



SUCCESS

in primary school

October 2010

ISBN10: 0894920634
ISBN13: 9780894920639

Printed in the United States of America

Copyright © 2010 by AED

AED
1825 Connecticut Avenue, NW
Washington, DC 20009
Tel.: 202.884.8000
Fax: 202.884.8400
www.aed.org

Environmental information text goes here describing the resources saved by using environmentally friendly paper and processes for this publication. Please put appropriate symbols/logos below this line in horizontal order.

ABOUT AED

AED is a nonprofit organization working globally to create enduring solutions to critical problems in health, education, social and economic development. Collaborating with partners throughout the world, AED develops and implements ideas that change lives through more than 300 programs in all 50 U.S. states and more than 150 countries.

OUR VISION

AED envisions a world in which all individuals have the opportunity to reach their full potential and contribute to the well-being of their family, community, country, and world.

OUR MISSION

AED's mission is to make a positive difference in people's lives by working in partnership to create and implement innovative solutions to critical social and economic problems.

ABOUT THE AED GLOBAL EDUCATION CENTER

For more than 30 years, AED has worked to increase access to quality K–12 education in more than 30 developing countries in Africa, Asia, and Latin America. AED's efforts have focused on improving teaching and learning, involving parents in schools, creating more opportunities for girls, and integrating technology into education strategies.

SUCCESS

in primary school

The Second Publication in AED's
Success in Schools Series

FOREWORD

A quality education system is not measured solely by national test scores, but by whether all students are successful in primary school. This simply stated goal is surprisingly difficult to achieve where substantial numbers of children are at risk of failing to complete a primary education. *Success in Primary School* explores the challenges and the diverse strategies used around the world to address this goal.

Education for All and the valuable contributions of men and women around the world have made a significant impact on ensuring that the world's most vulnerable children have the opportunity for an education. Though much remains to be done, the state of global education is not a cause for discouragement, but an opportunity to reflect on what works and what we have learned, to build on accomplishments, and re-dedicate our efforts to meet the remaining challenges. *Success in Primary School*—the second in our *Success in Schools* series—celebrates important accomplishments that are making quality education a reality for millions of children.

At the heart of every effective approach, we observed four principles for ensuring that all children find success in primary school. These principles are:

- Focus on Families
- Create Learning Outcomes that Matter
- Develop Leaders
- Engage with the World

These principles may not be earth-shattering or revolutionary. Nor are they intended to be comprehensive. Like most fundamental principles they capture simple factors that enable complex thinking and successful outcomes. Each principle has implications for individuals and institutions at the national, sub-national, and school levels. This reflects our theory of change that achieving Education for All requires the commitment and contribution of all. The illustrations presented in *Success in Primary School* are grounded in programs taking place in some of the most difficult environments in the world. We offer these ideas not simply to celebrate individual victories, but to show a glimpse of a future that is possible for all.

Through the *Success in Schools* series, we hope to inspire a new generation of professionals and to stimulate discussions around new approaches to the common cause of establishing a more equitable and just society for all. To that end, this publication is aimed at those who design and implement education programs, to our colleagues in international development, and our counterparts in ministries of education around the world.



John A. Gillies
Senior Vice President and Director
AED GLOBAL EDUCATION CENTER

CONTENTS

Introduction	5
What Counts as Success?	11
Barriers to Success in Primary School	17
Principles for Success in Primary Grades	21
Principle 1: <i>Focus on Families</i>	23
Principle 2: <i>Create Learning Outcomes that Matter</i>	35
Principle 3: <i>Develop Leaders</i>	47
Principle 4: <i>Engage with the World</i>	57
Conclusion	65
Resources	68



Brayan

Darvin

Jeffrey

Moises

Dilaia

Gaunttd.

MATEMATIKA

introduction

In all countries, rich and poor alike, not every child enrolled in primary school completes the long journey to graduation.

MANY FALL OFF the education track. Some become derailed almost immediately after entering first grade, and the pace of failure continues during primary school. In some countries, fewer than half of children who enroll in first grade eventually graduate from secondary school. And within every country, there are communities where school failure is not only higher than the national norm; failure has become the norm.

