

Overview and Strategies for Education For All

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1. EDUCATION FOR ALL



1990: World Conference on Education For ALL (EFA) - Jomtien, Thailand

- Set Education Goals for the year 2000
- World made some progress
 - Between 1990-2000, 82 million more children enrolled in primary school, including 44 million girls.
 - Slight progress in literacy, early childhood education, and vocational training.
- Did not achieve the goals by 2000

2000: World Education Forum - Dakar, Senegal

- 164 countries set six EFA goals for 2015.
- Set forth a global compact, with developing nations agreeing to take ownership of developing strong education for all plans.
- Donor nations pledged that no poor country with a solid plan for education reform would go without the resources to fully fund it.

The Six EFA Goals from Dakar

- Expanding and improving comprehensive **early childhood care and education**, especially for the most vulnerable and disadvantaged kids.
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to **complete free and compulsory primary education of good quality**.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate **learning and life skills programs**.

The Six EFA Goals from Dakar (continued)



- Achieving 50% improvement in levels of **adult literacy** by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminating **gender disparities** in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full access to and achievement in basic education.
- Improving all aspects of the **quality of education**, so that recognized learning outcomes- especially in literacy, numeracy, and life skills- are achieved by all.

Millennium Development Goals

- 2000: 189 Countries met at UN Millennium Summit and set 8 Millennium Development Goals (MDGs).
- MDGs #2 and #3 are directly related to EFA
 - Achieve universal primary education by 2015.
 - Promote gender equality by 2005 and empower women.

Gross Enrollment Rate

- Gross Enrollment rate is the total enrollment in primary school, regardless of age, in a given year, expressed as a percentage of the official school-age population for primary school.
- The gross enrollment rate shows the general level of participation in formal school by the childhood population.

Net Enrollment Rate

- The net primary enrollment rate is the ratio of official school-age children enrolled in primary school to the total population of children of official primary school age, as defined by the national education system.
- Net primary enrollment rate shows the proportion of children of primary school age who are enrolled in primary school. Net enrollment refers only to children of official school age, while gross enrollment includes children of any age.

Completion Rate

- The primary completion rate is the ratio of the total number of students successfully completing or graduating from the last year of primary school in a year give to the total number of children of official graduation age in the population.
- Measures coverage and student progression from grade to grade.
- Intended to monitor school system quality as well as human capital formation.

Survival Rate

- The survival rate is the percentage of a cohort of pupils enrolled in first grade of primary school in a given year who are expected to reach a successive grade, typically fourth or fifth.
- Measures an education system's success in retaining students from one grade to the next, as well as its internal efficiency.

Primary Education

- Usually 5-6 years of schooling, but different definitions
- Ages range from 5 through 12

Secondary Education

- Anywhere from grades 5 or 6 through 11 or 12, depending on the country
- Ages range from 11 through 19

Basic Education

- Usually refers to 8-9 years of schooling- all of primary school and some part of secondary

2. STATE OF EDUCATION TODAY



Children out of School

- An estimated 100-115 million primary school-aged children will never see the inside of a classroom.
 - This is 18% of children worldwide in this age group.
- 150 million more are expected to drop out before finishing primary school.

Vulnerable Regions

- Out of school children are highly concentrated in Sub-Saharan Africa and Southeast Asia:
 - 40 million primary school-aged children in Africa are out of school. This is more than the total number of children in the United States that are in school in grades K-12.
 - 25 million children in India, Pakistan, and Bangladesh do not go to school.

Vulnerable Populations

- Girls are more likely to be out of school
 - 55% of out of school children are girls.
 - In Africa, 54% of all girls drop out of school before they finish primary school, and only one out of every five go to secondary school.
- Refugees from conflict areas are disproportionately affected.
 - 27 million refugee children aged 5 to 17 have no access to formal schooling.
- Children affected by, and sometimes orphaned by, AIDS often drop out of school to help care for their families.

As of 2005...

