

Contribution to the GRA consultation 1 from Germany as part of constituency 5

Thematic Area: Education Finance (by Ulrich Jahn, KfW Development Bank)

Most of the Program seems to be convincing, you find some remarks hereafter.

Para 2.

The long sentence in the middle of this para is not comprehensible for me. Nevertheless I would like to point out that available and sound data of the education sector is just a precondition for efficient spending. The main handicap is “good” decisions made by education and finance managers that are transparent and based on good data. This is not special to the education sector by the way, but we deliver in many cases reliable sector data, only the use of this data for decision making is missing or deficient.

Activity 1

It should be made clear, that we have a comprehensive view of the education sector, i.e. regarding all subsectors. This is not evident if we speak of EFA FTI. If not, the whole analysis is insufficient.

Activity 3

The change from input to output orientation is fine and not very new. Therefore some experience exists (for instance from DfID) and should be investigated. Nevertheless the possibility to pre-finance activities in the education sector by poorer countries seems to be very limited, therefore this activity should not have the same priority than the others.

Activity 4

This highly political activity needs special lobbying and communication strategies. Therefore I wonder whether a “desk review of existing literature” will be an appropriate approach in your proposal. I would recommend to develop a innovative marketing strategy to make education more interesting (more “sexy”).

Thematic Area: Out of School Children (by Roland Baecker, GIZ)

1. Comments regarding the identified gaps

As outlined in the paper, needs of children who are out of school are very complex and the identification and understanding of this needs are not easy tasks. Particular groups need special attention as for example girls in education. The paper shows that in the case of gender, much knowledge exists and good practices for girls can be found.

However, the paper outlines only a short discussion about the lack of defining out of school children in general. It is essential to understand, that problems in identifying out of school children and their needs are very much linked to a lack of a definition. However, the paper avoids to detail on that and starts to address the issue of out of school children by describing how to fill a data gap. Out of school is not a transnational phenomenon rather it can have many different possible causes which have to be considered. Special focus should be drawn on drop outs. As the Consortium for Research on Education, Access, Transition and Equity (funded by DFID) found out, drop outs are the largest group of out of school children in many countries. Hence, own understandings depending on national and regional differences need to be found while at the same time finding the least common denominator to learn from each other and to share experiences. Moreover, one has to discuss whether only children in primary age should be counted as out of school or if, in the discussion of life long learning,

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others should be considered as being out of school as well. Furthermore, UIS/UNESCO outlines that children in primary school age who are enrolled in pre-primary schools are usually considered to be out of school. Given the fact of different educational systems it must be questioned if it is appropriate to generally count them as out of school.

Furthermore, the paper suggests to combine administrative data with the use of household surveys. In doing so, it ignores that household surveys are very complex, take lots of time and are only conducted in irregular long-term periods even though the phenomenon of out of school children must be seen as a process which changes constantly. In addition, it is argued that household surveys do offer valuable information about the attendance of children even though these surveys are less objective and information gathered from household members not always meet the facts. Moreover, it is unclear if household surveys do capture children and families with particular needs such as street children/ families or nomads. In order to apply to that it must be questioned if the instrument of household surveys is appropriate.

Adding to that, the discussion about the data gap misses out on gathering information regarding children who are educated outside the regular school system. UIS/UNESCO clearly indicates that those children who get equivalent degrees through non-formal education should be recognized as 'in school'. Data should also represent positive trends, for example of children who are integrated back into school. This is important as it offers key information about factors that influence the out of school problematic and can give ideas on how to practically address it. In general, it is central to learn more about the causes of children being out of school and the relation with particular national or regional circumstances.

Regarding the ideas on how to address a policy gap one can recognise that ideas are only made up towards the regular school system. As children can be out of school for many reasons and the problematic as such is very complex, it requires flexible solutions. Among them, non-formal education offers a valuable alternative, flexible itself, to provide children with education who are excluded from the regular school system. Organisations such as USAID run special programs to offer education alternatives for children out of school (e.g. The Educational Quality Improvement Program, USAID).

In order to make implementation as effective and efficient as possible, it should be linked to extensive monitoring and evaluation. Moreover, the paper misses out on emphasizing how to build a linkage between policies and implementation.

2. Comments regarding the outlined activities

Based on the explanations mentioned above we would like to recommend amending additional activities.

As a general starting point, an activity is needed to concentrate on developing definition(s) of the phenomenon which are open enough to give place to national, regional and cultural differences while at the same time providing the opportunity to find common aspects.

Based on this consideration, a flexible measurement instrument which is manageable in short time periods should be designed. Representative surveys which can be conducted with a certain amount of people can be used to gather quantitative and qualitative information to

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meet the concerns of a phenomenon which is changing constantly at macro-, meso- (and micro) level.