A child who fails in school represents a tragic loss of time, money, and hope for an individual family and community. But when large segments of the population fail to acquire a basic education, national development is thwarted and political stability becomes jeopardized. This lost potential has spurred educators everywhere to search for ways to improve the quality of education and to construct systems that safeguard children and lead to greater success in school.

Twenty years ago, representatives from around the world met in Jomtien, Thailand, to draw global attention to improving universal access

to quality education. They made a historic statement and a momentous commitment. They affirmed that education is a critical right for everyone, and that the enterprise of educating an individual requires both shared responsibility and collective resolve.

This vision, which has come to be known as *Education for All* (EFA), is noble in intent and heroic in scale. Today, even in nations with the fewest resources, EFA has had an extraordinary impact. Around the world, boys and girls *are* being enrolled in primary schools in unprecedented numbers.

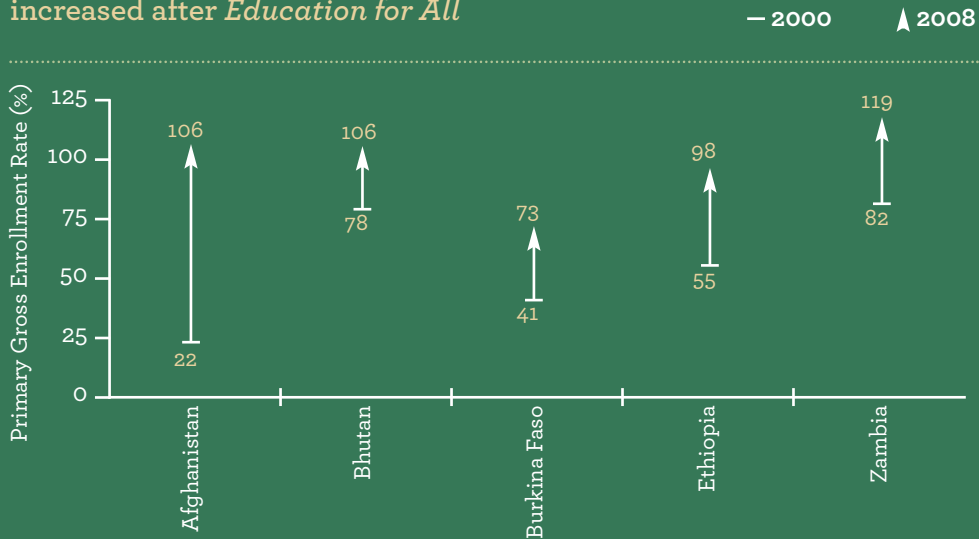
But EFA has done more than simply increase the *quantity* of children entering school. By making education accessible to the world's most marginalized children, it has opened the door to a new era of diversity. Data confirm that this rising tide of enrollments is largely made up of children who are *qualitatively* different from their more traditional classmates.

FAST FACT

72 million

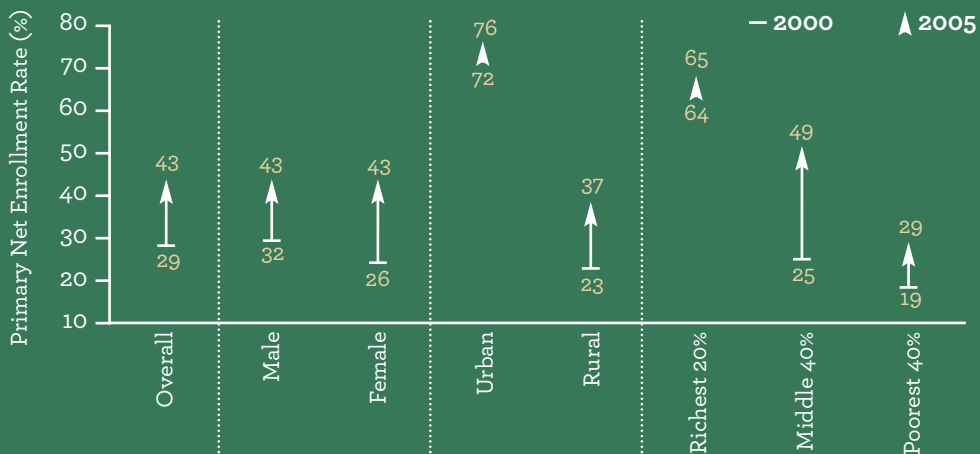
number of children not enrolled in primary school in 2007 despite a rapid expansion of access