- Where do countries stand on the EFA goal of **universal primary education (UPE)**?
 - 47 of 163 countries for which there is data have attained the goal—mostly in North America, W. Europe, Caribbean, Latin America.
 - This leaves 116 countries short of UPE.
 - 20 of the above countries are **likely** to attain UPE by 2015—including Colombia, Cambodia, Indonesia.
 - 23 of the above countries are **at risk** of not achieving UPE, because progress is moving backwards in terms of net enrollment ratios. Those are mostly Eastern European and Central Asian countries in transition.
 - 44 of the above countries **are highly unlikely** to achieve UPE, by 2015. Those countries are starting from very low enrollment levels and have a considerable way to go. Those countries include Bangladesh, Thailand, and many African countries.

Also as of 2005...

- Where do countries stand on EFA goal of **gender parity** in primary and secondary schools?
 - 49 of 163 countries for which there is data have achieved gender parity in both primary and secondary schools—notably, China and Indonesia are among these countries.
 - 43 countries have achieved primary parity, but are at high risk of not achieving parity in *secondary education* by 2015. In many cases, disparities in secondary schools are in favor of *girls*—in India, disparities in secondary schools are in favor of boys.
 - 24 countries are unlikely to achieve parity at either level by 2015. In those countries, disparities are in favor of boys.

Progress in Ethiopia

- Net primary enrollment rate: 51.5%
- Out of school kids: 5.8 million
- Female percentage of student enrollment in primary school: 43%
- Primary school completion rate: 53.3%
- Girls' primary school completion rate: 52.1%
- Net enrollment in secondary education: 18.4%
- Pupil-teacher ratio: 67
- Female teachers: 34%

Progress in Malawi

- Female percentage of student enrollment in primary school: 49%
- Primary school completion rate: 21.8%
- Girls' primary school completion rate: 30.9%
- Net enrollment in secondary education: 28.5%
- Pupil-teacher ratio: 62
- Female teachers: 44%
- Public current expenditure per pupil (in constant 2002 dollars): \$20

Progress in India

- Net primary enrolment rate: 87.5%
- Out of school kids: 14.6 million (8.6 million female)
- Female percentage of student enrollment in primary school: 47%
- Primary school completion rate: 61.4%
- Girls' primary school completion rate: 63.5%
- Pupil-teacher ratio: 41
- Female teachers: 44%
- Public current expenditure per pupil (in constant 2002 dollars): \$58

Progress in Kenya

- Net primary enrollment rate: 66.5%
- Out of school kids: 2 million
- Female percentage of student enrollment in primary school: 48%
- Primary school completion rate: 56.2%
- Net enrollment in secondary education: 24.5%
- Pupil-teacher ratio: 34
- Female teachers: 41%

Progress in Uganda

- Female percentage of student enrollment in primary school: 49%
- Primary school completion rate: 40.7%
- Girls' primary school completion rate: 39.9%
- Net enrollment in secondary education: 16.5%
- Pupil-teacher ratio: 53
- Female teachers: 37%

3. It's Girl's
Education
Stupid!...

But Don't
Forget the
Boys



State of Girl's Education

- Between 100 and 115 million children ages 6-11 are not in school each year- 55% are girls.
- 150 million children currently enrolled in school will drop out before completing primary school- at least 100 million are girls.
- In Africa:
 - More than half of girls- 54%- do not complete primary school, and only 17% are enrolled in secondary school.
- In South Asia:
 - Over 40% of girls aged 15-19 did not complete first grade, and only 25% completed fifth grade.

The Case for Girls' Education

■ Girls' Education and Wages

- World Bank studies have shown that an extra year of education beyond the average boosts girls' eventual wages by 10-20 percent.
- A leading development economist, Paul Schultz, has found that wage gains from education tend to be similar *if not somewhat higher* for women than for men, and that returns to secondary education are appreciably higher for women.
- Educated women are more likely to enter the labor market.

Studies have shown that in Brazil and Guinea, the greater women's schooling, the less likely they are to work in the informal or domestic sector.

