in Ghana." LSMS Working Paper 98. Washington, D.C.: The World Bank.**

Glewwe and Jacoby analyze the relationship between school enrollment and childhood nutrition in Ghana. They find that malnourished children start school later and complete fewer years of school as compared to better nourished children.

- 23. Gopaldas, Tara, and Sunder Gujral. 1996. "The Pre-Post Impact Evaluation of the Improved Mid-Day-Meal Programme, Gujarat." Baroda, India: Tara Consultancy Services.**

Gopaldas and Gujral provide the results of an evaluation of a school feeding project in Gujarat, India. Six thousand children received daily meals in school. The study consisted of a baseline evaluation of nutritional levels, and a post-project evaluation of nutritional levels. The authors found that the prevalence of parasitic infection in the children was reduced, hemoglobin status improved, and vitamin A deficiency declined.

- 24. Grantham-McGregor, Sally. 1998. "Evaluation of School Feeding Programs: Some Jamaican Examples." *American Journal of Clinical Nutrition* 67: 785S-9S.**

Grantham-McGregor, *et al.* evaluate the impact of breakfast on cognitive function of malnourished and better-nourished children. They found that cognitive function in undernourished children improved after they received breakfast, but cognitive function did not change in better-nourished children. It demonstrates the potential impact of breakfast on the educational performance of malnourished children.

- 25. Harbison, Ralph W. and Eric A. Hanushek. 1992. "Educational Performance of the Poor: Lessons from Rural Northeast Brazil." New York: Oxford University Press.**

Harbison and Hanushek analyze the educational performance of poor children from rural northeast Brazil and find that malnourished children perform 20 percent worse than children who are better nourished. Malnourished children in this region have higher than average dropout rates.

- 26. Harinaryan, Anuradha, Holly Solberg, and Carrie Hubbell. 2000. "Best Practices: Review of NGOs in the Use of Food Resources." Atlanta, GA: CARE USA.**

This study provides a review of best practices in the use of food resources. It consisted of extensive interviews with leading NGOs who work in food security. Key themes that emerged include the need for more participatory design, monitoring, and evaluation of food security projects, better targeting of food assistance, minimizing harm to local production and markets, and developing sound strategies for transition and end of implementation.

- 27. Jacoby, Hanon. 1997. "Is there an Intrahousehold Flypaper Effect? Evidence from a School Feeding Program." Food Consumption and Nutrition Division Discussion Paper No. 31. Washington, DC: International Food Policy Research Institute.**

Jacoby analyzes a school feeding program in the Philippines to test the "flypaper effect." The "flypaper effect" is the assertion that if a child receives additional benefits, i.e. food, those benefits remain with the child rather than being shared with other members of the household. Jacoby analyzed the data to determine whether a child's caloric intake would indeed increase through school feeding programs. After rigorous analysis, Jacoby concludes that the benefits of school feeding programs do indeed remain with the children, and there is no significant reallocation of calories within the household.

- 28. Janke, Cornelia. 1996. "SFPs and Education: Establishing the Context." Baltimore, MD: Catholic Relief Services.**

This document provides an overview of the research base on school feeding programs. The author explores the impact of school feeding programs on enrollment and attendance rates and looks at the potential for affecting learning achievement. Janke concludes the document by recommending best practices, including the need to providing complementary health, education, and nutrition interventions, such as addressing curriculum, teaching, and infrastructure needs.

- 29. Levinger, Beryl. 1996. "How to Design a Monitoring and Evaluation System to Improve the Quality of CRS-Sponsored School Feeding Interventions." Catholic Relief Services School Feeding/Education Guidebook.**

Levinger outlines the design process of a holistic monitoring and evaluation system to improve school feeding programs. The guidebook provides tools to improve data collection, selection of indicators, and design of questionnaires. Levinger also recommends methods of improving monitoring and evaluation programs, including the use of highly qualified development experts to provide technical assistance, and to make the question of a study conceptually clear.

- 30. Levinger, Beryl. 1986. "School Feeding Programs in Developing Countries: An Analysis of Actual and Potential Impact." USAID Evaluation Special Study Number 30. Washington, DC: United States Agency for International Development.**

Levinger's study evaluates empirical data on the relationships among school feeding programs and school attendance, enrollment, and cognitive performance. Based on the results, Levinger recommends areas for improvement in the design and management of school feeding programs.

Levinger finds that impact on enrollment and attendance depends upon the design of the school feeding program. Based on 22 case studies, the author concludes that school feeding increases enrollment and attendance when programs are designed with the local context in mind and when parents understand the program. In addition, the study finds that attendance improves the most when school feeding programs target the poorest households. However, attendance rates do not necessarily increase when meals are provided in areas of conflict. Levinger also finds that there is inconclusive evidence to link school feeding with improved cognitive performance.

In conclusion, the author states that the most successful school feeding programs involve community members in planning and management and foster local production of the meals.

- 31. Lopez, I., C.G. de Andraca, E. Perales, M. Heresi, M. Castillo, and M. Colombo. 1993. "Breakfast Omission and Cognitive Performance of Normal, Wasted, and Stunted Schoolchildren." *European Journal of Clinical Nutrition*. 47: 533-542.**

Lopez, *et al.* analyze the effect of a lack of breakfast food on cognitive performance of fourth through sixth graders in Santiago, Chile. The cognitive tests assessed memory, attention, and performance. The students were divided into two groups. One group was fed breakfast, while the other group was tested before eating breakfast. The study did not show a significant relationship between food and cognitive performance, though the cognitive performance of stunted children was lower than that of children of normal and malnourished nutritional status. Children of malnourished status did not display significant effects of eating breakfast versus fasting.

- 32. Mathews, R. 1996. "Importance of Breakfast to Cognitive Performance and Health." *Perspectives in Applied Nutrition* 3,3: 204-212.**

Mathews summarizes recent research that explores the relationship between morning meals and cognitive performance. The research base shows that a morning meal is strongly related to improved learning, memory, and physical health of children. The researchers conclude that provision of breakfast is a successful public health intervention that improves the internal efficiency of education systems.

- 33. McClelland, Donald. 1998. "U.S. Food Aid and Sustainable Development: Forty Years of Experience." Washington, DC: USAID.**

- 34. Morley, Samuel and David Coady. 2003. "From Social Assistance to Social Development: Targeted Education Subsidies in Developing Countries." Washington, DC: Center for Global Development and International Food Policy Research Institute.**

Morley and Coady review the extensive literature on social safety nets, including food assisted education. They highlight case studies in Mexico, Nicaragua, Bangladesh, and Brazil and highlight lessons learned. Morley and Coady explore the cost effectiveness of such programs and conclude that food assisted education programs have advantages due to the dual nature of their work. FAE programs work concurrently to reduce poverty and improve educational outcomes.

- 35. Moock, Peter R. and Joanne Leslie. 1986. "Childhood Malnutrition and Schooling in the Terai Region of Nepal." *Journal of Development Economics* 20: 33-52.**

In their study of child malnutrition and educational achievement in the Terai region of Nepal, Moock, and Leslie find that malnourished children are only 5 percent likely to attend school. Better nourished children have a 27 percent likelihood of attending school.

- 36. Moore, Emily. 1994. "Evaluation of the Burkina Faso School Feeding Program." Baltimore, MD: Catholic Relief Services.**

Moore's evaluation of Catholic Relief Services' school feeding program in Burkina Faso finds that the presence of a school canteen was related to increased enrollment, regular attendance, decreased dropout rates, and increased scores on national exams.

- 37. Ngay, Aben. 2002. "CARE's New Food Policy: Implications for BGE Programming." Atlanta, GA: CARE USA.**

This paper analyzes CARE USA's new food policy and discusses its implications for CARE's basic and girls' education program work. Ngay emphasizes the importance to address health, nutrition, and educational quality issues in food assisted education programs. The emphasis on educational quality is necessary to achieve the long-term goals of higher literacy and numeracy skills. Ngay also stresses the need to target the most vulnerable and disenfranchised populations in FAE programs. Lastly, the report provides suggestions for monitoring and evaluation of FAE programs.

- 38. Pollitt, Ernesto, K. Gorman, E. Engle, R. Martorell, and J. Rivera. 1993. "Early Supplementary Feeding and Cognition: Effects over Two Decades." Society for Research in Child Development, Monograph 235. Chicago: University of Chicago Press.**

Pollitt, *et al.*'s study of the effects of school feeding programs indicate that in Guatemala children with better nutritional status are more likely to have higher cognitive test scores and better school performance than malnourished children.

- 39. Powell, Christine, et al. 1998. "Nutrition and education: a randomized trial of the effects of breakfast in rural primary school children." *American Journal of Clinical Nutrition* 68: 873-9.**
- 40. Rajan, S.I. and A. Jayakumar. 1992. "Impact of the Noon Meal Programme on Primary Education: An Exploratory Study in Tamil Nadu." *Economic and Political Weekly* 2372-2380.**

Rajan and Jayakumar provide an analysis of the school lunch program provided to school children in Tamil Nadu, India, during the early 1980s. The authors analyze the impact of the provision of school meals on enrollment, attendance, and dropout rates.

The results show that enrollment and attendance rates did improve in schools with the Noon Meal program. The dropout rate decreased from 40 percent to 22 percent. In addition, the Noon Meal program disproportionately improved the enrollment rates of children in the lowest socioeconomic groups, including Muslim and other backward classes.

- 41. Ravillion, M. and M. Wodon. 2000. "Does Child Labor Displace Schooling? Evidence on Behavioral Responses to an Enrollment Study." *The Economic Journal* 110:158-175.**

Ravillion and Wodon attempt to determine whether providing incentives in the form of subsidies to increase school enrollment displaces the need for children to work. They explore the situation in Bangladesh through its Food for Education (FFE) program. In the FFE program, families received month food rations in exchange for sending their children to school. To receive the food rations, children had to maintain an 85 percent attendance rate.

Ravillion and Wodon found that FFE was responsible for a small proportion of the increase in school enrollment rates, but not all. They conclude that parents substitute other uses of their children's time.

42. Rogers, B.L., T.G. Sanghvi, P. Tatian, J. Behrman, M. Calderon, S. Crelia, M. Garcia. Unpublished. "Food and Income Subsidies and Primary Schooling in Rural Honduras: An Evaluation of the Impact of the Bonos (BMJF) and PL480 Title II School Feeding Programs." Washington, DC: Latin America and Caribbean Health and Nutrition Sustainability, USAID.

Rogers, *et al.* analyze the impact of the Title II program on enrollment, repetition, attendance, and achievement scores. They find that school feeding programs increased the average rate of academic progress through primary school. However, the school feeding program did not have a significant effect on enrollment. Attendance rates increased, as did the students' nutritional intake. The study also found that the programs reached a higher percentage of rural children than urban children.

43. Sanghvi, T.G., and E.C. Moore. 1997. "Nutritional Supplementation of School Children: Nutrition, Health, and Income to Support Primary Education." USAID Opportunities for Micronutrient Interventions (OMNI) Project.

Sanghvi and Moore synthesize experiences from food assisted education projects. They highlight projects from India, Honduras, Burkina Faso, and Chile to support their conclusions. They recommend improving food assisted education programs by streamlining management and logistics and focusing on cost recovery. The authors also highlight the need to deliver food/micronutrients at a time that has the most effect on learning and performance.

44. Serageldin, M., M. Ismail, and Pierre Landel-Mills. 1994. "Food Coupons Project: Honduras." *Environmentally Sustainable Development Proceedings Series No. 3: Overcoming Global Hunger*, pp. 184-186. Washington, DC: The World Bank.

This study provides an overview and evaluation of the Food Coupons Project in Honduras. The Food Coupons Project administered coupons three times a year to families if their children attended school. The coupons covered nearly 20 percent of an individual's food needs and were redeemed at local shops or private banks. The evaluation of the project concluded that it was cost-effective and resulted on a 12 percent increase in primary school enrollment.

45. Schultz, T. P. 2001. *School Subsidies for the Poor: Evaluating the Mexican PROGRESA Poverty Program*. August. Yale University Economic Growth Center, New Haven, CT.

46. Schultz, T. P. 2000. *School Subsidies for the Poor: Evaluating a Mexican Strategy for Reducing Poverty*. June. International Food Policy Research Institute, Washington, D.C.

- 47. Smith, N. and J. Mason, eds. 2000. "Country Case Studies: A Review of CARE's Use of Title II Resources in Ten Countries." New Orleans, Louisiana: Tulane University School of Public Health and Tropical Medicine.**

This document provides an overview and analysis of CARE's Title II programming in ten countries. It uses a broader lens of food-related work, not limited to education but also including food for work and maternal and child health interventions. The case studies also analyze policy issues, including CARE's competitive advantage and impact.

- 48. Smucker, Glenn and Nina Schlossman, eds. 2001. "Evaluation Report of the Enhanced Food Security II Program, USAID Haiti Mission." Arlington, VA: John Snow, Inc.**

This report provides an exhaustive evaluation of the Title II program in Haiti. The researchers evaluated food security projects implemented by CARE, CRS, and World Vision. The components of the program include school feeding, maternal and child health, food-for-work projects, social safety net projects, and income generating activities. In terms of the school feeding component, the researchers find that the school feeding programs did not have impact on educational performance. They identify the low quality of schooling as the biggest obstacle in Haiti's education system and suggested that future food for education programs address quality issues more systemically.

- 49. Walter, T., E. Hertrampf, F. Pizarro, M. Olivares, S. Llaguno, A. Letelier, V. Vega, and A. Siekel. 1993. "Effect of Bovine-Hemoglobin-Fortified Cookies on Iron Status of Schoolchildren: A Nationwide Program in Chile." *American Journal of Clinical Nutrition* 57: 190-4.**

Walter, *et al.* analyze the impact of a school nutrition program in Chile. Fortified cookies were distributed daily to children for three years. The authors found that the cookies were extremely effective at improving iron levels in undernourished children.

- 50. World Food Programme. 1995. "Thematic Evaluation of Long Term School Canteen Projects in West Africa." WFP: Office of Evaluation.**

The World Food Programme (WFP) evaluates school canteen projects in West Africa for their impact on educational indicators. Based on the results, WFP makes recommendations for future FAE programming.

They found that enrollment rates increased through the school feeding programs but that it was difficult to obtain reliable figures for enrollment rates. While overall attendance rates increased, the effect of school feeding programs on the attendance of girls was in question. The evaluation found that school feeding programs were not challenging the larger, more deeply ingrained cultural norms that impede girls from going to school. Lastly, the evaluation found that achievement scores increased when the daily meal was provided at key times of day.

The WFP made the following recommendations: firstly, the objective of increasing enrollment rates should not be a part of WFP programs because of the difficulty in monitoring it. Secondly, monitoring and evaluation mechanisms must be improved. Lastly, to improve sustainability, the WFP should be clear about assistance being phased out so that communities can prepare exit strategies.

51. World Food Programme. 1995. "Operational Guidelines for WFP Assistance to Education." WFP Document SCP15/INF/3.

This document provides an overview to WFP and UNESCO's guidelines for food assisted education projects. The paper provides an overview to food assisted education and the research base that supports such initiatives. It then recommends policy and procedural guidelines for project design.

The authors find that school feeding programs have a positive impact on attendance, enrollment, and reduction of dropout rates. The programs have been most successful in the most impoverished communities. The authors recommend that school feeding programs not be administered in isolation. To enhance effectiveness, they must be provided along with other education, nutrition, and health interventions.

Lastly, the report provides recommendations for improving commitment from governments, sustainability, community participation, monitoring and evaluation, and food distribution.

52. World Food Programme. 1993. "Evaluation of the World Food Program: Final Report." Chapters 6.0, 6.3, and 6.3.2.

This report provides several chapters that evaluate the World Food Programme's global efforts in school feeding. The study finds that few evaluations of WFP school feeding projects show improved nutritional status in participating students. In addition, the study points to inconclusive evidence on the impact of school feeding projects on attendance rates. The WFP has found that implementation of such programs is difficult, as is the development of a sound exit strategy.