Enrollment in many developing countries increased after *Education for All*



From UNESCO Institute for Statistics (UIS), 2010, Institut National de la Statistique et de la Demographie, Burkina Faso

When Ethiopia increased the number of children entering school, the benefit was greatest among previously under-enrolled groups



From Demographic and Health Survey Datasets, 2000 & 2005, extracted by the Education Policy and Data Center



These new learners tend to be drawn from families previously underserved by public education, in particular poor, rural families. Girls have seen increased opportunities to attend school as well as the barriers of gender discrimination begin to fall. Many of these new learners have special needs reflecting physical, emotional, or cognitive conditions that had formerly excluded them from school. Some come from homes where the language spoken differs from the language used in school or where parents or guardians have had little or no experience with formal education.

What is particularly unsettling is that a disproportionate number of the children who fall off the education track *are the same children* entering school through EFA initiatives. Why is this so? And, more to the point, what can be done to stanch this rate of failure?

To better understand ways individuals and institutions at local, regional, and national levels make a difference in a child's education, AED created a series of publications, entitled *Success in School*. Each volume in this series explores a critical stage where children appear most at risk of school failure and looks at what educators and communities around the world are doing to help children succeed.

A previous publication, *Success in First Grade*, examined the obstacles young children face when they enter formal education and the education policies and approaches that increase their likelihood of making a successful transition from home to school. In this publication, we follow up by looking at factors that appear significant for reducing failure and improving children's chances of completing primary school.



FROM ENROLLMENT TO COMPLETION — *a difficult journey*

For millions of children entering primary school, the journey through the system is short-lived. In half the countries in South and West Asia, and sub-Saharan Africa, almost one child in three drops out before completion.

Many do not get past the first hurdle. In 2006, 13 per cent of pupils in South and West Asia and 9 percent in sub-Saharan Africa dropped out before completing the first grade. In Malawi and Uganda between one-quarter and one-third of pupils drop out during first grade. Repetition of grades is also common. In Burundi, nearly one-third of children in primary school in 2006 were repeating grades.

Millions in the lower secondary school age group are also out of school, either because they have not completed primary school or could not make the transition from primary to lower secondary school. Recent data analysis suggests nearly 71 million adolescents of lower secondary school age were out of school in 2007—almost one in five of the total age group. Globally, 54 percent of out-of-school adolescents in 2007 were girls.

Excerpted and abridged from *Reaching the Marginalized, the EFA Global Monitoring Report 2010*. UNESCO pp.72–74

When it comes to success in primary school, we pay particular attention to the role of parents and guardians. Virtually every day during the primary school years, parents and guardians make decisions that have important consequences for whether children attend school regularly and develop important skills and positive attitudes.

We also recognize that education policies and practices affect the decisions parents make. Policymakers are obliged to match parents' commitment to education by providing policies, programs, and practices that ensure positive outcomes for all children.

As we consider ways innovative educators are fulfilling EFA's promise to give all children the opportunity to benefit from basic education, we aspire to offer something more than a collection of best practices and inspiring vignettes. The education track passes over widely different terrain from one country to the next, and we recognize that specific strategies that work in one context may be neither appropriate nor effective in another.

However, uncovering ideas that undergird innovation reveals operating mechanisms that support children, youth, and families. And as we show here, certain fundamental principles



do apply across diverse contexts regardless of geographic or economic conditions.