Regarding policies, guidelines to address the problematic of out of school children should be developed. Thereby, these guidelines should be open and process orientated. Moreover, they should give room for different ways to address the problem depending on regional and cultural differences. Furthermore, quantitative and qualitative objectives need to be considered. Hence, besides aiming to decrease the number of out of school children, special focus should be set on the quality of education to keep children in school and to ensure a qualitative education. Moreover, non-formal education should be included in all considerations regarding out of school children. The implementation activity should be based on examples of good practices in order to learn from different practical examples.

Sources

Consortium for Research on Education, Access, Transition and Equity (2009)

'Dropping Out from School'

http://www.dfid.gov.uk/r4d/PDF/Outputs/ImpAccess_RPC/Policy_Brief_8.pdf

UIS/ UNICEF (2005)

'Children Out of School. Measuring Exclusion from primary Education'

http://www.uis.unesco.org/template/pdf/educgeneral/OOSC_EN_WEB_FINAL.pdf

USAID

'The Educational Quality Improvement Program 3 (EQUIP3)'

http://www.equip123.net/equip3/index_new.html

Thematic area learning outcomes (by Katrin Kohlbecher, GIZ)

Congratulations to the GGP on this profound and inspiring paper. There is a wide consensus between comments provided by the French Development Agency and the German Development Cooperation (BMZ and GIZ) on this thematic area. Germany agrees to the additional areas/gaps raised by Jean-Claude Balmes. Following are just a few additional comments to strengthen and underline these "Missing topics":

Comments regarding the identified gaps

1. Partner-orientation:

- How could the GRA programmatic activities help to focus FTI efforts and show clear and sharp impact **without losing the openness** of FTI support to react to specific member-countries needs?
- How could the GRA programmatic activities support processes of creating, disseminating and applying knowledge in the partner-countries themselves and thereby creating **locally-contextualized solutions** instead of bringing external solutions (e.g. by supporting local researchers and close cooperation with universities in the respective partner countries)?

2. Research based on a systemic approach to improving Learning Outcomes:

To deliver and ensure quality education, member countries (and teachers at classroom level) certainly need more than knowledge. First research results point to the influence **attitudes, values and "culture"** at individual, organizational and institutional level do have on classroom-interactions. How do these factors influence teachers' motivation and practice?

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- Quality of education is highly bound to the dimension of **social interactions in learning processes**. Therefore specific research shedding light on the quality of classroom-interactions and their effect on learning-outcomes would be very valuable. Expectedly, classroom-interactions again are highly affected by their direct environment (school, community...), so we do see a.o. an important knowledge gap around questions like:
 - What does positively affect social interactions/**social competencies** of students, principals, teachers, teacher trainers...?
 - What effect does the image/ standing/ role of a teacher in a particular society/community have on Teachers Performance and Learning Outcomes?
 - How do prior learning, informal learning, nonformal learning and attitudes towards learning (in family and community) influence Learning Outcomes?
 - What have been the most effective traditional ways of teaching and learning in the respective communities?
- How could teachers' absenteeism and weak performance be tackled in a more systemic approach embedded in a long-term **reform-process**? e.g.:
 - How could the introduction of national standards change the focus to education quality and thereby improve learning-outcomes?
 - How could the GRA programmatic activities help to facilitate/enable participatory national stakeholder consultations on "What does Education Quality mean for us?" "What are the learning outcomes we expect our schools and teachers to ensure?" "How can governments, teachers and schools be held accountable for fulfilling the Right to Education"?
- Which monitoring and evaluation tools and instruments do really work in **reviewing educational progress** at different levels and their specific impact on Learning Outcomes? How could partner countries be supported in using them efficiently?
 - (1) Quality of educational policy making (macro level)
 - (2) quality of schooling or other educational institutions (meso level) and
 - (3) the quality criteria of classroom instruction (micro level).

A) Comments regarding the proposed activities

We agree with our french colleagues on: All the 8 **key technical topics** listed in the paper are highly relevant. The knowledge issues to be addressed under some of the topics appear too simplified or taken away from a relevant wider context and input oriented but rightly so, result oriented. As partly mentioned already by our French colleagues: Among the key technical topics, the German development cooperation is well placed to share knowledge and various experiences especially on:

2. Teaching reading and basic skills in local languages
3. Early childhood education for school-readiness
5. Teacher training supervision and support AND
8. Performance measurement and evaluation

Following the above mentioned comment on "partner-orientation", envisioned activities such as peer learning events, various forms of South-South exchange of experiences and partnerships promise to be most sustainable under the GRA.

Inwent - Capacity Building International, Germany (since January 1, 2011 part of the Deutsche Gesellschaft für Internationale Zusammenarbeit, GIZ GmbH) is internationally

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acknowledged for their services in **distance capacity building**, on-line courses/modules and E-Learning solutions (e.g. the Global Campus 21).