The study provides a case study of an innovative project in Mexico, where achievement scores, attendance, and enrollment improved. The government in Mexico was committed to the project, which ensured sustainability.

53. World Food Programme. 2003. "Global School Feeding Report." Washington DC: April 2003.

The World Food Program (WFP) uses food for education to improve child welfare around the world. Over the last year, school feeding programs have become a pathway to the implementation of other health and education programs. The Global School Feeding Report indicates how the WFP adjusts and adapts to an ever-changing environment. The report covers a wide variety of activities, including monitoring and evaluation mechanisms as well and sound exit strategies.

54. USAID. “Concept Plan for its Strategic Plan for 2004-2008.” 2003. Washington, DC: Office of Food for Peace. Bureau for Democracy, Conflict and Humanitarian Assistance.

This concept paper outlines the newly adopted strategic plan for the Office of Food for Peace (FFP). The new strategy will focus on reducing food insecurity in vulnerable regions during both emergency and non-emergency situations. Several trends are noted as causing the need for strategic reform such as the prevalence of disasters, the HIV/AIDS epidemic, the growth of the urban poor, and the decline in international food aid from developed nations.

Due to this changing environment, FFP developed a new conceptual framework with a greater focus on reducing food insecurity through reducing the vulnerability and risk with which many communities live.

Annex IX: Critical Review of Primary Education in India

[Attached]



AMERICAN INSTITUTES FOR RESEARCH[®]

CRITICAL REVIEW OF PRIMARY EDUCATION IN INDIA

November 30, 2004

Produced for

General Electric Foundation
3135 Easton Turnpike
Fairfield, CT 06828

Produced by

American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007

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ACRONYM LIST

AIR	American Institutes for Research
BILT	Ballarpur Industries Limited
BMC	Brihan Mumbai Municipal Corporation
CAL	Computer Assisted Learning Program
CAP	Child and Police Project
CCS	Community Cottage Schools
CREDA	Centre for Rural Education and Development Action
CRS	Catholic Relief Services
CRY	Child Relief and You
CSR	Corporate Social Responsibility
DfID	Department for International Development
DPEP	District Primary Education Program
EDC	Education Development Center
GE	General Electric
GOI	Government of India
HIVOS	Humanist Institute for Cooperation with Developing Countries
ICDS	Integrated Child Development Services
ILO	International Labor Organization
IMRB	Indian Market Research Bureau
IPEC	International Program on Elimination of Child Labor
MVF	Mamidipudi Venkatarangaiyya Foundation
NCLP	National Child Labor Project
NCRI	National Council of Rural Institutes
NFE	Non Formal Education
NGO	Non-governmental organization
NORAD	Norwegian Agency for Development Cooperation
ODA	Official Development Assistance (Japan)
SC/ST	Scheduled Caste/Scheduled Tribal
SIDA	Swedish International Development Agency
SKP	Shiksha Karmi Project
SMP	School Milk Program
SSA	Sarva Shiksha Abhiyan
UEE	Universalization of Elementary Education
UNDP	United Nations Development Program
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
VEC	Village Education Committee

CRITICAL REVIEW OF PRIMARY EDUCATION IN INDIA

EXECUTIVE SUMMARY

American Institutes for Research
November 30, 2004

The General Electric (GE) Foundation is initiating an approach to accelerate significant and sustainable improvement in school readiness, academic achievement, and workforce readiness for under-represented and disadvantaged groups in countries around the world. As the next step in the planning process, the Foundation has invited the American Institutes for Research (AIR) and the Education Development Center (EDC) to conduct critical reviews of educational support activities in China, India, and Mexico related to the three focus areas. Specifically, the Foundation is seeking to learn what practices have the best evidence of sustained effectiveness in improving access and achievement for under-represented and disadvantaged individuals. AIR's scope of work was to review of the research base for effective practices in primary education in India.

Among the 159 documents that AIR identified initially for this review, 67 contained information about specific interventions that support primary education in India, and 46 of those documents use at least some evidence to examine the effectiveness of educational interventions. Interventions cluster broadly into three categories: those that support educational access, those that support improvements in educational quality, and those that simultaneously promote access and quality.

Project staff evaluated the effectiveness of each project in the sample based on 1) the quality of the available information about each project and 2) the relative success of the project in attaining each measure of success. Effective interventions were then grouped by their ultimate goals—either to improve educational access or quality—and ranked in terms of the extent to which they met the criteria (i.e., common elements) that the GE Foundation has set for future investments.

Following are the primary findings from the research literature on effective practices.

ACCESS TO EDUCATIONAL OPPORTUNITIES

- Effective child labor interventions coordinate directly with communities and government schools. Successful programs using these interventions have a very strong focus on sustainability. Projects scale down and terminate direct activities when communities deemed “child labor free” have a supportive culture of education where all school aged children are enrolled in school. Interventions to mitigate child labor can be adapted to target specific groups such as working girls and children working in cities or rural areas and have been effectively replicated in a wide range of communities.

- By providing intensive academic instruction to predominantly out-of-school children, bridge programs have been successful in mainstreaming these children to the formal school system. These interventions have been adapted to address the needs of particular groups of children such as girls and minority groups and have been successfully replicated by various projects in many different communities.
- Teacher recruitment and training of local community members as parateachers—locally hired individuals without formal teacher training—has a positive effect on building local capacity and encouraging communities to take ownership of educating their youth. These interventions have been successful at expanding access to education for children in isolated and underserved communities, particularly in increasing access to girls when recruited parateachers are women.
- Interventions that focus on building infrastructure and providing resources have been very successful in increasing access to education in areas that are especially rural. There is, however, a need for additional and improved resources in classrooms in terms of desks, blackboards, books and other teaching and learning materials.
- Residential camps offer a comprehensive approach to addressing the needs of out-of-school youth by providing room and board, counseling and health services, and basic education and extracurricular activities for children. Successful residential camps transition children into formal school setting. There is, however, a need for improved continued support for campers once they leave the residential programs. In some cases, campers flourished in the supportive holistic camp learning environment only to later face challenges reintegrating into their homes, communities, and succeeding in formal schools.
- Alternative education programs provide educational opportunities to students otherwise denied access to formal schools. Successful alternative education programs that are able to provide quality education to pupils, however, require a comparatively large investment of resources. Setting up a fully functioning school with appropriate infrastructure, staff, curriculum, and teaching and learning materials is a relatively costly and time-intensive process.

IMPROVING EDUCATIONAL QUALITY

- The use of parateachers is a cost-effective strategy for improving pupil learning outcomes. Short-term training for parateachers allows rapid deployment, and can accommodate the often high levels of turnover among parateachers. The local relevance of parateachers hired from within the community is an advantage to the model. Moreover, parateachers may be used for remedial tutoring programs, to staff nonformal education centers, or to assist teachers in government schools. The flexibility of parateacher interventions allow for easy replication across urban and rural contexts as a means of increasing access *and* improving quality. Small inputs from corporate funding could generate broad learning impact.
- Computer assisted learning programs are a growing but still nascent trend. Because of the technology inputs required, there is use for corporate and other outside resources. Computer assisted learning models, however, are still considerably more expensive than other strategies for improving pupil learning and have not demonstrated any substantially greater educational gains.

CRITICAL REVIEW OF PRIMARY EDUCATION IN INDIA

American Institutes for Research¹
November 30, 2004

I. INTRODUCTION

INVESTING IN EDUCATIONAL OPPORTUNITIES AROUND THE WORLD

The General Electric (GE) Foundation is initiating an approach to accelerate significant and sustainable improvement in school readiness, academic achievement, and workforce readiness for under-represented and disadvantaged groups in countries around the world. Recently, for example, the Foundation initiated a three-year pilot project to promote healthy lifestyles, employability and community engagement for young people in India and Mexico. It has also established a partnership with UNICEF to support early childhood development projects in China and Mexico.

As the GE Foundation expands its international portfolio, it has expressed a strong desire to make investment decisions based on a comprehensive understanding of the greatest challenges facing educational systems, the best evidence of effective practices, and careful consideration of strategic opportunities to leverage private-sector resources. To inform the decision-making process, the Foundation hosted a series of meetings in 2004 with international educational experts and commissioned the TCC Group to conduct a preliminary study of education in China, India, Mexico, and Hungary (with regard to the Roma population there) to identify an investment framework, leading researchers, and model programs. Outcomes from meetings and the TCC Group's education scan indicated numerous opportunities for financial support in the target countries in three focus areas: 1) school readiness, 2) primary education, and 3) transitions from school to the workforce.

As the next step in the planning process, the GE Foundation has invited the American Institutes for Research (AIR) and the Education Development Center (EDC) to conduct critical reviews of educational support activities in China, India, and Mexico related to the three focus areas. Specifically, the Foundation seeks to learn what practices have the best evidence of sustained effectiveness in improving access and achievement for under-represented and disadvantaged individuals. Key questions to be addressed include the following:

- *Goals and Metrics:* What are appropriate goals and quantitative metrics by which to measure success? What are possible processes to evaluate progress and outcomes of individual sites, an overall funding initiative, and a set of efforts in-country or globally?

¹ Authors of this report include Jennifer Anderson, Cory Heyman, Jane Schubert, Heather Simpson, and Aashti Zaidi from the American Institutes for Research, as well as Marlaine Lockheed, independent consultant. We would also like to acknowledge the important contributions of Sangeeta Dey and Nandini Prasad, from the REACH India project, and colleagues from Nirantar who facilitated data-collection activities in India.

- *Implementation*: What guidance does the literature provide on the drivers and leverage points (community, NGOs, schools, government, etc.) for maximum impact? Who are the stakeholders to include and how; what commitments or prerequisites need to be in place for significant and sustainable success? What is necessary to make improvement efforts scalable?
- *Ineffective Practices and Minefields*: What are the ineffective practices that have not had significant impact or are approaches to avoid? What are the controversial issues or other considerations to be aware of?
- *Potential Partners and Benchmarking*: What organizations—including those in-country—are the most effective leaders on these issues? What are other companies or major funders doing in this arena? What are the gaps?
- *Resources*: What level of investment over what time period would be required to have the desired impact?
- *Corporate Roles*: What guidance does the research provide on effective roles for outside volunteers (e.g., GE employees and retirees, GE executives, etc.); or other ways to leverage corporate expertise (change management, HR processes, measurement, etc.)?

REPORT OUTLINE

This report summarizes AIR’s review of the research basis for effective practices in primary education in India. It examines efforts to create engaging and rigorous learning environments for children, increase school retention, increase the relevance of the curriculum and teaching methods, and give pupils the foundations for continuing success in education and into the global workforce. It also examines the extent to which educational practices increase opportunities for and culture of girls entering, staying in, and succeeding in school and preparing for the workforce, rather than dropping out of school or staying in the home environment.

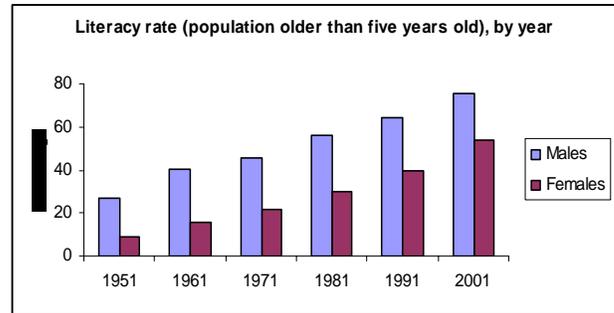
The review begins with an overview of primary education in India (Section II). It describes the size and structure of the system, trends in enrollment, and large-scale strategies that have been adopted to improve access and quality of schooling and alternative forms of educational service delivery. Next, Section III explains the research methodology used to conduct this study. This includes data collection and analysis strategies as well as a synopsis of the information used to generate empirical findings. Section IV draws on AIR’s experience in implementing educational projects in other countries as well as findings from the Indian research literature to suggest guidelines for the GE Foundation when considering investments in educational projects in India. These considerations are tied directly to the Foundation’s key questions about educational investments.

Last, Section V presents AIR’s research-based findings about effective interventions in primary education in India. Findings are grouped in two clusters: 1) interventions that promote educational access for disadvantaged groups and 2) interventions that promote educational quality. Interventions with sufficient empirical information are described in detail and ranked in terms of their demonstrated effectiveness. Interventions that seem promising but for which sufficient information is not available are then summarized briefly.

Three case studies of successful educational projects are included as an Annex.

II. PRIMARY EDUCATION IN INDIA

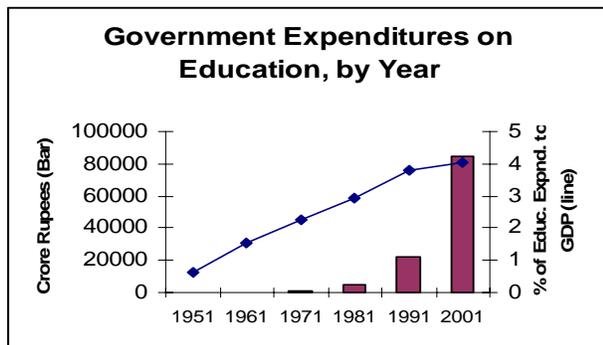
India is a nation of more than one billion citizens (1,086,600,000 in mid-2004), second in the world only to China.² India's population growth rate of 1.7 percent translates to an additional 18 million people each year, including an additional 3.8 million children ages 5-14, roughly elementary school age. Ensuring the health and well-being of a nation this size is an ongoing challenge for the states and Government of India (GOI), yet India has achieved substantial improvement in the social and economic development of its citizens over the past



Source: Government of India, Department of Education

50 years. Life expectancy at birth for an average Indian nearly doubled between 1951 and 2002, increasing from 32.1 to 63.7 years. The share of Indians living below the poverty line has dropped from 44 percent in 1980 to 26 percent in 2001. The literacy rate increased steadily from 18.3 percent in 1951 to 52.1 percent in 1991 and sharply to 65.4 percent in 2001.³

The greater increase in literacy rates over the past decade is a consequence both of broad economic changes in the 1990s and of increased GOI commitment to primary education, beginning with the



Source: Government of India, Department of Education

National Policy on Education in 1986, and followed by several large, centrally-sponsored programs to support primary or elementary education development. Government expenditures on education have increased dramatically, to reach about 4 percent of GDP in 2001, which includes 1.1 percent on primary education and 1.5 percent on elementary education.^{4,5} Primary schools are universally available,⁶ and gross primary enrollment rates exceed 90 percent for both boys and girls.⁷

² Population Reference Bureau, *World Population Reference Sheet* (Washington DC: Population Reference Bureau, 2004). Web site: http://www.prb.org/pdf04/04WorldDataSheet_Eng.pdf.

³ Planning Commission, GOI, *10th Five Year Plan (2002-2007)* (New Delhi: Planning Commission, 2002). Web site: <http://planningcommission.nic.in/plans/planrel/fiveyr/10th/default.htm>;

United Nations Development Program, *Human Development Report 2004: Cultural Liberty in Today's Diverse World* (New York: UNDP, 2004). Web site: <http://hdr.undp.org/reports/global/2004/>.

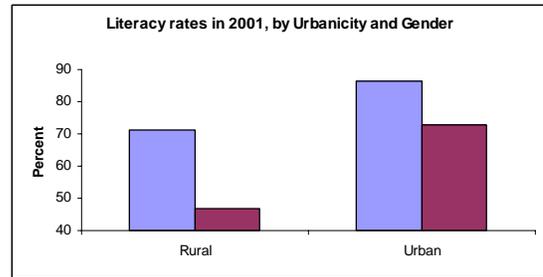
⁴ Elementary education in India includes primary education (typically classes I-V) and upper primary or middle education (typically classes VI-VII).

⁵ United Nations Educational, Scientific, and Cultural Organization (UNESCO), *Education for All: The Year 2000 Assessment Report, India* (2000). Web site: <http://www2.unesco.org/wef/countryreports/india/contents/html>.