The Case for Girls' Education (cont'd)

- Girls' Education and Productive Farming
 - Both female and male farmers have raised productivity and wages if they have greater access to education and technology.
 - A recent 63-country study by the International Food Policy Research Institute found that 43% of the decline in malnutrition around the world, between 1970 and 1995, can be attributed to increased productivity in farming due to increased *girl's education*.
 - A study in Kenya found that if women farmers had the same educational levels as men farmers, yields could rise by 22 percent.

The Case for Girls' Education (cont'd)

■ Girls' Education and Smaller, Healthier Families

➤ Educated women have lower fertility rates

A 100-country World Bank study found that when women gained four years of more education, fertility rates dropped by almost one birth per woman.

A study in Brazil found that illiterate women have an average of 6 children each, whereas literate women have 2.5 children each.

A study in Kenya found that if women farmers had the same educational levels as men farmers, yields could rise by 22 percent.

➤ Education for women reduces infant mortality

The World Bank found that educating girls for 5 years could boost child survival up to 40 percent in Africa.

➤ Educated women means educated children

A study in India found that children of educated women study two extra hours per day.

Studies have also argued that women's education generally has more impact than men's education on children's schooling.

The Case for Girls' Education (cont'd)

- **Girls' Education and Economic Growth**
 - Increasing the share of women with secondary education leads to higher per capita income growth.
 - It is not just the level of female education that matters for growth; the World Bank found that the gender gap in education has held back annual per capita income growth by nearly 1% a year in South Asia and Sub-Saharan Africa.
- **Girls' Education and Empowerment**
 - Female education reduces domestic violence, decreases female genital mutilation, and fosters women's political participation.

... But, Don't Forget the Boys

- In the typical African nation where only 50% of girls complete a primary education, the rate of completion of boys may be only 55% and 60%.
 - For example, in 2003-2004, while Ethiopia had more girls out of primary school than boys (53%, or 3.1 million), there were still 45% of boys (or 2.6 million) out of school.
- The divide between urban and rural youths is far greater than the divide between boys and girls.
 - An urban girl is more likely to be in school than a rural boy.

Some Surprising Statistics

- There are countries where girls are doing better than boys in education, mostly in secondary education.
 - Lesotho had a net enrollment of 17.8% for males and 27.2% for females in secondary education.
 - Namibia had a net enrollment of 38.7% for males and 49.2% for females in secondary schools.

4. Education for All: The Poor Parent's Perspective



So if education is so important, why are so many kids out of school?

- The decision to educate children falls to the parents, who incur costs now, yet cannot capture most of the benefits, as they accrue to the child throughout his or her life.
- Parents face:
 - Direct costs of education.
 - Indirect costs of education—such as transportation and clothing.
 - Opportunity costs of education.
 - Lost child labor for income and help with daily necessities.

Barriers to Girls Education in Particular

- Parents often display a preference to educate sons, who are seen as adding a greater economic advantage to aging parents.
- Girls get married and leave home.
 - “Why water another man’s garden?”
- Safety
 - Girls are more vulnerable to attacks on walks to school, and at schools.
- Household work burdens girls more.

Strategies to Align Parents with Education for All

- Remove formal and informal fees.
- Keep schools close.
- Develop school feeding programs.
- Lower lost opportunity costs through enhancing flexibility of school schedule.
- Lower lost opportunity costs through scholarships, financial incentives (BRAC).
- Examples of Bolsa Escola/Familia (Brazil) and Progressa (Mexico)

5. HIV/AIDS and EDUCATION



Basic Paradox

- Education is the best social vaccine against HIV/AIDS.
- Meanwhile, the spread of HIV/AIDS devastates societies, families, and already weak education systems... making education for all an increasingly more difficult goal.

4 Relationships Between HIV/AIDS and Education

- HIV/AIDS Makes Education Harder
 1. The virus kills teachers and leads to teacher absenteeism.
 2. The spread of HIV/AIDS creates a new class of vulnerable children, those who are effected and sometimes orphaned by the AIDS Virus.
- Meanwhile, education is the best method of prevention
 1. Educated girls are less likely to contract HIV/AIDS.
 2. School based Education Programs Help Prevent HIV Infection.