We have organized these fundamental ideas into four *Principles for Success*:

- Focus on Families
- Create Learning Outcomes that Matter
- Develop Leaders
- Engage with the World

Education for All loaded millions of children onto national education systems around the world. But in many instances, these systems

proved to be wholly unprepared to absorb the shock of an expanded, diverse student population. Our aim is that the *Principles for Success* presented in this publication, and the thoughtful discussions they are intended to stimulate, will frame the design of a new education architecture that will help teachers and their students realize at last the full measure of *Education for All* in the 21st century.



3

Бб

ven y sígueme

WHAT COUNTS AS *success?*

Ideas about what constitutes success in primary education are not altogether straightforward. Family, local, national, and international stakeholders have widely different ideas about the goals and interests of primary education.

AND PARENTS, teachers, and policymakers may not always agree on their separate responsibilities for achieving these goals. Is there any consensus about what counts as success?

For one thing, it is impossible to talk about successful schools without thinking in terms of successful students. And yet, this has not always been the case. EFA boldly redefined the notion of success, putting to rest the idea that formal education is a system meant to identify and nurture a relative handful of children who will become future leaders and managers while disregarding the rest of the school-age population. By agreeing to the goals of EFA, governments around the world repudiated this outmoded vestige of elitism and affirmed quality education as an essential human right for *all* children.

Today's rapidly changing global economy has also called into question traditional notions about *who* should be educated, *what* should be learned, and *how much* education is enough.

Educators in every country may be asking these questions, but the responses to these global challenges are to be found in families, communities, and classrooms.

As national curricula become decentralized guidelines for learning, definitions of success may vary from one community to the next. At the same time, a newly empowered and professionalized teaching workforce, the rise of a new generation of school inspectors and principals who work more like classroom coaches and mentors, innovative student assessments that measure cognitive processes as well as rote memory, education management information systems, and school report cards are *all* reshaping the image of success in primary school.

And as EFA introduced new families to public education, they, too, are likely to bring with them deeply held ideas about what counts as success. Education policymakers and practitioners will need to articulate definitions of

success that harmonize the vision of a modern global economy with the traditional cultural, ethnic, linguistic, and gender values held by children, families, and communities that have only recently joined the education chorus.

“What counts as success?” The answer to that essential question may depend on how people perceive the purpose of primary schools.

Primary School as Preparation for Secondary Education

EDUCATION IS OFTEN VIEWED as a sequence of stages of intellectual, physical, and social development. According to this perspective, the purpose of primary education is to help children acquire the academic and social competencies they will need to be successful in the next stage of education.

Here are just a few ways that success in primary schools is defined by the degree to which children are prepared for secondary education:

- Primary schools prepare students to pass primary school-leaving examinations so children can move on to secondary education. Primary schools are successful if they help students acquire content that is likely to be assessed in high-stakes examinations. Success in primary school is defined as the ability to pass school-leaving examinations.
- Primary schools introduce the idea of subject domains. Children may start primary school in a self-contained classroom with a single teacher who is a



FAST FACT

759 million

global number of adults (15+ years old) who are illiterate

generalist responsible for teaching all subjects. But, as they move to the upper primary grades, content becomes more complex and specialized.

Success in primary school is defined in terms of students' mastery of the foundational knowledge and vocabulary of specific subject disciplines.

- Primary schools introduce languages of instruction that are used in secondary education. The child's home language may be the language of instruction in the first years of school, but by the end of primary school, children are expected to acquire the language used for instruction in the secondary school.

FAST FACT

500 million

global number of adult women who are illiterate

Success in primary school is defined in terms of the student's ability to master a high-value language.

- Primary schools introduce tools for independent learning. Success in primary school is defined in terms of competency in reading, composition, and numeracy. Other competencies required for secondary education include critical thinking, computer literacy, problem-solving skills, and techniques for working in collaborative groups.



DIMENSIONS OF SUCCESS in primary schools

While national policymakers and local communities must determine specific benchmarks of learning outcomes for each grade level, success can also be described in some more general dimensions. These dimensions of success include completion, achievement, and transition.