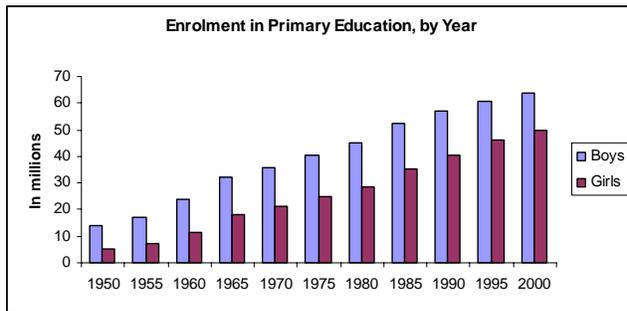
⁶ An estimated 95 percent of the rural population has a primary school within one kilometer of their home, and about 85 percent of the population has an upper primary school within 3 kilometers. UNESCO (2000).

⁷ UNESCO, "Online Database of Education Statistics" (Quebec, Canada: UNESCO Institute for Statistics). Web site: <http://www.uis.unesco.org>.

Despite these gains, immense challenges remain in the effort to ensure all citizens basic levels of quality education. Substantial interstate, rural/urban, gender and ethnic differences remain in school participation. According to recent statistics, net primary enrollment rates vary by 58 percentage points across states. In addition, literacy rates are 21 percentage points lower for rural children compared with urban children, 21 percentage points lower for females compared with males, and 10 percentage points lower for scheduled caste/scheduled tribal (SC/ST) pupils compared with non-SC/ST populations.^{8,9} Moreover, data for 1996-97 indicate that approximately 26 percent of the pupils who enroll in primary school drop out before class V.¹⁰ The Ministry of Human Resource Development reports that of the 200 million children in the elementary (6-14) age group, 25 million do not attend school.¹¹ A recent GOI publication reports a net elementary enrollment rate of 60.3 percent.¹²



Source: Government of India, Department of Education



Source: Government of India, Department of Education

The Universalization of Elementary Education (UEE) ranks highest among the educational priorities of the GOI. Indeed, India's longstanding commitment to the ideal of UEE was reinforced by the 86th Amendment to the Constitution, making free and compulsory education a fundamental right of all children ages 6-14 years. In addition, under its current five-year plan (2002-2007), the GOI has established ambitious goals for accelerating

economic and social development throughout the country as it aims to move from "an agrarian economy into a modern multi-dimensional economic power-house and a traditional stratified society into an egalitarian society through consultative politics."¹³ Through its current programs, policies, and plans for the future, the GOI has made explicit its recognition that improving and enhancing education is central to reaching these national goals.

Achieving these goals will require more than the efforts of the Government of India alone, as education is one of the Constitutionally established concurrent responsibilities of both central government and the 32 states and union territories, as well as, since 1992, of district level self-governing bodies, known as *panchayats*.¹⁴

⁸ UNESCO (2000).

⁹ A. Shariff, *India: Human Development Report*. New Delhi: National Council of Applied Economic Research (1999).

¹⁰ UNESCO. 2000.

¹¹ Web site: www.education.nic.in.

¹² Department of Education, *Selected Educational Statistics 1997-98* (New Delhi: Ministry of Human Resource Development, Government of India, 1998).

¹³ GOI, 10th Five Year Plan, p. 9.

¹⁴ The 73rd constitutional amendment authorized states to establish a three-tiered (village, block and district) governance structure of locally elected bodies – the *panchayati raj* institutions – and to transfer to these bodies from state government agencies the authority for certain areas, including elementary education.

Over the past decade, the GOI has developed a process for working cooperatively with states to improve both the quality and the quantity of primary education. Under the largest of the sponsored programs, the District Primary Education Program (DPEP), the GOI helped states and districts extend and improve primary education through the construction of 63,000 schools enrolling an additional 30 million children, construction of over 800 block and 6,000 cluster resource centers for inservice training of teachers, and provision of other inputs at the school level. Total resources expended in this effort exceeded \$1.3 billion for primary education in 270 low literacy districts of 18 states. This also boosted the learning achievement of pupils in participating districts for both mathematics and language.

\$6.2 billion for Primary Education in India: Major National and State Primary Education Programs and Incremental Cost Estimates, 1980s-2000s

1980s

Operation Blackboard. (1987-2002 Rs. 3,552 crore or approximately \$1.2 billion) Provided grants to states to construct an additional classroom and post an additional teacher in 523,000 single-teacher schools and to purchase a standardized package of teaching materials.

District Institutes of Education and Training. Financed creation of rural preservice and inservice teacher training institutions (no cost data)

Total Literacy Campaign. Provided grants to districts administrations to organize intensive campaigns to promote literacy (no cost data)

Minimum Levels of Learning. Initiated a national R&D program to develop basic competencies in language, mathematics and social and environmental studies to be taught in the primary grades (no cost data)

Lok Jumbish. (Rs. 5 billion or approximately \$166 million)

Uttar Pradesh Basic Education Project (\$163 million). Supported construction and renovation of schools, teacher inservice training, and instructional materials.

Bihar Primary Education. (Rs. 3.6 billion or approximately \$180 million). Supported construction and renovation of schools, teacher inservice training, and instructional materials.

1990s

DPEP I, II and III (\$1.3 billion). Supported construction of 2000 new schools, 25,000 additional classrooms in existing schools, repairs of 18,000 schools, and 800 block and 5,500 cluster resource centers for inservice teacher training, in 270 low-literacy districts in 18 states.

Andhra Pradesh Primary Education Project. (\$137 million) Supported 80,000 teachers in 3,000 teaching centers in 23 districts.

National Program of Nutrition to Primary Education. (1995-2003 Rs. 8,700 crore or approximately \$2.5 billion) Supports 110 million children in primary education.

Janshala. (\$20 million) Supports Village Education Committees, Mother-Teacher Associations, Parent-Teacher Associations in 20,000 schools in 30 districts in 9 states.

2000s

Kasturba Gandhi Balika Vidyalaya. Supports capital and recurrent costs for 750 residential schools for SC/ST/OBC, minority girls at the elementary level.

Sarva Shiksha Abhiyan (\$3.4 billion; Rs. 4,187 crore in 2001-03 or approximately \$ 1 billion). Supports construction of new schools, salaries of new teachers, teacher inservice training, free textbooks in 576 districts in 28 states and UTs.

Source: Government of India, Department of Education Annual Report 2002-3 and World Bank, India Elementary Education Program Project Appraisal Report.

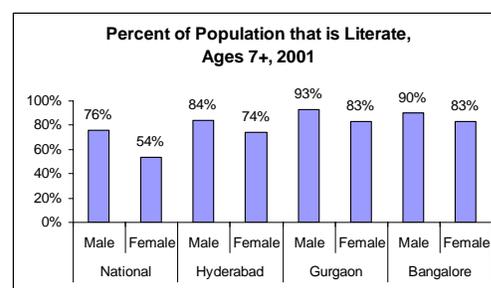
World Bank-Financed District Primary Education Projects¹⁵

	Number of states	Number of districts	Closing date	IDA Amount (\$ million)
DPEP I	7	42	June 30, 2003	260.3
DPEP II	(7) + 5	92	June 30, 2003	425.2
DPEP III (Bihar and Jharkhand)	2	17	September 30, 2004	152.0
Andhra Pradesh (under APERP)	1	14	March 31, 2004	137.4
Rajasthan DPEP I	1	10	December 31, 2004	85.7
UP DPEP III	1	42	September 30, 2005	182.4
Rajasthan DPEP II	1	9	December 31, 2006	74.4
Total	18	226		1317.4

* In addition to these 18 states, districts in West Bengal are financed by DfID. Post DPEP I and II, remaining states and districts in DPEP include Bihar, Jharkhand, Andhra Pradesh, Rajasthan, Uttar Pradesh, Uttaranchal, financed by the Bank; Gujarat financed by the Netherlands; and West Bengal and Orissa financed by DfID.

This approach is now being applied to improving the quality of the entire elementary education system through the Sarva Shiksha Abhiyan (SSA) program. Key components of the program include appointing and educating teachers, qualitative improvements in elementary education, provision of teaching learning materials, construction and staffing of block and cluster resource centers for academic support, integrated education for the disabled, and distance education. The program has a special focus on the education of girls, scheduled castes, schedules tribes, and other children in difficult circumstances.

The scale of elementary education in India is so vast that efforts to achieve UEE will also, of necessity, be vast and will require substantial national, state and local commitments. A review of the levels of support to primary education from international sources demonstrates that comparatively Herculean efforts are required: \$1.3 billion for the DPEP and \$3.5 billion for the SSA program, as the most recent examples of efforts to improve access to and retention in elementary education for underserved groups. However, 2002 census data indicate that access to primary education may be less of an issue in urban areas as indicated by the percentage of the population that is literate. This appears true for GE Foundation target areas, which are located in Bangalore, with 87 percent literacy, Hyderabad, with 79 percent literacy, and Gurgaon, with 88 percent literacy.



Source: Government of India, Office of the Registrar General

Smaller efforts targeted at quality improvements in basic education have been found to be effective and may provide a window of opportunity for the GE Foundation. A focus on quality is also consistent with earlier analyses of the comparative costs of addressing issues of access and quality. In 1997 a World Bank book estimated that the cost of improving the quality of existing primary schools in India would amount to only about 30 percent of the cost of expanding the primary education system to cover all

¹⁵ World Bank, *Implementation Completion Report (IDA-26610) on a Credit in the Amount of SDR 180 Million to India for a District Primary Education Project* (Washington, DC: Human Development Sector Unit, South Asia Region, 2003).

children ages 6-10 and only about five percent of maintaining a primary education system for all children.¹⁶ All available evidence indicates that improving education quality is the surest route for reaching new economic and social development goals, particularly for the underserved.

TRENDS IN EDUCATIONAL INTERVENTIONS

Other priorities in the effort to provide education for all include eradicating illiteracy, meeting the educational requirements of children with special needs, enhancing access to early childhood care and education centers, improving education for women's equality, improving vocational education, and ensuring that the educational needs of scheduled castes, scheduled tribes, and other minorities are met. Continued attention needs to be paid as well to vulnerable and urban disadvantaged children such as street children, working children, homeless children, children of commercial sex workers, and disabled children. Slums form the principal setting for the urban vulnerable, and often such settlements are by-passed by government programs and services.

Special focus is being paid to vocational education as the GOI strives to reach its goal of an annual economic growth rate of eight percent during the current five-year period. Currently India's employment growth rate is lower than its labor force participation rate. While 43.6 percent of the population makes up the labor force, only 41.6 percent is employed.¹⁷ Even if India's economy were to reach the eight percent growth rate, it still would not be able to provide enough employment opportunities for the number of people entering the workforce. Part of the GOI's strategy to combat this problem is to encourage individual entrepreneurship and self-employment and to improve vocational education to provide individuals with the skills needed for these activities.

At present only a small percentage of India's children are benefiting from services aimed at early childhood care and school readiness. The major provider of early childhood care and education in India is the GOI's Integrated Child Development Services (ICDS) scheme. This scheme presently reaches 15.8 million children in 35 states, or approximately 17.8 percent of the three to six year-old children in India.¹⁸

Finally, despite its efforts, the GOI still has not been able to reach its goal of allocating six percent of national income to education. In response the government has initiated the Bharat Shiksha Kosh scheme to receive donations, contributions, or endowments from individuals, corporations, central and state governments, non-resident Indians, and people of Indian origin.

¹⁶ Marlaine Lockheed and others, *Primary Education in India* (Washington, DC: World Bank, 1997).

¹⁷ United Nations Development Program and Planning Commission, Government of India, *India National Human Development Report: 2001* (New Delhi: Planning Commission, 2002). Web site: <http://planningcommission.nic.in/reports/genrep/nhdrep/nhdreportf.htm>.

¹⁸ GOI, 10th Five Year Plan.

THIRD-SECTOR PARTICIPATION IN EDUCATION

NGOs and NGO Strengthening

The GOI has further stepped up efforts to engage both NGOs and the private sector in improving Indian education. Recognizing the need to engage multiple partners in the goal of educating all of India's youth, the GOI is seeking initiatives that can bring private resources to help government schools, private schools, and computer education. Since the 1980's, the primary education sector in India has opened up both to external and non-governmental involvement and assistance on a large scale.

NGOs in India have worked in collaboration with the government at the state and national levels. For most, their efforts are focused on supplementing rather than substituting for government schemes and initiatives. A large number of NGOs are involved in implementing non-formal education programs to meet the educational needs of out-of-school children. Many of these organizations continue to focus on traditionally underserved groups.

The 1990s witnessed the increasing involvement of international agencies in the educational sector in India. These include multi-lateral agencies such as UNESCO, UNDP, UNICEF, the World Bank, and the Asian Development Bank. There have been bilateral grants awarded from a number of agencies including the European Commission, DfID, SIDA, NORAD, HIVOS Netherlands and Japan. In fact, large programs such as the DPEP are being supported and funded jointly by several of these agencies.

A recent attempt to bolster the NGO sector is the USAID-sponsored REACH India project. Funded through the Educational Quality Improvement Program, REACH India is a four-year, \$20 million cooperative agreement to support the government education sector by promoting and SSA interventions with civic NGOs for the most vulnerable populations in six targeted urban and rural areas. REACH is helping to strengthen the managerial capacity and technical expertise of the NGO infrastructure.

Corporate Involvement

The corporate sector is also investing resources to improve education in India, especially as more and more firms engage in corporate social responsibility (CSR) activities. Between May and October 2003, the Social and Rural Research Institute, a special unit of Indian Market Research Bureau (IMRB), polled 536 companies across India on their CSR activities. Twelve percent of those companies responding to the poll conduct education activities and 34 percent cite children as being a target group for most of their significant CSR activity. There are several examples in India of corporations that have established foundations for their philanthropic work similar to the GE Foundation. These include the SNS Foundation, Dr. Reddy's Foundation, and Infosys Foundation.

Corporations that are involved in education include both domestic firms and multinationals. Contributions take the form of monetary donations and funding of programs, as well as volunteer

support for mentoring children, volunteer teaching, computer instruction, program organization, and the hosting of field trips for underprivileged children, to name just a few. The corporate sector supports a broad range of programs and activities benefiting street children, child laborers, disabled children, and other disadvantaged or underprivileged children. Examples of corporate sponsored programs include reading and library construction programs, computer-assisted learning, pre-school programs, mobile classrooms, school construction and infrastructure improvement, and support to homes and centers catering to abandoned, orphaned, or street children. Many corporate offices or facilities choose to support the local schools in their area.

GE is already an active player in education, with GE Elfun chapters around the country making valuable contributions to improving education. In fact, GE Elfun chapters have created partnerships with several of the projects reviewed in this study. The Delhi Elfun chapter, for example, has supported Mobile Crèches programs in Gurgaon, mentored street children at PRAYAS homes, and provided education, mentoring, and life skills instruction to children in two SNS Foundation learning centers. In Bangalore, GE Elfun volunteers are working on projects focused on computer literacy and education for disadvantaged and disabled children, and in Hyderabad Elfun volunteers are helping to educate blind and intellectually impaired children.

The GE Foundation India is also active in supporting education, having already awarded scholarships to 82 pupils across 26 institutes amounting to US \$405,000. The GE Foundation additionally supports CRY (Child Relief and You), Kalakar Trust for Special Education, Sumangali Seva Ashrama, The Richmond Fellowship Society (India), Rebekah Ann Naylor School of Nursing at the Bangalore Baptist Hospital, Spastics Society of Karnataka and Mumbai-based Vinimay Trust.

Following are examples of existing corporate involvement in primary school interventions.

Corporation	Area of activity	Description
Citigroup	Street children	Citigroup is partnering with Akanksha in providing education to a group of street children (ages 5-18) in an Akanksha Centre in Mumbai. Under the 'Sponsor a School Programme,' Citigroup is associated with Akanksha by adopting a center financially. Besides financial support, Citigroup employees and spouses are encouraged to get involved through direct volunteer teaching, celebrating special occasions with the children, mentoring, purchasing artwork and products made by the children and making donations in kind.
	Fundraising and awareness building	Citigroup has entered into collaboration with Akshara Foundation to support and work primarily towards achieving Universalisation of Elementary Education for all children in the age group of 3-11 years old in Bangalore city. Citigroup forwarded an Akshara mailer to all its Savidha account holders during the month of Feb 2002, and the response was tremendous and favorable. Citigroup had also opened an account in favor of Akshara and displayed posters in all ATM counters. The aim is to create, generate and sustain awareness amongst all the citizens for wider participation in achieving the goal. Akshara's program has the scope to involve and encourage volunteers from the Bangalore branch.
	Education for underprivileged children	Citigroup is supporting Pratham to build a primary education initiative for economically underprivileged children in Chennai. This includes a Reading Program (2 months duration) for those ages 6-14 who are below the expected level of competency, while all children 3-14 will be covered in the Library Program. Other interventions include regular workshops (story-telling, math workshops, reading sessions), Computer Assisted Learning, and bridge courses for out-of-school children and working children.