1: HIV/AIDS and Teachers

■ HIV/AIDS Kills Teachers, Leads to Absenteeism

➤ AIDS Kills Teachers

In Zambia in 2000, approximately 815 primary school teachers died as result of AIDS – the equivalent of 45% of the teachers that were trained that year. Teachers are absent:

➤ AIDS Leads to Absenteeism, as teachers:

Attend the funerals of friends or relatives.

Care for sick relatives (burden of care falls disproportionately on the shoulders of women).

Become ill themselves.

In high prevalence countries HIV/AIDS can account for up to 77% of absenteeism

➤ Absent teachers' students are reassigned to other teachers, increasing class sizes.

2: HIV/AIDS and Affected-Children

- HIV/AIDS creates a new class of vulnerable children
 - An estimated 18 million children were effected and sometimes orphaned by AIDS in 2003.
 - 12 million in sub-Saharan Africa
 - 500,000 in Malawi— government created National Orphan Care Task Force
 - The number of children in this vulnerable HIV/AIDS-effected class could jump to 25 million by 2010
 - Children effected by AIDS are less likely to attend school or remain at the appropriate grade level.
 - Children—and more often girls—drop out of school to become caregivers.

3: Educating Girls and Prevention

- Educated girls less likely to contract HIV
 - Women with post-primary education are five times more likely than illiterate women to know the basic facts about HIV/AIDS, according to a 32-country review of demographic and healthy surveys.
 - A study in Zambia found AIDS spread twice as fast among uneducated girls.
 - Kenyan girls who stay in school are four times more likely to delay sexual activity.

4: School-based Programs and Prevention

- **School based Education Programs Help Prevent HIV Infection**
 - Schools are ready-made infrastructure for delivering HIV/AIDS prevention efforts to large numbers of the uninfected population.
 - A review of 113 studies from 5 continents found that school-based AIDS education programs focusing on specific behavioral objectives reduced early sexual activity.
 - An innovative program in Mwanza, Tanzania used peer education in schools:
 - Annual exams reported dramatic results in HIV knowledge and attitudes.

Issues in Assessing What Works in HIV/AIDS Education

- Rigor of the current studies
- Difference between knowledge and behavior change
- Integrated versus selective strategies for teacher training and curriculum
- What types of peer education really work

5. School Fees



Background on School Fees

- 89 of 103 developing countries with available information still charge fees for education.
- Specifically, 71 of these poor nations have formal fees, and 18 have hidden or illegal fees.
- Yet, countries have made strides
 - Uganda, Kenya, Malawi, and Tanzania all have eliminated formal school fees.
 - Since 2000, Costa Rica, Guatemala, Nepal, Peru, China, and Senegal all have taken notable efforts to reduce school fees.
 - Bangladesh, Mexico, and Brazil have created scholarship and conditional cash transfer programs.
 - Kenya, and other countries, have created school meal programs.

School Fees are a Significant Cost

- Households spent significant amounts of money on school fees
 - Generally, 5-10% of annual income, but up to 20-30% in poorer households.
 - Prior to elimination of fees in Uganda and Zambia, households spent 33% of discretionary expenditures on education.
 - In Malawi, the average household expenditure for public primary school was ~80% as much as the per pupil public expenditure.
 - Fees can cost up to a month's salary.

Other Costs

- ✂
- Even when direct fees are eliminated, other costs remain:
 - School uniforms
 - Transportation
 - Learning materials
 - Opportunity cost of child not working/helping at home
 - Parent/Teacher Associations or community fees

School Fees are Problematic

- School fees are regressive.
 - In 2001, the poorest 20% of the population in Malawi paid more for schools in absolute terms than the richer income groups, with the exception of the wealthiest 20%.
- School fees have a negative impact on school enrollment.
- School fees present the biggest barrier to poor children, AIDS orphans, and girls attending school.