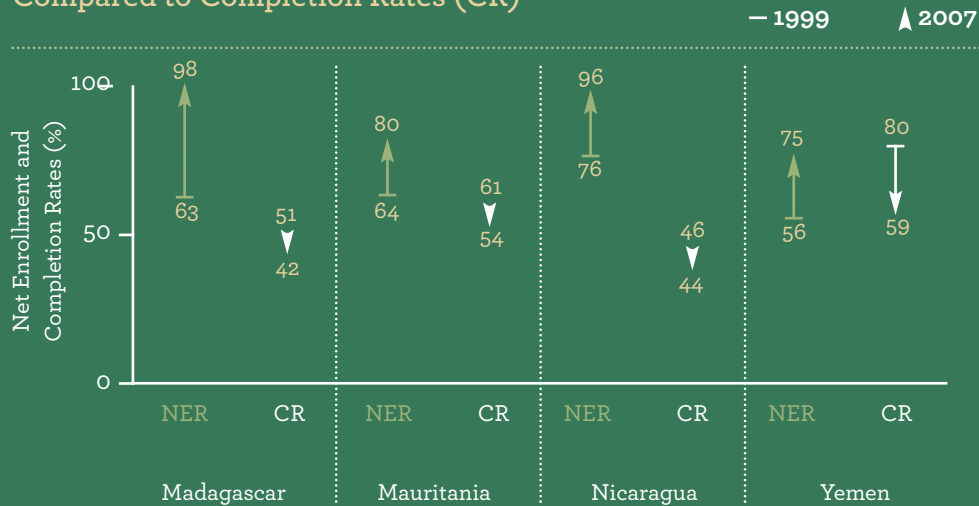
Completion. Primary school completion rate is the percentage of children who enter first grade and stay on to complete the primary cycle. Enrolling children and keeping them coming to school with regular attendance is a definition of success for many communities and families. Key measures of completion are school enrollment, attendance, and graduation records.

Achievement. Primary school achievement is the acquisition of high value content information and cognitive and practical skills. Achievement might also encompass the development of social and civic skills and the practice of healthy habits. Classroom teachers monitor children's learning with periodic teacher-made assessments. But, in many countries the key measure of primary school achievement is the school leaving examination typically given at the end of the basic education cycle.

Transition. Primary school transition rate is the percentage of children who transition into junior secondary level. In order to transition to secondary school, students will have acquired content information and learning skills sufficient to pass school leaving examinations but will also need to have motivation and opportunities to continue their studies.

Primary Net Enrollment Rates (NER) Compared to Completion Rates (CR)

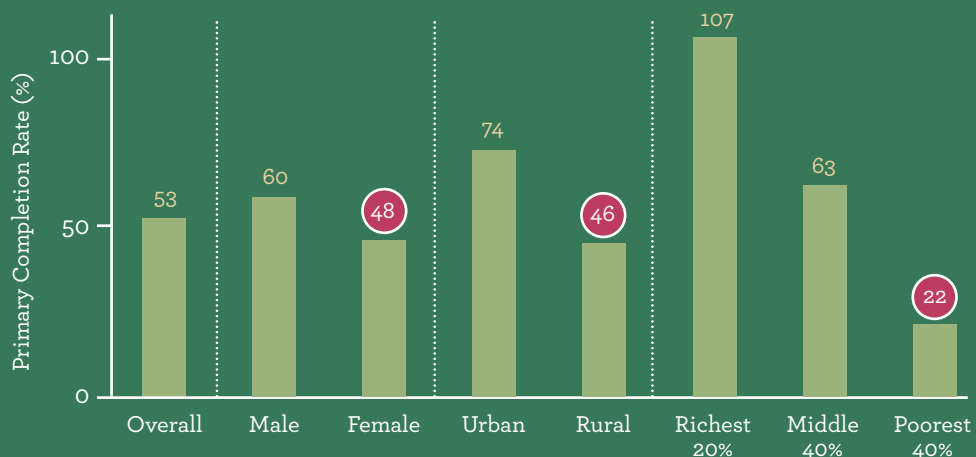
While primary enrollment increased, many countries have low completion rates.



From Global Monitoring Report 2010, Annex Table 5 and 7

Completion Rates in Madagascar, 2004

Fewer children completed primary education among females, residents of rural areas, and those from poor families.