Corporation	Area of activity	Description
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HSBC	Street children	HSBC has been associated with Future Hope since its inception in 1991 and has been helping the organization through regular donations. The main objective of this organization is to provide basic necessities, such as care, food, shelter, education and medical aid to the street children of Kolkata, to ensure that they have a better future. Initially it started as a 'Home' for street children and eventually grew into a school.
	Child labor	HSBC Data Processing (HDPI), Hyderabad is supporting the Satya Sai Vidya Mandir school – a small school in Hyderabad, set up by volunteers with the objective of persuading parents to keep their children out of child labour. The children receive some form of education, with a view to entering them for formal exams and transitioning them into mainstream schooling. Apart from donating computers and funds, HDPI's training staff developed a structured program for employees to take advantage of the nine hours community leave allowance, which all employees are granted to deliver tuition to the volunteer teachers at the school. In their spare time, HDPI staff volunteer take the children on trips to the zoo.
	Support to abandoned and orphaned children	HSBC supports SOS Children's Village in Faridabad. SOS-India's mission is to provide abandoned and orphaned children with a family, a home, an education and a steady foundation for an independent life. It works under the umbrella organization, SOS Kinderdorf International. The village in Faridabad, Delhi provides shelter to 130 children, ranging from newborns to teenagers. They live in ten homes, each headed by a "Mother", with other boys and girls who all grow up together as siblings. The village is spread over approximately 5 acres of land and has a kindergarten, library, playground and necessary infrastructure to support residential staff.
	Support to underprivileged children	HSBC supports the Naya Prayas Project. Started in 1993 with a non-formal education centre for neglected children facing severe economic and emotional crisis, Prayas meets the basic needs of the children - care, protection, education, recreation, health care, nutrition and vocational training. Nearly 350 children, half of whom are girls, between the ages of 5-14 years, have been enrolled here with the objective of ensuring that they are finally admitted to formal schools run by the government or public charitable institutions and to save them from the vortex of child labour. With help and support from HSBC, Prayas succeeded in placing 70% of its children into government schools in 2001.
	Support to abandoned and orphaned children/ Computer assisted learning	HSBC Software Development (HSDI), Pune supports Preet Mandir, a charitable trust working for abandoned children in the age group of 0 to 6 years. The children, either abandoned or given away to Preet Mandir by relatives who cannot maintain them, are supported with shelter, food and basic education until they can be rehabilitated through legal adoptions in India or abroad. HSDI has set up a Computer Assisted Learning Centre for children between 3 and 6 years old. The program at the Learning Centre will cover a wide range of subjects including Computer based learning, arts, crafts and mathematics.
Cummins Diesel India Foundation	Education of street, slum, construction site children	School on Wheels: Against the notion of standard schools with buildings and infrastructure, CDIF helped the noble cause of taking the school to the doors of the street, slum, and construction site children with no means of entry into formal school education. The school tries to teach the children formal education with the help of audio visual mediums in the fields of environment, cleanliness, pollution, population, etc.
Caterpillar India Private Limited	School establishment	One of the major initiatives taken by the Company is in the field of education. Recognizing the need for grooming today's children as tomorrow's responsible corporate citizens, the company established a school in 1990 near the factory premises. This English Medium Higher Secondary School, Chellammal Vidyalaya, imparts quality education, not only for the benefit of employees' children, but also for children from nearby villages. This school has facilities for education up to 12th Std and currently has on the rolls 1000 students. The Company has provided the entire infrastructure, facilities and subsidized transport facility.

Corporation	Area of activity	Description
Gujarat Ambuja Cement	Infrastructure and materials support to schools	<p>Strengthening and supporting village schools and anganwadis and providing teaching aids, material, furniture, sports equipment, and in some cases undertaking the renovation of schools.</p> <p>Twenty-five village schools in and around Kodinar in Gujarat and Chandrapur in Maharashtra covering thousands of children, have been involved in educational workshops and training sessions on environmental awareness. Collaboration has been established with 3 Zilla Parishad schools at Chandrapur. Adequate infrastructure, nutrition, capacity building and extra curricular activities have all been focused on as part of this program. In Ropar, the Ambuja Manovikas Kendra provides quality education to 50 intellectually challenged children. It also conducts on-going workshops for parents of these children, to equip them to cope with their children's condition.</p>
Forbes Marshall	Pre-schools, teacher training, non-formal education, libraries	<p>Forbes Marshall has begun several innovative initiatives, which supplement the regular school program that the children from the urban slum would go to. Besides this, they are in the midst of a 3 year program with the schools that lie around the factory – where there is a 3 pronged approach – working on attitudinal change with teachers and parents, imparting teaching methodologies and creative techniques on using low cost education materials to teachers and working on issues with the students themselves – e.g. how better to concentrate, issues of discipline in school; additional training on maths and English. Support is also given to two “Gammatwadis or fun preschools” at both Forbes Marshall factories where children learn through the play way method. This gives them an ideal foundation to introduce them to school.</p> <p>“Akanksha” (meaning hope in Hindi) is an after school program where English is taught to young children, along with an emphasis on building confidence and inculcating good values in them. These programs are taught in a fun way – and are a change from the dreary routine the children are used to. Attendance is incredibly high for the two Akanksha centers that Forbes Marshall sponsors – each centre has about 50-60 children coming everyday for 2 and a half hours. Forbes Marshall also works with a group of young children who are unable to go to school, due to family exigencies and conduct a Non Formal Education class at Kasarwadi (within the slum they live in) where literacy in Marathi is the aim. Some of these children (and their mothers) have gone on to sit for the government based exams.</p> <p>Circulating libraries function for both women and children where a librarian goes door-to-door issuing books to slum children and women, is a very popular program. This also provides an additional source of income to women from the slums – there are incentives also built in to this program. To encourage reading habits, supportive programs are organized on Sundays and holidays. Presently about 750 books are being read per month.</p> <p>A partnership with the local municipal authorities (the Pimpri Chinchwad Municipal Corporation) was also established and at their request, Forbes Marshall has provided an in-service training program for 99 balwadi (preschool) teachers.</p>
Infosys Foundation	Libraries, classroom construction, education centers	<p>The Infosys Foundation believes that every school should have sufficient resources to acquire knowledge. The Shalegondur Granthalaya (A Library for every school) program has been extremely successful since its inception in 1997-98, in helping schools in villages set up their own libraries. It is the dream of the Foundation that one day every school in the country will have a library of its own. Employee volunteers in Maharashtra and Orissa coordinate the project and the 2222nd library was recently set up. The Foundation has donated Rs 5 lakhs for the construction of Shisuvihar for the Vidyalaya Gurukula which works to improve the lot of destitute children. Yet another initiative of the Foundation is a classroom under construction in a tribal area near Pune, Maharashtra.</p>

Corporation	Area of activity	Description
Ballarpur Industries Limited (BILT)	Mainstreaming out-of-school youth	<p>The Bilt Pratham project is the Bilt support to the cause of primary education at the national level. The project is still active in the six cities of Maharashtra i.e. Amravati, Aurangabad, Nagpur, Nasik, Solapur, Thane and in city zone of Delhi. The motto of “every child in school and learning” has been achieved to a great extent in the areas that the project has spread to. The focus of the project is to bring school drop-outs into the formal schooling system and the program in this year has reached out to more than 30 thousand children and has been effective mainstreaming children who were out of schools into the formal schooling system with the help of bridge courses.</p> <p>The Bilt Pratham project is based on two programs:</p> <ol style="list-style-type: none"> 1) Balsakhi; (Child Friend) Program to support learning of children in schools; assists newly mainstreamed children and potential dropouts to help increase retention. 2) Bridge Courses: Classes to prepare out-of-school children to enroll in formal school.
Standard Chartered	Pre-schools	The Bank has made a three-year commitment to Pratham to contribute necessary funds towards the running of 50 balwadis (pre-primary schools) per year. Standard Chartered is the largest donor and supporter of the Balwadi program and the bank is now exploring the possibility of taking on the role of the ‘Leading Organisation’ in this ward. Standard Chartered India has increased involvement with Pratham, to embrace not only donations of funds, but also the inclusion of need-specific contributions, with the Bank donating old computers and furniture for the Mahila Mandals during the Pratham Mumbai Initiative in 2001.
	Education of the blind	In 1995, during the visit to India of Chairman Sir Patrick Gillam, the Bank undertook sponsorship of the refurbishment of the central hall of the Victoria Memorial School for the Blind in Mumbai. The school required nearly five years to complete the renovation project, due to the meticulous care with which the renovation to an 86-year old Heritage building needed to be carried out. The hall, now complete and known as the Standard Chartered Hall, was inaugurated by Dr. P. C. Alexander, Governor of the state of Maharashtra, in January 2001.
	Street children	Prem Dan is a charity run by Sister Felicity Morris, which has three learning centers for children forced into living on the streets. The Bank committed an annual donation for a period of five years towards the Education and Nutrition Programme for the underprivileged children in Mumbai. The children covered under program are provided with a wholesome mid-day meal and are given free tuition classes to help them cope with their studies. This program has helped the children because they leave their homes early morning and return home only in the night for their supper. The program supports around 572 children in four local schools in Mumbai.
	Education of the deaf	The Bank is a strong supporter of the Central School for the Education of the Deaf - a registered society and public charitable trust founded in 1966. Its prime concern is to rehabilitate profoundly and severely deaf children by providing model teaching and training facilities, both in English and Marathi. In doing so, the School also endeavors to bring vocational and other employment opportunities, which would otherwise be denied to them, within the reach of deaf children. The Bank provides ongoing assistance to the School, through cash donations, as well as the Standard Chartered Income Fund, in which the Bank’s donations and the School’s own funds are invested with interest returns funding the School.
Tetra Pak India Pvt. Ltd	School milk program	The idea behind School Milk Program is to deliver tasty, nutritious and safe milk using Aseptic Technology. The School Milk Program (SMP) is exclusively designed for addressing these health and nutrition needs of school going children. The program encourages milk consumption.

Corporation	Area of activity	Description
Tata Infotech	Computer education	<p>In an arrangement with the BrihanMumbai Municipal Corporation (BMC), Tata Infotech holds computer classes for underprivileged children after school hours. Some of the computer education programs being undertaken by Tata Infotech:Mumbai:</p> <p>One thousand, four hundred and thirty-nine BMC school students are being imparted basic computer education in partnership with the NGO Each One Teach One, at the BMC school, Tata compound, Andheri.</p> <p>Tata Infotech has launched a ‘Train The Teachers’ program for BMC school teachers in partnership with the BMC. One hundred eighty BMC teachers from 80 BMC schools are trained at education centers.</p> <p>Tata Infotech has helped to set up and run a computer center to impart computer education to the street children of Vatsalya Foundation (Vatsalya is an NGO, which runs a shelter for street children). The Tata Infotech Education Services Division has designed the curriculum and the Customer Support Services Division of Tata Infotech has installed the computer infrastructure. A Tata Infotech group of volunteers will impart computer education initially, after which the trained Vatsalya staff will take over the activity.</p> <p>Street children at Vatsalya take counsel from a professionally trained clinical psychologist from the Tata Infotech HR department The counseling sessions aim to make the children better citizens by delving into behavior patterns and addressing their emotional needs. The sessions help mainstream the children so that they can compete with their contemporaries in society.</p>

Source: Information, much of which is verbatim, is from a variety of websites that describe corporate responsibility.

III. RESEARCH METHODOLOGY

DATA COLLECTION

Findings in this critical review are based on an extensive search of the academic and professional literature on effective educational practices in Indian primary education. The task to collect source documents was designed to be broad and comprehensive: to collect as many documents from as many sources as possible about interventions to support basic education. Given the wide-sweeping approach to data collection, there should not be any systematic bias in the kinds of documents included in this review. Although the resultant collection of studies cannot possibly be exhaustive of the vast literature in India, it was extensive and should largely reflect the publicly-available literature on effective educational practices in India.

In Washington, DC, AIR staff conducted a literature search of research reports from international organizations such as the World Bank and UNICEF. Washington-based staff also worked with colleagues in the REACH India project and a local non-governmental organization (NGO) called Nirantar to collect project descriptions and program evaluations. Nirantar is a well-established women's resource center in India with substantial field experience on gender and education in various parts of the country. Nirantar staff members have substantial knowledge about GOI-, NGO-, and donor-sponsored efforts to improve primary education in India. Similarly, REACH maintains background information about NGOs that apply for grant funding, including portfolios of past project activities and evaluations.

Project staff and consultants collected information on effective practices over an eight-week period, with frequent communication between Washington- and India-based staff to discuss and refine the scope of data collection efforts. The task was to collect as much information about projects around the country that support primary education, with a particular geographic focus on Bangalore, Gurgaon, and Hyderabad, municipalities of specific interest to the GE Foundation. Project staff collected reports from REACH India files, libraries, implementing organizations, book stores, and government officials. In total, project staff identified 159 documents, 67 of which are directly related to 47 unique interventions, activities, or projects. Given that some documents report on more than one project, two reports were available on average per activity.

DATA ANALYSIS

Washington-based staff organized information about program descriptions and evaluations into a master database. They organized information into the following categories:

- *Project information*, including contact information about project implementers, project description, locations of project implementation, implementing partners, project sponsors, and target groups and ages;
- *Key questions* that the GE Foundation has posed about interventions examined in this review and *common elements* to examine across countries and topical areas;

- *Indicators of project success*, including the extent to which interventions create engaging learning environments, increase the relevance of education, give pupils the foundations for success, increase educational opportunities for girls, and improve the educational environment to be more conducive for girls' success;
- *Cross-reference* of interventions employed in each project; and
- *Monitoring reports/evaluations*, including bibliographical information collected about respective projects, data collection and analysis methods, and study outcomes.

The database fields under the Monitoring and Evaluation tab are based on a conceptual framework for analyzing the quality of evidence related to educational effectiveness. Project staff members have used the framework in two ways. First, they have used it to evaluate the effectiveness of each project in the sample. This includes an analysis of 1) the quality of the available information about each project and 2) the relative success of the project in attaining each measure of success. Second, the framework makes it possible to identify exemplars of effective educational practices. Analytical results are described in section V.

EMPIRICAL DATA ABOUT EFFECTIVE EDUCATIONAL INTERVENTIONS

Among the 159 documents identified initially for this review, 67 contained information about specific interventions that support primary education in India. Interventions tended to cluster broadly into three categories: those that support educational access, those that support improvements in educational quality, and those that simultaneously promote access and quality. Following is a list of intervention types that emerged from the review, the number of studies that described the intervention, and the extent to which interventions were designed to address educational access and/or quality.

Intervention	Number of Studies	Goal of Intervention
Bridge courses	16	Access
Family outreach	16	Access
Curricular reform	16	Quality
Non-formal educational approaches	15	Access
Professional development for teachers	15	Access, Quality
Improving enrollments and mitigating child labor	13	Access
Classroom supplies and materials	13	Access, Quality
Professional development centers	13	Quality
Advocacy	11	Access
Parateachers	9	Access, Quality
Instructional practices	9	Quality
School staffing	8	Access
Construction and renovation	7	Access
Child care services	6	Access
Needs assessments	6	Access, Quality
Contact and coordination centers	6	Quality
Night shelters	4	Access
Remuneration for school staff	4	Access
Computers and computer education	3	Quality
Peer networks	2	Quality
HIV/AIDS education	2	Other

Intervention	Number of Studies	Goal of Intervention
Pupil assessments	1	Quality
Professional development for school principals	1	Quality
Awards to successful schools	1	Quality
Condom distribution	1	Other

Staff identified 25 interventions that emerged in the research literature. Bridge courses, outreach to families, and curricular reform were the three interventions described most often. HIV/AIDS education and the distribution of condoms were two interventions cited that did not fall easily within the access or quality clusters.