Making Schools Affordable

- Making schools affordable is a powerful incentive for parents to send their children—especially their daughters—to school.
 - Remove the costs of education
 - Provide free or cheap transport
 - Provide school meals

✂ Eliminating School Fees

- Students pour into schools
 - Kenya, Tanzania, and Uganda have officially eliminated school fees and have seen dramatic returns.
 - Enrollment in Kenya rose from 5.9 million in 2003, before abolishing fees, to 7.6 million students in 2003.
 - Enrollment in Tanzania rose from 1.5 million to 3 million in 2002.
 - Enrollment in Uganda rose from 3.4 million to 5.7 million in 1996.

Eliminating School Fees Must Include Plans to Handle Increased Numbers

- When eliminating school fees, there must be additional resources and planning to handle the new inflow of students to avoid a trade-off between access and quality
 - Rapid increase in enrollment leads to
 - Higher student to teacher ratios
 - Higher textbook to student ratios
 - Poorer quality of education

Recommendations

- Abolishing fees should be accompanied by support to governments, including capacity building and the provision of resources.
 - More teachers
 - More classroom space
- Abolishing fees for all children should be accompanied with specific incentives to target girls and address the barriers to gender equality (early marriage, HIV/AIDS, girl child labor).

7. School Quality



School Quality is Vital

- Impact of increased access is diminished by low education quality
- Many school systems in developing countries have poor quality school systems

Common School-Quality Issues

- Curriculum outdated for today's economy
 - Math, science, and problem solving are weak
- Rote learning methods
 - Low quality of teaching influences decision to drop out
 - High quality increases demand
- Not enough teachers
 - Class sizes are at 100 students per teacher in Uganda and other African countries; in Chad they can reach up to 200.
 - FTI recommended ratios are 40-1
 - Estimated 15 million more teachers needed

Common School-Quality Issues (cont'd)

- Teachers' low attendance
 - Worst in rural areas
 - Civil service rules: in many countries, up to 20% of time is allowed absences
 - Low enforcement of attendance
- Poorly trained teachers
 - Teachers' level of education and training linked with students' enrollment and attainment
- Scarce textbooks
 - Several studies show that providing textbooks boosts attendance and enrollment, especially for girls
 - Over half of the sixth graders in major African nations are in classrooms without a single textbook.
- Lack of diagnostic testing

Common School-Quality Issues (con't)

■ Sanitation

- Schools often lack latrines, which is particularly problematic for girls.

■ Distance

- Rural schools can be 5 to 10 miles apart from homes, and children face long walks to school.
- Walking long distances can be unsafe, especially for girls in conflict-ridden areas.

8. Emerging Global Compact



Why a Global Compact?

- Why a strong, contingent, but certain global compact is particularly critical in education:
 - Problem of investing in the economy of successor's successor.
 - Creates a framework and platform for seizing important political moments.
 - Gives developing countries the confidence to take on long-term, recurrent costs, as they invest in their education systems.

Fast Track Initiative

- Was launched in 2002 under World Bank auspices.
- Designed a “virtual fund” to coordinate the involvement of over 30 donor agencies and institutions.
- Created a framework— the best framework —for a global compact on education.

Transparency is an Issue

- In a global compact, assurance that funds are well spent is vital.
- New models to ensure transparency are being developed in Kenya, Ethiopia, Tanzania, and other places:
 - Delivering per-student payment to local schools, divided between current expenses and capital expenses.
 - Requiring public postings to the community of donated funds.
 - Participation of parent advisory committees.
 - Kenya's innovative banking strategy
 - Donors give funds straight to local banks, and school head masters get vouchers.

3 Funding Components

■ Catalytic

- The FTI Catalytic Fund, established November 2003, provides transition funding—it has disbursed more than \$65 million to nine countries.

■ Bilateral

- FTI encourages bilateral funding between development agencies and recipient countries, because it creates credible donor strategies.

■ Education Program Development Fund

- Established as part of the FTI in 2004, the EPDF's goal is to enable countries *without education plans* to receive funding and technical assistance, so that those countries can get on the road to FTI endorsement.

Is it Working?

■ Successes:

- FTI has improved donor coordination.
Donor representatives approve education plans, using UNESCO standards.
- A number of countries have been endorsed
20 countries, including both Ethiopia and Kenya, have been endorsed through the FTI.
An additional 25 countries are scheduled to be endorsed by the end of 2007.

