How community engagement can strengthen program delivery:

TaRL-integrated, community-based learning improvement approach of JICA “School for All” Program

Nobuhiro KUNIEDA
Senior Advisor (Basic Education)
Japan International Cooperation Agency (JICA)

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JICA “School for All” Program

- Shared approach
  - Promotion of institution- and community-based educational development driven by “information made actionable”
  - Development & scale-up of well-functioning SMC model

- What’s new?
  - Scale-up of “Minimum Package for Quality Learning (PMAQ)”, a learning improvement model through remedial activities organized by SMC [Niger];
  - Pilot activities for strengthening PMAQ model inspired by “TaRL” approach [Niger & Madagascar];
  - Tripartite Memorandum of Cooperation (MoC) between Pratham, J-PAL and JICA (June 2018)

More than 40,000 schools in 7 African countries!
### JICA models of learning improvement through remedial activities

<table>
<thead>
<tr>
<th>TaRL-integrated PMAQ</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>NIGER</strong></td>
<td><strong>MADAGASCAR</strong></td>
</tr>
<tr>
<td><strong>Activity organized by</strong></td>
<td>SMC</td>
</tr>
<tr>
<td><strong>Delivered through</strong></td>
<td>Unpaid facilitators (gov’t teachers and com. volunteers)</td>
</tr>
<tr>
<td><strong>Language used</strong></td>
<td>French</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Numeracy &amp; Literacy</td>
</tr>
<tr>
<td><strong>Duration (average in SY 2017/2018)</strong></td>
<td>231 hours/5 months (9 hours/week), outside school hours</td>
</tr>
<tr>
<td><strong>Estimated reach in SY 2017/2018</strong></td>
<td>&gt; 6,000 pupils (53 PS)</td>
</tr>
<tr>
<td><strong>Stage</strong></td>
<td>Pilot</td>
</tr>
<tr>
<td><strong>Implementing agency</strong></td>
<td>MOE/Niger</td>
</tr>
<tr>
<td><strong>Financed by</strong></td>
<td>JICA</td>
</tr>
</tbody>
</table>
TaRL-integrated PMAQ Madagascar after 40-day intervention for 28 PS

Pre-test
- Story: 19%
- Para: 29%
- Word: 26%
- Letter: 15%
- Beginner: 12%

Post-test
- Story: 40%
- Para: 33%
- Word: 14%
- Letter: 9%
- Beginner: 4%

Can read: 77%
TaRL-integrated PMAQ/JICA, addressing four factors of learning ("WDR 2018" framework)

<table>
<thead>
<tr>
<th><strong>TEACHERS</strong></th>
<th><strong>LEARNERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Training of facilitators (teachers &amp; com. volunteers)</td>
<td>✔ Rapid assessment, including ASER</td>
</tr>
<tr>
<td>✔ Acknowledgement &amp; support for teachers by SMC</td>
<td>✔ Teaching at the Right Level (TaRL)</td>
</tr>
<tr>
<td>✔ Democratic establishment of SMC</td>
<td>✔ Increased “engaged” learning time through remedial activities by SMC</td>
</tr>
<tr>
<td>✔ Enhanced communication &amp; “information made actionable”</td>
<td>✔ Effective teaching &amp; learning materials</td>
</tr>
<tr>
<td>✔ Effective and proper use of resources, esp. school grant (*1)</td>
<td>✔ Learner-friendly exercise books</td>
</tr>
<tr>
<td>✔ Network building for scale-up</td>
<td>✔ Other materials and supplies provided by SMC</td>
</tr>
</tbody>
</table>

(*1) See Kozuka (2018) for an analysis of the impact of community-based school grant and information intervention on learning outcomes.  
(URL: https://www.jica.go.jp/jica-ri/ja/publication/workingpaper/l75nbg00000neg64-att/JICA-RI_WP_No.166.pdf)  
Source: Prepared by the presenter, based on the framework discussed in WDR 2018.
Key elements of TaRL approach

1. Sharing info with parents
2. Baseline assessment
3. Implementation of remedial activities
4. End-line assessment
5. Sharing info with parents
Sustainable PDCA cycle of TaRL-integrated PMAQ/JICA

Well-functioning SMC

Baseline assessment

Sharing info & discussions with all stakeholders

End-line assessment

Implementation of remedial activities

Sharing info & discussions with all stakeholders

Formulation & approval of SMC action plan

@Community General Assembly

@Community General Assembly

@Community General Assembly
Mechanism to transform the information into action

**Problem**
Low learning achievement in literacy and numeracy

**Analysis framework**
- Learning time
- Learning materials / environment
- Quality of teaching / facilitation

**Action Plan**
- Organization of remedial activities
- Provision of exercise books
- Training of facilitators (teachers/volunteers)

**Result of analysis**
- Insufficient learning time
- Lack of effective materials
- Low quality of teaching

**Solution**
- Increase of learning time
- Provision of effective materials
- Improvement of teaching quality
Scaling up PMAQ in Niger: SMC–driven learning improvement for over 300,000 pupils of 3,500 PS

% of pupils who obtained 50 points or above in basic numeracy (a sample of 45 PS)

G1  G2  G3  G4  G5  G6

PMAQ targets

Pre-test (Dec. 2017)  Post-test (June 2018)
Conclusion: Why is community engagement important?

• Complex problems behind “Learning Crisis”
  – Improved pedagogy alone can’t solve the problems.

• Needs to provide sustainable & scalable solutions to “Learning Crisis”
  – “Well-functioning” SMC can make the TaRL implementation process sustainable.
  – Institutional network of SMCs facilitates the scaling-up process.