Among the 67 documents that described specific educational interventions, 46 used evidence to examine project effectiveness. These included at least some discussion of data sources, description of data analysis, and reporting on study outcomes. The following tables summarize the sources of data, analytical techniques, and outcomes associated with these studies.

Data source	Number of studies
Secondary data	39
Interviews	20
Surveys	18
Focus groups	12
Pupil assessments	10
Site visits	10
Observations	5

Data analysis	Number of studies
Descriptive statistics	45
Qualitative review	13
Inferential statistics	6

Study outcomes	Number of studies
Improved access to schooling	37
More teachers/better teaching	23
Increased pupil achievement	18
Better family/community outcomes	16
Increased pupil retention	15
More community involvement	9
Improved physical infrastructure	9
More resources available	6
Higher pupil completion rates	5
Increased gender equity	5
Higher pupil self-esteem	2

Most studies relied on at least some information from other sources, secondary data, to determine project effectiveness. Other common data sources included interviews, surveys, and focus groups. Fewer than one in four evidence-based studies referenced pupil assessments as data.

The most common analytical technique used to examine project effectiveness was descriptive statistics, including counts of enrollment, retention, and completion rates. Thirteen studies used qualitative information from interviews and focus groups, and only six studies attempted to use inferential statistics to examine the relationships between educational interventions and outcomes, including pupil achievement.

In terms of study outcomes, the majority of studies report on the effects of projects in improving access to schooling and other educational services. In addition, nearly half of the evidence-based studies report on increases to the teaching force, including teaching assistances, parateachers, and formal teachers, as well as changes in teaching practices. Other common outcomes described in studies include changes in pupil knowledge and cognitive ability, changes in pupil retention in school or alternative educational programs, changes in community involvement and support for education, and increases in school buildings or the quality of educational facilities.

IV. CONSIDERATIONS FOR FUTURE INVESTMENTS

This section presents a broader perspective for the GE Foundation to digest the detailed information on specific interventions in the following section about specific research findings. This perspective provides a context to enrich the dialogue about how and where the Foundation considers investing its human and financial resources in targeted areas of India to improve the primary school experience of underrepresented and disadvantaged groups. It draws on knowledge and experience from working in other developing countries to improve the access and quality of primary school education and refers to the findings from the selected document review of effective practices within the broader context. The text uses the key questions presented by the Foundation as well as its inventory of common elements of interest across its future efforts.

GOALS AND METRICS

Taking an evidence-based approach to decisions about educational investments is an important strategy for increasing the likelihood of future success. This critical review of the research literature, however, has uncovered substantial gaps in empirical data about effective practices. For example, very few studies about primary education include cost data that respond to questions about per-pupil investments or rates of return. The absence of such data can make it difficult to make reasonable comparisons among investment options.

Attention to technical rigor in designing and using evaluation and measurement is often quite limited in service delivery programs. The inattention given to collecting information about program implementation and outcomes is one of the most neglected elements of program implementation. In expanding its international grant-making portfolio, the GE Foundation has an opportunity to make a difference with a rigorous and thoughtful process that not only measures outcomes but systematically examines the implementation process so as to connect project activities with outcomes.

Appropriate goals may be both short- and long-term. Short-term goals may examine the extent to which necessary inputs are available and appropriate for a program, determine that the conditions for implementation are present (e.g. infrastructure, personnel, and materials) and ensure that a process has been clearly articulated and a timetable developed to implement the process. Long-term goals specify what the program hopes to achieve, such as increased achievement levels in specified content areas, targeted number of girls completing the primary cycle, and targeted number of dropouts returned to a formal schooling.

As the GE Foundation discerns investments in sustainable development, one of the contributions it can make is to integrate multi-method measurement designs that inform a variety of stakeholders (e.g. parents, community members, and local educators) about the progress of the implementation and the outcomes of the efforts. Examples of the types of measures useful for examining the processes and outcomes include performance tests (e.g., criterion-referenced or curriculum-based tests of content such as reading, maths, speaking, writing, science); observations of the learning experience (e.g. how pupils and teachers use instructional materials) and the learning environment;

interviews with teachers, head teachers, and parents; and focus groups of diverse stakeholders to gain perspective on a specific intervention. Some of these data-collection activities are described in India's research literature on educational interventions.

Success in primary education is perhaps ideally measured by the actual learning achievement of pupils as well as the share of primary-aged pupils who complete at least five years of education. Gender and social achievement gaps may also be measured. Over the past decade, India has increasingly moved to monitor the learning achievement of primary pupils, first through the regular, sample-based, monitoring of achievement in reading and mathematics for pupils in classes II and IV, and second through broader program of testing at the end of the primary stage. Responsibility for assessment of learning typically rests with state education agencies, while schools and communities are increasingly responsible for monitoring child school attendance. A nationwide household survey was completed in 2003 to count the number of primary school-age children out of school.

Interventions that are implemented in such a way as to permit comparisons should be evaluated through the use of tests and measures of schooling participation: attendance, repetition, and completion. The review of interventions undertaken in this study show that some interventions are being evaluated rigorously, while others—most often national programs, where comparison groups are not available—rely heavily on monitoring, rather than evaluation, methods.

A number of large interventions assisted through bilateral and multilateral donors in India have used measures of learning achievement to evaluate impact. In many cases (e.g., DPEP I), no comparison groups were utilized; progress was measured against baseline measures. National programs, of necessity, lack comparison groups, and changes over time are typically the only suitable measure. Attribution of causality remains an issue in evaluation designs lacking comparisons, however. Quasi-experimental evaluation designs, capitalizing on natural variation across schools or other units of aggregation (districts, for example) yield some information about effectiveness of programs. For example, evaluations of the nationally implemented Operation Blackboard program in India showed positive effects associated with school participation.

STRATEGIES AND PROGRAMS

Within the global context, the implementation of national policies promoting access has fallen short of expectations and has resulted in donors such as the World Bank to fund initiatives focused on accelerating access rates. Nations identifying basic education as a priority are developing national policies for providing universal access to all school-age children. Increasing access to education is often coupled with a tension between quantity and quality—the challenge of providing quality education to increased numbers of pupils. Quantity addresses the need to have pupils enter and move through a system while quality addresses what pupils know are able to do, and how they use their educational experience outside of the schooling environment. The assumption and hope is that as a consequence of schooling, school leavers will be able to function in their own behalf and in behalf of the civil society.

The strategies presented below in the section, “Research on Effective Educational Interventions,” offer creative ideas for consideration. One characteristic of effective strategies for increasing

educational access is the connection between the program and a component within a larger system. For example, one program focusing on the educational needs of child laborers is successful in removing children from labor situations and enrolling them into formal schools by working with state governments and schools. In another situation, young people participate in out-of-school programs to accelerate learning of the approved curriculum to return to government schools. Another characteristic of successful interventions appears to be working individually with young people to provide personal attention and support to help them succeed.

In general, the strategies cited in this review target groups that are underserved by formal education such as children of poverty, children who live outside of a home, child laborers, and females. Providing safe spaces and supportive environments where children can experience positive learning activities is important for returning the underserved children to school. Successful interventions have drawn upon the local communities for infrastructure and instructional supplemental resources and additional human resources to assist with providing for the educational needs of children in the community. Interventions of this sort have the potential for making a difference at the local level with community stakeholders.

IMPLEMENTATION

One of the most important but least acknowledged factors linked to the success of program interventions is implementation. It is a critical link between a well designed program or policy and the outcome of that activity. The steps required to connect a program and an outcome vary by size, complexity, and other factors. With each step along the path to program success is an opportunity to disconnect thus compromising the potential success of the project. However, the dialogue about implementation is absent from most educational debates and the information available detailing evidence of successful and not as successful implementation of policies is scarce.

One of the critical characteristics of implementation that is beginning to receive attention is the capacity to manage the implementation of an activity. Some successful programs recognize the benefits of increased capacity in this area and are seeking training for managers in things such as fiscal accountability, personnel development, and project documentation. It is essential that local staff be entrusted with managing the implementation of a program—a role that typically results in personal ownership of the ideas.

Another critical component of successful implementation is the accuracy of the assumptions made by the implementers. Common among failed programs is that the policy or program developers assume certain conditions to be in place (e.g. stable environments, availability of resources, and trained staff) that simply are not available. Flexibility in implementation linked to insight and skills required of managers is crucial when mitigating the effects of inaccurate assumptions. It is important to build into program designs checkpoints throughout the implementation to take stock of effective and ineffective practices so corrective action may be taken.

The proximity of successful and effective strategies to the learner and the learning environment merits consideration in future programs. Examples of interventions in close proximity of the learner and learning environment include community groups whose focus is school improvement ranging from resources to building blocks, residential facilities that provide a safe learning environment,

and direct support to the non-educational needs of children. It is important to remember that some children may be precluded from participating in learning because of factors in their personal circumstances over which they have no control (e.g. family illness and the unavailability of parents or other adults as role models).

While funding and monetary resources are components of effectiveness of programs in India, so too is community support. National government awareness campaigns such as the total literacy campaign was important in setting the conditions for implementing the DPEP program. DPEP implementation was further facilitated by an administrative structure that enabled resources to reach schools and teachers. In addition, teacher isolation, an issue in one- and two-teacher schools, was addressed by the establishment and operation of block and cluster resource centers that supported the ongoing in-service training of teachers, as well as peer learning.

INEFFECTIVE PRACTICES AND MINEFIELDS

Lessons learned from experiences of programs that have not reached the desired goals and outcomes are helpful in choosing investments. Knowing the context and circumstances leading to less successful results of an intervention is extremely important. For example, to judge a teacher training program as ineffective without knowing something about the characteristics of the participants, the characteristics and skills of the instructor, the way in which materials were used in the learning situation, and the learning environment in which the program was implemented may result in a potentially effective program being discounted for the wrong reasons.

When designing new activities, building in the requisite knowledge to determine the factors around which a program is designed and implemented will advance the knowledge about the success or failure of a program. As is the case with regard to the available literature on primary education in India, information about effective practices is generally more readily available than information about ineffective practices. Further investigation with direct implementing institutions would be important to inform the process. Activities such as site visits, interviews, and focus groups can provide invaluable information about ineffective practices and minefields.

POTENTIAL PARTNERS, CORPORATE ROLES, AND BENCHMARKING

Working collaboratively is now common currency within development. Various combinations of partners function well together. Examples include donors with host country governments, NGOs and donors, private enterprise with education activities, and foundations with local education activities. Support for stakeholders outside the formal system is important in fulfilling the national interest of providing basic education to the entire eligible population.

Most large bilateral and multilateral donors to education in India have been supporting large centrally- and state-sponsored primary education improvement programs. These include UNDP, UNICEF, UNFPA, ODA, DfID, Swedish SIDA, Norway, and the World Bank. Within this context, the opportunity for smaller partners is great, as the thrust of the large programs is to support local school improvement efforts. Literally hundreds of small, local NGOs are working on behalf of education for the disadvantaged in India.

There are opportunities for collaboration between foundations and local communities. Potential roles for support from foundations include such things as providing one-on-one mentoring and/or tutoring of children who need to strengthen knowledge of content and learn good study habits, working with parents and other community members to increase their capacity to provide tutoring support to children, helping organize and staff “study centers” so that children have a place to complete their homework or have a place to read, and helping parents and teachers learn how to use locally available materials for instructional resources.

RESOURCES

As mentioned previously, the total resources required for both expanding the primary education system while improving its quality are enormous, and best addressed by the national and state governments of India. However, opportunities for more modest investments exist and are best realized when working in alignment with national and state and local programs. Some areas that could benefit from GE Foundation involvement are

- Management support to district and panchayat societies charged with responsibility for implementing the SSA program;
- Management support to village education committees (VECs) and other local bodies responsible for primary education;
- In-service training of teachers (through block and cluster resource centers) in specialized technical areas, such as science, technology, and computers;
- Technical support in developing science curricula; and
- “Adopt a school” programs in the geographical areas in which GE is working.

V. RESEARCH ON EFFECTIVE EDUCATIONAL INTERVENTIONS

INCREASING ACCESS: EVIDENCE BASED INTERVENTIONS

SUMMARY OF CONSIDERATIONS FOR FUTURE INVESTMENTS:

This section is intended to guide the GE Foundation as it considers the array of interventions that work towards increasing access to primary education in India. Based on this review, the following interventions have provided some evidence of effective outcomes, are comprehensive in approach, and focus on building local capacity:

- Effective child labor interventions coordinate directly with communities and government schools. Successful programs using these interventions have a very strong focus on sustainability. Projects scale down and terminate direct activities when communities deemed “child labor free” have a supportive culture of education where all school aged children are enrolled in school. Interventions to mitigate child labor can be adapted to target specific groups such as working girls and children working in cities or rural areas and have been effectively replicated in a wide range of communities.
- By providing intensive academic instruction to predominantly out-of-school children, bridge programs have been successful in mainstreaming these children in to the formal school system. These interventions have been adapted to address the needs of particular groups of children such as girls and minority groups and have been successfully replicated by various projects in many different communities.
- Teacher recruitment and training of local community members as parateachers has a positive effect on building local capacity and encouraging communities to take ownership of educating their youth. These interventions have been successful at expanding access to education for children in isolated and underserved communities. These interventions have been particularly successful in increasing access to girls when recruited parateachers are women.
- Interventions that focus on building infrastructure and providing resources have been very successful in increasing access to education in areas that are especially rural. There is, however, a need for additional and improved resources in classrooms in terms of desks, blackboards, books and other teaching and learning materials.
- Residential camps offer a comprehensive approach to addressing the needs of out-of-school youth by providing room and board, counseling and health services, and basic education and extracurricular activities for children. Successful residential camps transition the children into formal school setting. There is, however, a need for improved continued support for campers once they leave the residential programs. In some cases, campers flourished in the supportive holistic camp learning environment only to later face challenges reintegrating into their homes, communities, and succeeding in formal schools.
- Alternative education programs provide educational opportunities to students otherwise denied access to formal schools. Successful alternative education programs that are able to provide quality education to pupils, however, require a comparatively large investment of resources. Setting up a fully functioning school with appropriate infrastructure, staff, curriculum, and teaching and learning materials is a relatively costly and time-intensive process.

Enrollment data suggest that India has made substantial progress in expanding access to primary education. However, there continues to be heterogeneity in the access to education for females and other socially disadvantaged groups and gaps continue to persist in education outcomes—between boys and girls, between the poor and the poorest, and between children from minority social or religious groups and other children.

The data also suggest that enrolling pupils is not enough. Keeping children in school continues to be a serious problem. Attendance continues to remain spotty and children continue to drop out of

primary schools at high rates. Some of the reasons cited for this include socioeconomic or cultural reasons, a lack of adequate infrastructure, a shortage of teachers, and poor or inconsistent quality of education. Unfortunately, regular information on the drop out and retention of children is not collected regularly in all states. This is further complicated by the fact that many states follow a *de facto* policy of social promotion at the primary level. As reported by the Government of India, the dropout rate for 1997-98 was 25.8 percent.¹⁹

This section discusses interventions that attempt to expand access to education opportunities. While most of these interventions occur within the formal school system, there are also examples of innovative and successful interventions occurring in non-formal environments.

Within the formal schooling system, programs are focused on several different approaches. Such approaches work to increase enrollment, retention, and completion rates of primary school age children ages by 1) mitigating child labor, 2) recruiting teachers, and 3) building infrastructure.

Some project interventions focusing on access are designed to offer supplementary education to address the needs of children who have never gone to school. These interventions take place outside of the formal school system, though many of them link with the formal system at important transition points. For example, some interventions are designed to help prepare pupils to enter into the formal school system. Examples of these interventions include 1) bridge programs, which literally try and bridge the gap between non-formal and formal schools, 2) residential programs, that place pupils in intensive residential programs in order to speed up their learning process, and 3) alternative education programs.