Other hopeful developments

- Funding has increased for FTI-endorsed countries.
 - On average, within first year of joining FTI, countries saw a 43% increase in aid for basic education.
 - Annual donor assistance to basic education in developing countries more than doubled from \$1.24 bn in 2002, to \$2.64 bn in 2004.

Enrollment Up and Schools Doing Better

■ Enrollment:

- Today, fast-track is helping 20 countries send 16 million out-of-school kids to school.
- Mauritana, Burkina Faso, and Ghana have collectively added one million children a year to primary schools, since joining the FTI.

■ Quality:

- In Gambia, \$4 million enabled the purchasing of thousands of textbooks for grades 1-4.
- In Yemen, \$10 million is being used to increase the quality of education; 14,000 teachers have been trained and 86 new schools are being built.

Shortcomings

- Funding has been inadequate and unpredictable.
- In 2006, there will be an est. \$510 million funding gap for the current 20 Fast Track countries.
 - Annually, a total of US\$1.1 billion in external financing is needed; donors are providing US\$490 million through regular channels and US\$115 million through the FTI Catalytic Fund, leaving an annual gap of around US\$510 million.

9. What Is The Funding Gap?



What is the Funding Gap?

- Lowest Estimates

- World Bank: \$3.7 billion per year.
- UNESCO: \$5.6 billion per year.

Why Costs Tend to Be Underestimated

- Definitions of “primary school” differ.
- Estimates often fail to account for the additional cost of secondary school.
- Assumptions are optimistic.
- Downward bias in FTI process.

Arriving at a Better Estimate...

- DfID/UK Treasury analysis is closer to the mark.
 - Estimates a gap of \$10 billion by 2015 to reach the MDG of universal primary education.

10. UK Commitment



Chancellor Gordon Brown's Announcement

- UK will give \$15 billion dollars over the next 10 years to global education.
- Funding 10-year education plans from countries.
- This commitment will almost triple the UK's current global education spending, and will fulfill a UK pledge from Gleneages to provide 15% of the estimated \$10 billion annual need for basic education in developing countries.

Why is this important?

- The most substantial commitment toward universal education ever made by a donor.
- Puts pressure on other G8 countries to step up and donate their fair share.

11. Refugees, IDPs, and Fragile States



Exceptional Cases Require Special Attention

- The entire framework of the MDGs and FTI process assumes a model of competent government.
- Young children in failed and failing states lack an “effective” government which is even accountable for their future.

Categories of Vulnerable Persons

- Refugees in other countries, refugees in camps
- Refugees returning
- Internally displaced persons during conflicts
- Children in post conflict regions– child soldiers
- Fragile states with untrustworthy leaders (Zimbabwe)
- Fragile states with trust worthy leaders (Liberia)

Refugee Children, Displaced Children

- According to the International Rescue Committee (IRC), 35.2 million people worldwide are refugees or internally displaced; 80% of those persons are women and children.
- In 2004, the UNHCR declared that 5.5 million refugees were in “protracted situations”—long-lasting and intractable states of limbo.
 - The UNHCR also found that refugees are spending longer periods in exile—an average of 17 years in 2003, compared with 9 years in 1993
- In ten conflict areas within an IRC survey, 27 million children refugees were found to have no access to formal education.
- Only 6 percent of all refugee students are enrolled in secondary education. For IDP youth, even fewer opportunities exist.

Children in Failed States

- According to Foreign Policy's most recent "failed state" index, approximately 2 billion people live in countries that "run a significant risk of collapse."
 - 106 countries in the total survey are in the "unstable" or "failing" zone
- In the 60 most unstable states, the median age in the population is 22 years old.
- Uganda, Ethiopia, Malawi, and Kenya, are all in the top 33 most prone-to-violence states.