The first half of this section will describe the formal and non-formal interventions for which substantial evidence for their success is evident in the available monitoring and evaluation reports, annual reports, descriptive studies, and various other publications. The interventions are ranked based on the quality of outcome-based information available in the literature, the comprehensiveness of their approach, their focus on building capacity, and providing transition points for children from early childhood education to primary education and from primary education to secondary education. Ideally, information about the relative efficiency of each intervention (e.g., comparisons of program costs and number of children served) would also be included, but such information is not readily available.

The last part of this section provides details on other promising interventions addressing access in primary education. While the interventions identified do not have the same level of available research on their outcomes as those mentioned above, these interventions show a certain innovative promise and could potentially be of interest to the GE Foundation.

¹⁹ UNESCO, *Education for All: The Year 2000 Assessment Report, India*, (2000). Web site: http://www2.unesco.org/wef/countryreports/india/rapport_2_1.html

1. Mitigating Child Labor

Overall enrollment rates for primary school age children in India continue to increase. However, substantial gaps remain for some groups. There continue to be wide disparities between boys and girls, poor and less poor children, SC/ST children and other groups, and rural and urban children. Children involved in the child labor market generally have very limited access to education opportunities. Various interventions are addressing the education needs of child laborers. One project, in particular, demonstrates that by designing interventions for the particular needs of child laborers, large-scale and sustainable change in the educational landscape can be achieved.

M. Venkatarangaiyya Foundation

The M. Venkatarangaiyya Foundation (MVF) has two interconnected goals: abolishing child labor and providing educational opportunities for child laborers. The MVF child labor project emphasizes collaborating with the state government to strengthen government schools rather than creating alternative avenues of non-formal education for these children. MVF has four main strategies: 1) taking children out of the workplace, 2) advocating to children and families about the importance of primary education, 3) working to promote self reliance and confidence in children so they are able to mainstream into formal schools, and 4) closing the achievement gap between child laborers and school-going children through bridge courses and summer programs. The project identifies and negotiates with formal schools to enroll young children and provides intensive bridge programs and summer courses for older children to help transition them from work to school. The project also provides trained parateachers to formal schools to assist with the resulting increase in class size. The MVF model has been adopted and replicated by a number of government and NGO agencies to tackle the pervasive problem of child labor.

MVF activities, which began in 1990 in three villages in Andhra Pradesh, had expanded to 1,500 villages by 2001. In 400 of these villages, every child between the ages of 5 and 11 is enrolled in school. Another 168 villages have been deemed entirely “child labor free.”²⁰ Based on several evaluation reports, MVF has removed nearly 150,000 children from work and placed them in formal schools. Another 4,000 bonded child laborers were released from their work and enrolled in schools.

In their qualitative research, MVF found that poverty is not the primary motivating factor for children to work. They also report that parents do not always depend on their children’s earnings for a living and are willing to make adjustments to send their children to school. These two discoveries coincide with MVF’s goal of facilitating capacity-building within villages, enabling direct project work to decrease in villages over time, while being sure that they have promulgated the importance of primary education as a continuing community goal.

²⁰ Wazir, R, *No to Child Labor, Yes to Education: Unfolding of a Grass Roots Movement in Andhra Pradesh*, EPW Review of Labor (2002).

2. Bridge Programs

Bridge programs target out-of-school youth and often use intensive, condensed curricula that help prepare children to enter formal schools in age-appropriate classes. Some bridge programs are specifically designed for particular groups of children such as child laborers, girls, or SC/ST children. Communities working with some projects identify and provide space for the bridge programs in homes or community centers. Others use formal school facilities after regular school hours to take advantage of classrooms, playgrounds, and other infrastructure already available.

Mahita Project

The Mahita Project works in 82 urban slums of Hyderabad and Ranga Reddy district in Andhra Pradesh. The project has set up bridge programs to provide education to primary school-age and adolescent girls. Mainstreaming these children into regular schools is a goal of the project. A unique feature in their program is the phonetic curriculum used to teach Urdu literacy and social awareness. In classes, key terms in Urdu are taught and then used as stepping stones to lead to the instruction of large issues. Adolescent girls also receive livelihood skills including computer training that was identified by the project as being in high demand for the target population. Mahita's goals are to promote girls' education, particularly for those girls engaged in child labor; impart livelihood skills to adolescent girls; and empower females to enhance their social status and decision making abilities.

3. Recruitment of Teachers and Parateachers

According to recent statistics from the Government of India, there are 3.18 million teachers in primary schools in India.²¹ However, the distribution of teachers, like of schools, is not even across and within states. Rural areas suffer from a substantial shortage of teachers. There is a lack of facilities to train rural teachers and a lack of resources from the state governments to fund the adequate number of teachers.

Increasing the numbers of teachers in the field can lead to better teaching in the classroom. Several research studies confirm that adding teachers to the classroom or school leads to improved teaching standards. Field observations concur that teaching standards tend to be lower in single-teacher schools, of which there are a substantial number in India. A report from 1987 finds that 40 percent of the primary schools in nearly 578,000 villages had only one teacher per school.²²

Several NGOs and state government initiatives have been developed to address the needs of one-teacher schools. Many of the initiatives have been designed to draw upon the available community resources—often unemployed women or youth—to function as parateachers. These parateachers are paid a fraction of what regular teachers earn and have an array of roles within the classroom. They conduct classes when the regular teacher is unavailable, they provide additional support to struggling pupils, and assist with administration. In certain cases, the parateacher functions as the

²¹ Ministry of Human Resource Development, Department of Education, *Selected Education Statistics 1997-98*, (New Delhi: Government of India, 1998)

²² *Ibid.*

primary classroom teacher, providing instruction to pupils on a regular basis. Following is a summary of two projects that, based on available evidence, have been particularly innovative and successful in recruiting such teachers.

Shiksha Karmi Project

The Shiksha Karmi Project (SKP), which was funded initially by the Swedish International Development Agency (SIDA) and now through the Department for International Development (DfID), is designed to extend universal primary education by addressing the problem of teacher absenteeism, low enrollment rates, inadequate access and high dropout rates in remote and socio-economically disadvantaged communities. SKP provides training to teams of “local educational workers” to function as parateachers. These individuals need only minimum qualifications and receive a 45-day intensive training and periodic in-service training. The project functions on several key assumptions: 1) a Shiksha Karmi (parateacher) drawn from the local community can be trained to work effectively to reach children in his or her community; 2) providing intensive and ongoing training can compensate for the lack of more formal qualifications; 3) education must have local support and ownership to effectively meet the needs of the children within that community. As of January 2003, SKP was being implemented in 31 districts with a total enrollment of 114,509 girls and 145,640 boys. The total number of Shiksha Karmi’s working in the field number 1,893 women and 6,863 men.²³

Based on evaluation data from three reports, SKP has been successful in retaining pupils and in increasing their academic achievement. Retention data collected over four years (1989-1993) suggest that SKP was able to retain more pupils to complete class I through class V. Although retention rates are lower for girls than boys, both showed sustained increases over a period of four years. Evidence from community data gathering suggests that the dropout is most severe through class II, and that the dropout rate is closely related to age, with nearly 80 percent of sampled dropouts having entered school at age eight or older. The most common reason cited for pupil dropout was economic necessity. For girls, domestic responsibilities and their perceived vulnerability around puberty were cited as primary reasons for dropping out. In some cases, the Shiksha Karmis go to girls’ homes to pick them up and escort them to school. The report finds that this additional support increased girls’ attendance.

Shikshanchal

Shikshanchal started in 1999 with the goal of increasing access to pre-primary and primary schools. Thirty-two Bodhshalas or Shikshanchal schools were opened in the Thanagazi Block in the Alwar district of Rajasthan in villages that did not have a school within a one kilometer radius or in areas where the formal schools reported low enrollment rates due to children involved in carpet weaving activities. Parateachers in the community are recruited and trained to work in the centers on six-month rotations. These parateachers are required to attend 45 days of training and receive visits at least twice a month from local project management for monitoring and technical assistance.

²³ Govinda, R., *India Education Report: A Profile of Basic Education*, (New Delhi: Oxford University Press, 2002).

While initially the project's effectiveness was hampered because of insufficient space for the education centers, once that issue was resolved the project had positive impacts. An evaluation conducted in 2002 showed positive impacts of the Bodhshalas on pupil enrollment (especially for girls) and retention rates. Approximately 51 percent of the pupils in the Bodhshalas are girls and 55 percent of the pupils are from scheduled castes or scheduled tribes. In villages with pre-primary schools, enrollment into primary school was significantly higher than those without pre-primary school services. In 2000, 41 percent of the population aged 5-14 was enrolled in school. After two years of implementation, enrollment of the eligible population had increased to 76 percent. Of the enrolled children, 93 percent of the boys and 83 percent of the girls admitted to the Bodhshalas remained enrolled in school.

4. Building Infrastructure/Providing Resources

Empirical studies suggest that there is a strong demand for primary education in India and that parents would like to send their children to free and well functioning schools close to their homes. In an effort to respond to this demand, interventions designed to expand the quantity of school facilities by building new schools and classrooms, improving existing infrastructure and providing resources for the schools and classrooms are improving access to education.

The network of available primary schools in India has grown over the last decade. According to data from the Government of India, there were a total of 560,935 schools in 1990, and by 1997 there were 610,763. It is further estimated that 95 percent of the rural population has access to a primary school within one kilometer of their home and about 85 percent has access to an upper-primary school within a radius of three kilometers.²⁴ In remote regions of the country or in particularly socio-economically disadvantaged areas, however, there continues to be a shortage or even absence of available schools. The rapid large scale school infrastructure expansion has resulted in the creation of schooling facilities with widely varying quality in terms of available resources—desks, chairs, blackboards, textbooks, and notebooks—which continues to be a problem in many schools. Various projects have focused their efforts on building these schools and providing necessary school and classroom resources for teaching and learning.

Shikshanchal

In addition to training local community members to function as parateachers in classrooms, the previously mentioned Shikshanchal project also builds schools where they were previously unavailable or inaccessible. Once the Bodhshala, or school, is built, the project provides the instructor with furniture and classroom supplies ranging from blackboards and desks to pencil sharpeners and erasers. Extracurricular equipment for sports, arts and crafts supplies, and a first aid kit are also provided.

Initial data provided by the project find that the Bodhshalas in concrete buildings (in comparison with *kaccha* buildings such as thatched huts, and tents) have an average class size of 57 pupils per room. In 75 percent of these classrooms, there are 20 or 30 pupils per available instructor. The

²⁴ Ministry of Human Resource Development, Department of Education. 1998. Selected Education Statistics 1997-98. New Delhi: Government of India

project has shown a considerable positive impact on the enrollment and retention of both girls and boys. Enrollment rates for 2002 are reported to have been 76 percent which was an approximate 35 percent increase in two years. While girls continue to drop out at higher rates than boys (17 percent compared with seven percent), the majority of pupils remain in the Bodhshala or transferred to another school.

5. Residential Camps

Residential camps for out-of-school youth act much in the same way as the bridge programs to address the needs of out-of-school children—increasing their foundation for basic education and helping transition them into the formal school system. Some residential camps specifically target girls to increase equity of education in communities. The camps focus on providing safe learning environments stressing comprehensive approaches to educating the pupil. The residential camps provide room and board, counseling and health services, basic education, and extracurricular activities for children. There were instances where the short-term residential camps had limited success in transitioning children into the formal school settings. In some cases, although the campers flourished in the supportive holistic camp learning environment, some pupils faced challenges reintegrating into their families and communities once they were out of the camp and had a hard time succeeding in formal classroom settings.

Baljyothi Project

The Baljyothi project, working in Hyderabad, Andhra Pradesh, has organized residential camps for 9-14 year-olds who have never attended or dropped out of formal schools. The six-month residential camps focus on providing a safe and supportive learning environment and developing the education skills needed to prepare pupils to enter the classes IV and V in formal schools. The project has successfully mainstreamed nearly 1,700 children into the formal school system.

6. Alternative Education Programs

Alternative education programs are very similar to schools in the formal system in that they are self-contained with a facility, staff, and curriculum, and serve multiple levels of pupils. In general, alternative schools have been established in isolated communities where children do not have access to formal schools as well as in underserved communities where there are a substantial number of out-of-school children. Some projects recruit and train local community members to act as teachers in the schools. These teachers are offered remuneration by the project; some earn their service charges in form of the modest tuition fee charged to the pupils. Several projects develop their own curriculum and teacher training programs.

Getting Children Out of Work and Into School Project

The Centre for Rural Education and Development Action (CREDA) and UNDP Getting Children Out of Work and Into School Project, funded in part by the Norwegian Agency for Development Cooperation, the United States Agency for International Development, and IKEA, has set up community cottage schools (CCS) to cater to out-of-school youth and working children. These

non-formal schools follow the Indian government's Non-Formal Education (NFE) pattern and syllabus, compressing five years of primary education into two. Ideally, pupils who complete the program enter Class VI in government schools.

In 1998, 5,000 children had been enrolled CCS schools. By 2000, only eight had dropped out of the program. Since 1998, approximately 12,000 children have been mainstreamed into formal schools. According to one report, *Coping with Challenges and Making a Difference: CREDA's Recent Achievements*, CREDA has instilled in its community cottage school pupils a sense of commitment to education, evidenced by alumni expressing a desire to become teachers, or who are now instructors in CCS schools. Another study, *CREDA: Mobilizing Child Labour for Primary Education*, states that CREDA has been successful in its goal of enrolling and maintaining children, notes however that the quality of education in CCS schools is low. Some possible reasons cited for the low quality include challenges attributed to compressing five years of instruction into two, the low resource base for CCS schools compared to government schools, and unmet training needs of teachers.

Other Interventions to Consider for Investment

As mentioned in the introduction, the two interventions highlighted below are worth introducing even though the available research is limited. Such interventions were not always accompanied by evaluation reports, and if they were, the information was primarily descriptive or anecdotal. It is important to note, however, that some of these programs may not have the funding to carry out formal evaluations since they are usually implemented by non-governmental organizations on a smaller scale.

The two interventions that fall into this category include home support services and leveraging social capital. The first of these, home support services, focuses on the holistic growth of children by nurturing their physical, educational, and emotional needs. Leveraging social capital, on the other hand, is a way to facilitate long-term change by involving different social institutions in the process of change and holding them accountable. In both of these examples, the interventions are implemented with a comprehensive approach—with a focus on capacity building—and engage children outside the formal schooling system.

Home Support Services: CINI Asha and the Rainbow School

For out-of-school children, receiving an education offers the opportunity for a better life. It is for this reason that so many projects work hard to offer alternative education services to these children or to mainstream them into formal schools. A child's development, however, includes intellectual, physical, and emotional growth. For the most disadvantaged populations, supplementary support is often needed in all of these areas. Frequently, education is a secondary need that follows more pressing concerns for food, shelter, and protection. Offering these non-educational support services is crucial to allow children to fully benefit from the educational support that they do receive.

Street children and children living in slums and squatter colonies are the major beneficiaries of home-support services offered at facilities such as shelter homes, drop-in centers, and halfway homes. Specific home support services may include shelter, meals, counseling, and health care

facilities. Most organizations or projects reviewed indicate that such non-educational support is part of a larger goal of providing education to children. It is difficult to determine from the literature whether the home-support services offered by organizations mark an innovative trend, or if the many other studies on alternative education programs simply do not highlight the non-educational support services provided. Certain services such as night shelters are usually capital intensive. The data indicate that smaller NGOs may not have the resources to offer such services.

There is strong anecdotal evidence that suggests that comprehensive home-support services are benefiting children. While data are sometimes available on numbers of children served, it is impossible to connect this in any meaningful way to the numbers of children mainstreamed or completing alternative education programs. Furthermore, this would only point to success in impacting children's educational growth and would not speak to the other goals of assisting children's physical and emotional development.

One study of the *CINI Asha* program, described below, suggests that the addition of home-support services was in many cases prompted by an expressed need of the children. This simply emphasizes the fact that multiple support services are needed if the most disadvantaged children are to benefit from educational offerings. Given the strong anecdotal evidence that children benefit from these services, and the fact that the cost of providing certain important services such as night shelters and halfway homes is prohibitive for many smaller NGOs and groups, provision of these home-support services may be a particularly helpful investment target for corporate funders.

Two projects warrant attention for their comprehensive services. The first, the street children program of *CINI Asha* operates in 13 municipal wards of Kolkata. Night shelters meet children's immediate needs by providing safe shelter at night (particularly important for girl children), along with food, counseling, bathing, locker, and recreational facilities. Drop-in centers serve as an initial contact point for children and the project. These centers serve as motivational centers, providing bridge course education, counseling, food, storage, and bathing facilities.

CINI Asha also offers halfway homes where high-risk children can stay temporarily and prepare for the rigor of disciplined home or hostel life. Outreach clinics are another important service, offering accessible health care to children and their communities. Sick bay facilities provide ill children with a safe place to rest, a good diet, doctor's care, and the care of 'homemothers'—women who are hired to provide maternal support to children. Finally, a range of HIV/AIDS programs such as outreach clinics, peer education, and a toll-free hotlines provide children necessary support to protect them from this disease. In 2000, 326 boys and 110 girls used *CINI Asha's* night shelters. Four hundred and ninety-five children were admitted to the sick bay in 1999-2000.

The *Rainbow School*, located within the Loreto Day School of Kolkata, successfully demonstrates comprehensive child support on a smaller scale. The Rainbow school offers a pupil-to-pupil tutoring program, in which pupils enrolled in the formal all girl's Loreto Day School serve as individual tutors for street children (known as "rainbows") who come in to the school. All Loreto pupils in classes V and above are required to tutor for 90 minutes per week, and these assignments are scattered throughout the week such that there are always tutors available for the rainbow children who come in during the day. The Rainbow School strategy is to provide street children

with a flexible, personalized learning process that is complemented by home support facilities. One-on-one tutoring by Loreto School pupils is geared toward eventually mainstreaming pupils within the Loreto School or other formal schools.

Most of the rainbow children are girls, though boys are allowed up to a certain age. The Loreto School and its facilities are known within the local community to be a safe haven for girl children on the street. Street children who participate in the school's tutoring program (and those who have been successfully mainstreamed into government schools) are provided facilities to clean and press their clothes, facilities to bathe, places to safely store their personal belongings and money, and a place to sleep at night. Emotional support is also provided to the children. As Sister Cyril, director of the Loreto Day School, has explained, every child is offered a hug at the end of the day, even those who may have been reprimanded earlier in the day.

Leveraging Social Capital: Child and Police Project

As respected members of the community, the police have a distinct advantage in educating and gaining the support of other key stakeholders such as parents, local businessmen, and the industrial community. Engaging the police as partners can improve the efficacy of many awareness and mobilization activities. For example, a common practice among community-level interventions is to contact and meet with parents and local employers to make them aware of the importance of sending children to school. When the police are the ones to convey this message it can hold greater authority. Police can also be useful in the tasks of ensuring children remain in school or learning programs, tracking down drop-outs, and reuniting children with their families after the completion of residential camps.

It is important to qualify that these positive effects of police participation are drawn from a single case study, the *Child and Police Project* (CAP) in Hyderabad, Andhra Pradesh, which has received a great deal of praise from major international donors. Given that in many communities, the police have not historically been a cooperative force it is easy to assume that police involvement could be as problematic as it could be helpful. Still, internal descriptive data from the CAP project suggest the approach of police cooperation in project activities has proved decidedly beneficial. Furthermore, CAP has received favorable reviews from supporters such as UNDP, and a USAID representative is quoted as saying that the Child and Police Project is “the diamond in USAID’s crown of partnership with India to eradicate child labor.”

Run by the Dr. Reddy’s Foundation, the Child and Police project works in partnership with the Andhra Pradesh State Police and the Andhra Pradesh Education Department to mobilize at-risk youth into bridge school camps and to ultimately mainstream them into government schools. Throughout the mobilization process, the police play important roles in identifying at-risk-youth and hosting community meetings that build awareness of the child labor problem. Police work to convince parents to send their children to the bridge camp and help to move the children to the bridge camp. Beyond their involvement with the bridge camps, the police participate in many other important ways, notably in advocacy campaigns wherein they have produced music cassettes and television programs to raise public awareness about children’s rights and the protection of at-risk children.

In the case of the CAP project, partnerships with police represent a creative use of an under-utilized stakeholder group. The presence of police in most communities also allows for the replication of effective models. This has been true for the CAP model, which has been replicated in other states and countries, such as Nepal, through the networking capacities of the National Police Academy and Police Chiefs' conferences.

IMPROVING QUALITY IN PRIMARY EDUCATION

SUMMARY OF CONSIDERATIONS FOR FUTURE INVESTMENTS:

This section is intended to guide the GE Foundation as it considers the array of interventions that work towards improving the quality of primary education in India. Based on the literature review, it appears that these interventions have provided some evidence of effective outcomes, are comprehensive in approach, and focus on building local capacity:

- The use of parateachers—locally hired individuals without formal teacher training—is a cost-effective strategy for improving pupil learning outcomes. Short-term training for parateachers allows rapid deployment, and can accommodate the often high levels of turnover among parateachers. The local relevance of parateachers hired from within the community is an advantage to the model. Moreover, parateachers may be used for remedial tutoring programs, to staff nonformal education centers, or to assist teachers in government schools. The flexibility of parateacher interventions allow for easy replication across urban and rural contexts as a means of increasing access *and* improving quality. Small inputs from corporate funding could generate broad learning impact.
- Computer assisted learning programs are a growing but still nascent trend. Because of the technology inputs required, there is use for corporate and other outside resources. Computer assisted learning models, however, are still considerably more expensive than other strategies for improving pupil learning and have not demonstrated any substantially greater educational gains.

Concurrent with the need to guarantee that children have access to basic education is the need to ensure that the education provided leads to improved pupil outcomes. Indeed, an important goal of education is to impart skills and competencies that empower children to reach their fullest potential. At the primary level, instruction is geared toward helping pupils meet locally appropriate standards of literacy, numeracy, and oral expression. Efforts to improve quality in primary education often focus on the educational inputs that effect pupil performance, such as curriculum, instruction, materials, and improvements in the learning environment.

In India, there has been a sustained push toward improving learner achievement by enhancing the quality of primary school education provided to children. According to the World Bank, children who reach the final year of primary school have often mastered less than half the required curriculum.²⁵ As a result, the National Policy on Education (1986) places special emphasis on improving the quality of primary education. This has taken three main forms: 1) improving the quality of school provision by trying to determine basic norms for provision including physical, human, and academic, 2) focus on learning outcomes primarily through the establishment of minimum levels of learning, to be attained by every pupil in the primary system of education, and 3) building the capacity of teachers through a decentralized system of professional development.

²⁵ World Bank. 1996. India: Primary Education Achievement and Challenges. Washington DC: World Bank

Empirical studies suggest that there is a strong demand for primary education in India and that parents would like to send their children to free and well functioning schools close to their homes. Accordingly, there have been government efforts to provide every school with basic infrastructure and human resources. There has been progress on this front, although empirical findings suggest that five percent of primary schools have no classrooms, and another 15-20 percent only have one. In about 40 percent of schools, children do not yet have access to safe drinking water.²⁶

Alongside concerns of improving infrastructure, another issue related to quality is that of the relevance of services provided in primary schools—the curricula, textbooks, and other instructional materials in children’s lives. In 1993, the GOI commissioned a report on the state of the curriculum and textbooks in India. The report states

Barring exceptions, our textbooks appear to have been written primarily to convey information or ‘facts,’ rather than to make children think and explore... The distance between the child’s everyday life and the content of the textbooks further accentuates the transformation of knowledge into a load.²⁷

Because discussions about curricula and textbooks are made at a national level, there can be a substantial gap between what is taught in classrooms and the reality of children’s lives. Over the last decade, however, there has been a perceptible shift towards decentralizing the decision-making on curriculum adaptation and textbook development from a centralized body to involving more regional and local agencies in the process although this continues to be a rather fragmented process.

Closely tied to the quality of educational services provided to children is the issue of teacher quality and the need to both improve and monitor the quality of instruction. Because teachers have permanent posts and a good deal of bureaucratic protection, they are not always held accountable for their instruction, and as such the incentive structure remains relatively weak.

The range of interventions reviewed in this section reflect these concerns. Quality-focused interventions cover a broad spectrum that ranges from interventions closely linked to the learner, such as teaching practices, to those which more indirectly impact the learning process, such as the organization of community groups aimed at generating educational improvements in schools.

The use of parateachers was the most common intervention reviewed that most substantially impacted the learning process. Tutoring and remedial education programs are also popular, and there is an example the potential benefits of computer-assisted learning. Teacher-related interventions are numerous, from teacher training and professional development efforts, to providing schools with disability resource specialists and the assignment of extra teachers to one-teacher schools. Efforts to develop new curricula are also described in the research literature, such

²⁶ R. Govinda (ed.). 2002. *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.

²⁷ As quoted in R. Govinda (ed.). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.

as efforts to bring activity-based learning materials into the classroom and to make curricula more child-focused, self-paced, and respectful of local languages and contexts.

At the school level, there are interventions working to improve both the physical infrastructure of the school as well as its operation. Provision of books, supplies, and furniture is one way NGOs and corporations are improving school environments. There are also state and national level examples of efforts to provide needed supplies to schools. Creating school-based and mobile reading libraries is yet another strategy to improve educational resources. Projects to improve infrastructure are also common, such as whitewashing of walls, building toilet facilities, and improving water supplies and school grounds. Improved management of school operations is addressed through interventions aimed at building the administrative capacity of school leaders.

One of the most common forms of community-level interventions is the creation of local committees and groups to advance the cause of educational improvement. Aimed to harness the power of collective action, these groups include parent-teacher organizations, mother's groups, and village education committees. Several projects have encouraged the formation of children's groups to allow children to be active participants in the discussion of education. Collective action groups are used to build awareness, to engender community support for education (for example, through resource contributions such as land or materials for schools), and to foster community responsibility and accountability for educational quality. The creation of vigilance committees—persons who monitor whether children are staying in school—is an example of a community assuming responsibility for children's attendance in school.

Improving community educational data resources is another intervention seen at the community level that aims to improve educational quality by better informing stakeholders and decision-makers—such as collective action groups and local governing bodies. One project reviewed in this study holds workshops for the presidents and secretaries of local-governing bodies at the village, block, and district levels. The objective of these workshops is to familiarize these governing bodies with the powers they hold to impact educational quality at the local level through budgetary allocations, repair and renovation of schools, and provision of infrastructural facilities such as toilets and water.

The following discusses quality-related interventions for which there is substantial data on outcomes. As discussed in the research methodology section, one interventions that have been studied with methodological rigor are ranked here. Given the overall paucity of evaluative material available to our study, only two interventions have sufficient data to make informed judgments about efficacy and relevance for GE Foundation investment. These two interventions, parateachers and computer assisted learning, are discussed in rank order of our recommendation. Recognizing, however, that many innovative and ultimately effective interventions do not provide evidence of outcomes, this section also presents various interventions for which we have limited evaluative data, yet are recommended for the Foundation's consideration for their potential for improving educational quality.

1. Parateachers

Parateachers may be defined as individuals without formal education training who are provided rapid or abbreviated instruction to provide educational services to children. As described earlier, parateachers may serve in various capacities in nonformal education centers or in newly created schools in underserved locations. Others are deployed to government schools to ease the burden of increased pupil enrollment due to mainstreaming efforts or to assist inadequately staffed schools. There are also examples of parateachers providing remedial tutoring services to children in government schools.

Such models are normally low cost compared to the hiring of teachers.²⁸ In addition, since most parateachers are locally hired, there is normally a closer link to the community than with teachers hired for government schools. An important principle demonstrated by parateachers projects is that local community members, even if not formally trained teachers, can still have a substantial impact on pupil learning outcomes.

In several ways, use of parateachers has improved the opportunities for and quality of girls' education. This is particularly true in cases where parateachers are used to staff nonformal education programs designed to meet girls' educational needs such as remedial education and flexible learning schedules. Also, a great many of the parateachers programs focus on recruiting local women. Certain studies have emphasized the importance of having female instructors as a way to make girl students and their parents feel more comfortable about the girls being in school.

Balsakhi Program

The Balsakhi Program hires young women from communities to teach basic literacy and numeracy skills to children in government schools who reach class III or IV without having mastered these competencies. Started in Mumbai in 1994 and expanded to Vadodara in 1999, the program has been implemented in 20 cities, reaching tens of thousands of pupils.

The "balsakhis" have the equivalent of a high school degree, and are from the local slum communities in which the schools are located. These instructors receive a standardized curriculum developed by Pratham. They receive two weeks of professional development at the beginning of the year and ongoing reinforcement when school is in session. The program is school-based and uses a pull-out model, meaning pupils are removed from their normal classroom for the remedial tutoring. The typical instructor meets with a group of 15-20 children in the morning for two hours and with another group the same size in the afternoon.

A two-year randomized evaluation of pupils in Mumbai and Vadodara found definite gains in math and language skills as a result of the balsakhi intervention. More than 15,000 children were evaluated during the first two years of the program at the beginning, middle, and end of each

²⁸ Cost-savings notwithstanding, in no instance do evaluations recommend replacing teachers with parateachers. Parateachers are most effective as supplementary educators.

school year. A control group was formed from selected pupils in schools similar to the treatment schools, but which had not received the balsakhis through random selection.

The assessment found a substantial impact on learning achievement, one that was stable across years and cities. Learning for the treatment group improved by 0.15 standard deviations in the first year and 0.25 standard deviations in the second year of intervention. Moreover, the intervention had the greatest effect on the lowest-scoring children, or the bottom third of the distribution. This bottom third gained 0.21 standard deviations in the first year and 0.32 standard deviations in the second—suggesting an equalizing effect on pupil achievement.

The balsakhi program is effective at a low cost. Benefits to children are gained through the individualized and non-threatening attention given to them by the balsakhis. By choosing women from the local area as balsakhis, children may feel more comfortable than with teachers who are often from different backgrounds. In addition, the model of using local people with rapid training is easily scalable and transferable to other contexts.

Shiksha Karmi

The Shiksha Karmi project, discussed earlier, is another successful example of a parateacher intervention. Selected from the local communities, two shiksha karmis (educational workers) provide instruction to pupils in one of three types of schools: day schools, schools of convenient timing, and nonformal schools mainly for girls to prepare them for entry into the day schools or the schools of convenient timing. Data from 1998 found that 63 percent of children in the three types of schools were SC/ST, or other backward castes. As noted earlier, sustained increases in retention were seen for both boys and girls over the period 1989-1993.

2. Computer assisted learning

Computers can be an effective tool for teaching and reinforcing basic literacy and numeracy skills among children. Bringing computer technology into the classroom, however, is expensive. While computer learning programs are not uncommon—particularly in urban areas—they remain a distant dream for most primary schools in India. Among materials reviewed in this study, there is a single example of a computer assisted learning program, yet this example contains strong evidence of positive impact on pupil cognitive skills.

Pratham's Computer Assisted Learning Program (CAL) was introduced in half of the municipal schools in Vadodara in 2002-2003. Pupils in project schools were provided two hours of computer time each week during which they played computer games based on the math curriculum of the Vadodara municipal schools. A randomized sample of pupils receiving the CAL program and a control group were test in mathematics competencies at the beginning, middle, and end of the school year. The assessment found substantial improvement in math scores for the CAL pupils over the entire year. Average scores on a 50-point math assessment rose from 14.9 to 29 in the treatment group but only from 15.5 to 25.0 in the control group.