Progress is Being Made

- Over the last 12 months there has been a growing effort to develop broader policy strategies.
 - An OECD process and an FTI process are both underway.
- Organizations like UNICEF and the IRC have been pro-active in Darfur.
 - 50% of the 15,000 displaced children in the Kalma Camp (Sudan region) are attending UNICEF schools.
 - The IRC has set up an initiative to service the children not being reached by UNICEF programs: 75% of all displaced children from the Darfur conflict-region is the target.

12. Potential Foundation Strategies for Education for All



Principles of Foundation's Involvement

- Do not be a part of the problem—NGO's often fragmented
- Try to work with government
- Understand what NGO's are already doing in the field, and partner
- Be a part of Fast Track Initiative coordination

Strategy 1: Make a Large Impact in One or Two Nations

■ Advantages

- Concentrating funds can allow for a major impact.
- If successful, could be used as a model.
- Build significant relationships.

■ Disadvantages

- Putting all your eggs in one basket.
- Administrations can change.

Strategy 2: Champion a Specific Intervention

- Training teachers for science
- Building up the math and science programs in middle schools
- Scholarships, especially for poor girls
- Promoting school lunches
- Textbooks
- Income support to poor families who send children to school
- Building wells near schools
- Building more schools

Pros and Cons

■ Advantages

- Specialization from focusing on a single intervention.
- Cumulative learning and application across countries.
- Investing in models and programs of proven success assures money is well-spent.

■ Disadvantages

- May become too attached to a single intervention and miss new innovation.

Strategy 3: Focus on a Single Population

- Become the institution that helps countries go the final mile toward universal education – reaching a particular population of vulnerable and marginalized children.
 - Children with disabilities
 - Children engaged in abusive labor
 - Children affected by AIDS
 - Refugees and IDPs
 - Children of prostitutes

Pros and Cons

■ Advantages

- Enjoy the benefits of specialization without being tied to a particular intervention.

■ Disadvantages

- Focusing on a single population can remove one from larger education framework.

Strategy 4: Fostering Innovation: Let a Thousand Flowers Bloom

- Innovation fund or effort to provide seed support to promising innovations.
 - Reaches a broad range of innovations.
 - Provides an incentive for social entrepreneurs and governments to develop new ideas.

Pros and Cons

■ Advantages

- Keeps on the on cutting edge.
- Can experiment for several years before limiting focus.
- Could identify synergy between seemingly unconnected initiatives.

■ Disadvantages

- Higher risk of failures.
- Might have random, unconnected initiatives.

Strategy 5: Became Major Partner to Specific Institution

- Make a major contribution to an established education initiative or institution.
 - A major private sector donation could have the catalyzing effect that the Gates Foundation contribution did for the Global Fund to Fight AIDS, TB and Malaria.
- Options:
 - Fast Track Initiative
 - UNHCR Education Section

Pros and Cons

■ Advantages

- Could sharply increase organizations' effectiveness.

■ Disadvantages

- Donating to international organizations can be bureaucratic.
- May have to push idea forward with them if not set up to receive private donations.

Strategy 6: Advocacy in Poor Countries

- Fund local organizations that:
 - Lobby their home governments for reform or appropriations.
 - Raise consciousness and mobilize support.

Pros and Cons

■ Advantages

- Many groups operate on small budgets - a little can go a long way.
- Strengthening own society is critical for democratic, accountable government.
- Partnerships chance to raise awareness in home country.

■ Disadvantages

- May be hard to monitor.
- Could lead to bad relationships with governments if you are sponsoring their critics .

Strategy 7: Advocacy in Well-Off Countries

- More development assistance from donor nations and multilateral institutions
- Building more high profile champions (policy-makers and celebrities)
- Reports and Recommendations: Making Fast Track a true global compact, Education/AIDS, refugees and education, degree of gap in funding
- Raising consciousness among general public
 - How you can help websites/information
 - Mobilizing young people (GCE Week)
 - US/UK and African School-to-School Partnerships

Pros and Cons

■ Advantages

- High potential returns if successfully influencing development budgets.

■ Disadvantages

- Money is diverted from aiding poor children directly.

Strategy 8: Innovative Combination

- Smart Combinations of Key 7 Strategies