The assessment suggests that computer-assisted learning programs such as this, even with just two hours of exposure per week, can help to reinforce basic competencies taught in the classroom. The

beneficial impact of computers, however, should be qualified in light of the financial resources needed to sustain such projects. Indeed, in comparing the results of the CAL program to the cognitive skills improvements in children participating in a remedial tutoring program, the authors of the study found the CAL pupils scored slightly lower on the same instrument than pupils in the tutoring program. Given the higher cost of the computer learning program, the tutoring program was four times as cost efficient. This information suggests that computer related instructional programs are not the best investment strategy if aiming to generate learning improvements for the greatest number of children. Such programs, however, could be good targets for in-kind corporate donations of computers.

Other Interventions to Consider for Investment

One additional quality-focused intervention is discussed here for the GE Foundation's consideration, despite the dearth of research-based information about its effects.

Creating quality educational data resources within communities

A widespread community-level intervention for improving educational quality is the creation of collective action groups such as village education committees or mother's groups. Unfortunately, the literature offers very little evidence as to the impact of these groups. Studies reviewed contain mostly descriptive information, providing insufficient data on which to judge the impact of collective-action groups. However, there are data to suggest that improved educational data resources can help to increase the efficacy of community-level interventions that involve decision-making.

These data are drawn from a study on *Prajayatna*, the education reform initiative of MAYA, the Movement for Alternatives and Youth Awareness. The *Prajayatna* program is also formally recognized as the Citizens' Initiative for Reform in Elementary Education, or CIEE. Working in Karnataka, *Prajayatna* is noteworthy for its methods of providing community members valuable information about the status of education in their community. During the project's initial school information campaign, community volunteers trained by *Prajayatna* conduct a village-level survey of the educational context, including the status of infrastructure, teacher and pupil data, and existing structures for community participation. Compared to the many baseline studies conducted by projects to inform their activities, the data collected through *Prajayatna*'s comprehensive school and village survey are meant to inform community members and governing bodies.

Once data are collected, *Prajayatna* holds a *Shikshana Grama Sabha*, or village education meeting. At these meetings *Prajayatna* staff facilitate an open discussion on the critical issues pertaining to education in the community as well as the actions that could be taken to address these issues, and the persons who could be responsible for the change. Decisions made at the *Shikshana Grama Sabhas* are followed up by the school development and monitoring committees (nine member school committees instituted by the State Education Department in 2001) with support from *Prajayatna* staff.

In 2003, *Prajayatna* conducted an internal evaluation of the impact of its activities to date. Conducting a survey of project communities, it compared data collected to the information

gathered during the School Information campaign. While the evaluation fails to provide details about the extent of improvement in demonstrated problems, it does suggest that a great number of project communities have witnessed some degree of improvement over the project period. For example, 48 percent of cases of school physical surroundings problems have seen improvement, 48 percent of cases citing problems in the provision of water have seen improvement, and 60 percent of cases where there were problems with school walls have seen improvement. Moreover, in nearly 50 percent of cases in which water and building problems were cited in the school information campaign, decisions made to address such problems were translated into improvements.

The information from Prajayatna suggests that concerted efforts to collect comprehensive community-level education data could boost the ability of collective action groups and governing bodies to positively effect educational improvement. At present, while community education committees and groups are expected to work towards addressing a community's educational needs, often this work is done in the absence of quality data on which to base decisions. Data that do exist are frequently inaccurate and unreliable. Investments in improving educational data resources, similar to the comprehensive educational surveys conducted by Prajayatna, have the potential to bring much added value to existing community-level collective action interventions.

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CASE STUDY ANNEX



CHILD AND POLICE PROJECT

Case Study

Introduction

The Child and Police (CAP) Project in Hyderabad, Andhra Pradesh, was started in 1997 as a joint effort by Dr. Reddy's Foundation and the Andhra Pradesh State Police. The original goal of the project was to rehabilitate child laborers by mainstreaming them into formal education using bridge courses. Today the focus of the CAP Project extends to helping all "at-risk" children receive an education and develop into responsible citizens. According to project documents, "Children-at-risk' (especially girls) are those working in hazardous conditions, who are deprived of access to education and quality learning, at risk of abuse, violence, physical and moral danger, engaged in anti-social activities and lacking effective parenting and opportunities to develop into responsible human beings."

Strategies and Programs

The CAP Project identifies five main phases in its mainstreaming model. At each phase, CAP engages a variety of stakeholders. Notable among these are police officers (inspectors, sub-inspectors, and constables). Often not considered as main stakeholders in the education process, the police have proven effective partners in the mobilization and mainstreaming process. Moreover, there are benefits to be gained for the police: They can break negative stereotypes by engaging with the community in a positive manner and garnering community confidence and by focusing on at-risk youth they help to stem the possibility for future delinquency.

The first phase in the CAP process is the pre-survey orientation during which police officers familiarize themselves with the other stakeholders involved in the project and participate in a series of workshops focusing on issues such as children's rights, child protection laws, and the detrimental effects of child labor. During the second, survey phase, communities are identified and police and project staff work to identify at-risk children. The survey phase involves approaching parents, children, and employers in the attempt to convince them to send children to the bridge schools. It is here that the authority and respect afforded to the police is beneficial. Police also host community meetings to build awareness about the issue of child labor. The third phase is mobilization, which involves police efforts to convince parents to send their children to the bridge schools, and help to move the children to the schools (in the case of residential camps).

The CAP Project operates bridge camps as well as non-residential bridge schools. The latter were started when it became clear to project staff that parents were reluctant to send their children, particularly girls, away to a residential camp. To meet this expressed need, CAP started non-residential schools, which have proven to be economically viable alternatives to camps. This

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fourth phase, or bridge course phase, provides children intense instruction to prepare them for enrollment in government schools four to eight months later, depending on prior literacy skills. At the schools and camps, the police help mentor children, provide discipline, retrieve runaways, and arrange for teachers and volunteers. During the fifth and final phase, children are mainstreamed into select government schools.

An important feature of the CAP Project is the forward linkage it makes with the government schools that enroll the mainstreamed children. Under its School Community Partnership in Education (SCOPE) model, interventions at the individual, classroom, and school level are conducted to support mainstreamed children and to create conditions that encourage attendance and retention. Examples include the formation of class committees and study circles to encourage bonding of mainstreamed children with their new classmates, and the provision of schools with needed infrastructure, innovative teaching methods, and locally appropriate curricula.

The Child and Police project includes many other community-level interventions as well, all aimed at creating a supportive environment for children's education. These include

- Children's councils for promoting children's rights;
- Mothers' committees, consisting of CAP Project mothers working to disseminate strategies and successful practices with respect to family life;
- Local monitoring committees, consisting of school principals, area inspectors, social workers and parents, charged with sustaining project interventions; and
- A principals' forum, which serves as a testing ground for new ideas to improve learning within schools.

The CAP Project expects that the children's councils, mothers' committees, and local monitoring committees will serve together as the main management structure for sustaining project interventions in the long run. To date, the CAP Project has received investments from organizations including UNICEF, UNDP, USAID, CRY, Aga Khan Foundation, and Plan International.

Outcomes and Results

As of September 2004, the CAP Project has mainstreamed 6,581 children into formal government schools, of which 62 percent are girls. In addition, 10 children's councils, 20 mothers' committees, and 33 local monitoring committees have been created. Just as important, the CAP Project has demonstrated a creative, beneficial, and viable partnership with a government body. The project has received favorable reviews from international supporters such as UNDP. A USAID representative is quoted as saying that the Child and Police Project is "the diamond in USAID's crown of partnership with India to eradicate child labour." Another strong indication of CAP's success is that the model has been replicated in other states and countries, such as Nepal. The sharing of best practices is facilitated by police networks, such as the Andhra Pradesh Police Academy, the National Police Academy, and Police Chiefs' conferences.



Introduction

CINI Asha, a program of the Children in Need Institute (CINI), was started in 1989 to address the needs of children living in Kolkata. CINI's work focuses on improving the quality of life of urban disadvantaged children including street children, child laborers, and children of sex workers. The organization concentrates its efforts on education, health, and the basic need for survival, protection, growth, and development.

Strategies and Programs

CINI Asha supports a number of programs to address the varied and individual needs of different groups of children. The project has a strong focus on providing comprehensive services including education, nutrition, health, and safety.

Services for street children include

- Drop-in centers that provide nutrition, counseling, health, and education through the bridge course methodologies to runaway and migrant children.
- Night shelters that provide a safe space for street children to sleep. These shelters have shower rooms and lockers along with education, nutrition, counseling and recreation. Providing this service for girls is particularly important reducing the likelihood of various types of abusive situations.
- Halfway houses that create temporary housing for children who have been traumatized and exploited, which attempt to replicate a home environment where house parents provide a caring environment for these children to enable them to be placed in other supportive organizations or reconnect them with their families.
- Sick bay that provides medical attention to disadvantaged children. Based on figures from 2000, the recurring cost per child per year at the sick bay is IRs. 3,108.¹
- Monobitan camp and nature park, located outside Kolkata, where CINI Asha organizes educational and holiday camps for urban children. Available facilities include a swimming pool, badminton courts, nature reserve, a multi-purpose hall, open-air theatre, football field and a children's park.

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CINI Asha's primary objective for its child-laborers programs is to eradicate child labor from slums and squatter colonies by ensuring compulsory education for every child. Specific programs include

¹ P. Roy, *CINI Asha* (2000). Web site:
<http://hdrc.undp.org.in/childrenandpoverty/REFERENC/CASESTUD/CINIASHA/apr02f.PDF>.

- Preparatory centers that impart education through bridge programs to mainstream children into formal school. The children receive approximately five to six hours of classes a day in classes no larger than 25 students per teacher. After six months of instruction, the children are grouped according to their level of learning and placed in formal schools.
- Residential camps for bonded child laborers. These camps provide intensive training and counseling to the children and help to acclimatize their families' dependence on child labor. Once the children complete their training they are placed in local schools. Based on figures from 2000, the cost per child in rupees to enroll a child in a residential camp is IRs. 12, 476.²
- Supplementary coaching centers, based in local communities, that provide educational support and coaching for students who have already been mainstreamed. This program works in close collaboration with the community and local schools.

Because children of sex workers often live in vulnerable and high risk environments, CINI Asha has developed specific programs to address their needs:

- Evening drop-in centers where children are provided a safe space while their mothers earning their living;
- Coaching centers provide a strong focus on education as well as on providing counseling services and classes in the performing arts; and
- Special coaching centers are available for older children that provide a more intensive academic support.

Outcomes and Results

CINI Asha demonstrates a comprehensive and innovative approach to providing services to children, without compromising or diluting their focus on education and community mobilization.

Information from five reports indicates that the services provided by CINI Asha are having significant positive outcomes on the lives of children in the Kolkata area. Numbers from January 1999 indicate that 3,170 child laborers had been mainstreamed and continue to attend formal schools.³ Another study finds that as of 2000, a total of 5,600 former child laborers had received services from the coaching centers that provide additional academic support to mainstreamed children. The same study reports that 1,653 children of sex workers received services from CINI Asha from 1997-2000.⁴ According to another report, CINI Asha children are more articulate and confident as a result of their programming and take pride that they are regular school-goers. The children are able to play multiple roles successfully, including that of a peer mediator or influencer.⁵

² P. Roy, *CINI Asha* (2000).

³ CINI Asha, *Adjustments Made by Families of Child Laborers/Potential Child Laborers Whose Children Were Mainstreamed to Formal Schools in Calcutta* (Calcutta: CINI-ASHA). Web site: <http://hdrc.undp.org.in/childrenandpoverty/referenc/REPORTS/casha/study.PDF>.

⁴ P. Roy, *CINI Asha* (2000).

⁵ CINI Asha, *Impact of Education in Improving the Quality of Life of Disadvantage Urban Children in Calcutta: A Case Study* (Calcutta: CINI Asha).



MAMIDIPUDI VENKATARANGAIYA FOUNDATION

Case Study

Introduction

The Mamidipudi Venkatarangaiya Foundation (MVF) was established in 1981 to conduct research on social change. In 1991 the Foundation began working to abolish child labor by increasing educational opportunities for all children in three villages in Andhra Pradesh. By the end of 2001, MVF was active in eight districts and 2,500 villages in Andhra Pradesh. MVF has four main focuses: 1) taking children out of the workplace; 2) advocating to children and families about the importance of primary education; 3) working to promote self reliance and confidence in children so they are able to successfully mainstream into formal schools; and 4) closing the achievement gap between child laborers and school-going children through bridge courses and summer programs. MVF has received funding from various sources over the years which include the District Primary Education Program, the Government of India Ministries of Labor and Human Resource Development, the Government of Andhra Pradesh (World Bank Project Velugu), Child Relief and You, International Labor Organization – International Program on the Elimination of Child Labor, the Dutch organization Humanist Institute for Cooperation with Developing Countries, National Child Labor Project, National Council of Rural Institutes, United Nations Children's Fund, United Nations Development Program, Norwegian Agency for Development Cooperation, Azim Premji Foundation, the JRD Tata Trust, Sir Dorabji Tata Trust, and Catholic Relief Services.

Strategies and Programs

Through its work with parents and communities, MVF has found that poverty is not the primary motivating factor for children to work. They found that parents do not always depend on their children's earnings for a living and are willing to make adjustments to send their children to school. The Foundation has worked extensively with organizing school education committees to help encourage parents to send their children to school, mobilize resources to support education volunteers, and improve school infrastructure.

The Foundation withdraws children from labor situations and enrolls them into schools. It collaborates with the state government to strengthen government schools rather than creating alternative avenues of non-formal education for child laborers. It also identifies and negotiates with formal schools to enroll young children. In many cases, school admission policies do not include space for late starters and are often ill prepared to accept older illiterate children or former drop-outs. MVF provides bridge programs and short- and long-term residential camps to older children who are drop-outs or first time pupils to help transition them from work to the classroom and give them the educational foundation they need to succeed in formal schools. The Government of India has issued an order for schools to accept all children

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seeking admission who have been withdrawn from labor situations. The special bridge classes and residential camps are important for this transition. As communities increase the demand for educational opportunities for their children, pressure has been placed on government schools to become more inclusive.

To help alleviate the problems associated with the increasing class sizes, the MV Foundation began a voluntary parateacher program. Members of local communities are recruited and trained and then provide services to local schools. These parateachers help conduct classes when the regular teacher is unavailable, provide additional support to struggling pupils, and assist with administration. MVF has provided 635 voluntary parateachers to formal schools, and PTAs working with the project have provided an additional 505 parateachers to work in the schools.

Outcomes and Results

According to the report, *No to Child Labor, Yes to Education: Unfolding of a Grass Roots Movement in Andhra Pradesh*, in 1999, 80 percent of the villages in which MVF was working reported that every child between the ages of 5 and 11 was enrolled in school. At the time the report was written in 2002, nearly 150,000 children had been enrolled and retained in schools, more than 4,000 bonded child laborers had been released, and 168 villages were declared “child labor free.”¹

The MVF model is recognized as a successful model worth adopting. A number of government and non-governmental organizations have adapted and replicated the MVF model in their efforts to tackle the pervasive problem of child labor. The government of Andhra Pradesh’s “Back to School” program has replicated MVF interventions using social welfare hostels to run educational camps for children. Approximately one million children from 34 hostels have been sent to school from the camps. Andhra Pradesh’s Department of Women and Child Development used women’s training institutes to run camps for girl laborers. Similarly, the Andhra Pradesh Women’s Cooperative Finance Corporation has taken the model as a pilot project for child laborers. MVF has been a resource to organizations working to abolish child labor and increase educational opportunities. Members of the Foundation have also provided training and technical assistance to support the Government of India’s District Primary Education Program in various states.

The MV Foundation stresses sustainability in the long-term implementation of their interventions. Many communities have accepted the MVF activities and the notion that education is important for children. “Widespread acceptance of the norm that children should be in school and not at work, has meant that the MV Foundation can reduce its role and presence over a period of time. This is perhaps the best guarantee that of the permanence and sustainability of the program in the Raga Reddy district.”²

¹ R. Wazir, “No to Child Labour, Yes to Education: Unfolding a Grass Roots Movement in Andhra Pradesh,” *EPW Review of Labour* (2002, December 28).

² R. Wazir, *Getting children out of work and into school* (Andhra Pradesh: MV Foundation, 2002).