From Demographic and Health Survey Dataset 2004, extracted by the Education Policy and Data Center

The Primary School as a Holistic Institution

A SLIGHTLY DIFFERENT VIEW holds that primary schools provide children with the experiences, skills, and attitudes they need in the present instead of preparing them for some future stage of their lives.

Here are a few ways primary schools enrich the lives of young children and their families:

- Primary schools help children develop intrinsic motivation to learn. School experiences can be structured so that children begin to see themselves as learners whose questions have significance and whose ideas have merit. Success in primary school means helping children make sense of their world.
- Primary schools help children begin to value ethnic, linguistic, and gender diversity. Success in primary school might be measured in terms of the extent to which children learn to respect the rights of others and, in so doing, become more aware of their own rights and responsibilities.
- Primary schools help children develop healthy habits. They introduce information about nutrition; sanitation; water use; and

the abuse of alcohol, tobacco, and other drugs. Success in primary school can be defined in terms of the healthy choices and habits of children and teachers.

- Primary schools help children develop healthy bodies. They learn to participate in organized sports, dance, and other recreational activities. Success in primary schools might be defined in terms of children's physical strength and social integration.

Of course, exemplary primary schools incorporate *all* of these visions and many more. Primary schools must educate in ways that enrich the lives of young children. But they must also prepare children for further education, for lifelong learning that goes beyond wherever their formal education may take them, and for their future lives as productive members of their communities.

As education policymakers and stakeholders identify what counts as success, they must consider the various functions and dimensions of learning and children's cognitive, affective, physical, and social development. They must also address the barriers that stand between children and the attainment of success in school.



barriers

TO SUCCESS IN PRIMARY SCHOOL

In every school in every community in every country there are children who will not be successful during the primary grades regardless of how success is defined. But are some children more likely to be at risk of failure than others?

THE ANSWER IS YES. Typically they are the children of the poor, the undereducated, and the marginalized—precisely those families most recently entering the education mainstream under universal primary education initiatives. The barriers facing these children stem in part from their nature as individuals and the limiting characteristics of their family circumstances. Still other barriers have their roots in local practices, regional programs, and national policies. Any one of these barriers—individual, familial, local, regional, or national—has the potential to disrupt an individual child’s chances of attaining success in primary school. Together, these barriers conspire to make school failure almost certain for children at the margins.

All children do not start primary education on an equal footing. Some have early childhood experiences that give them clear advantages in attaining success in school. Children from poor and marginalized circumstances enter formal

education well behind their more fortunate classmates. Many of the children who enter school through universal primary education initiatives lack the background knowledge and world experiences, language skills, and motivation necessary for success in school. Children of the poor are more likely to suffer from malnutrition, chronic illness, impaired hearing or vision, or other physical and emotional disabilities. The cognitive, affective, social, and physical gaps separating the poor, rural, or female from even the near edge of success may be too great to span unaided. These individual differences accumulate over time until, finally, for too many children, catching up with their more successful peers can seem hopelessly beyond reach.

Young children depend on their families to thrive in all things. To succeed in the classroom, they need adults who encourage

FAST FACT

175 million

children entering primary school having experienced malnutrition that irreparably damages their cognitive development



them at home but who also act as their advocates in school. Parents and guardians relatively new to public education may be less able to provide emotional, cognitive, and financial support to their children and thus end up as unwitting barriers to their success. Parents' limited understanding of schooling, particularly their low expectations regarding their children's education potential—including the value of educating girls—inadvertently erodes children's chances of success.

The failure to provide appropriate local learning environments is a barrier to success. Inadequate or no instructional materials, and furniture and school buildings in disrepair—typically more likely representative of

low-income communities—undermine learning in some primary schools. Schools differ in the quality of their teaching workforce, too. Local schools in remote rural communities or poor urban areas—places where children are most at risk—are often staffed with teachers who have minimal qualifications. What's more, the least trained among these teachers are usually assigned to the early primary grades, ironically the most demanding and critical years for learning. And local schools create additional barriers to children's success when they do not actively embrace new families and welcome them into the community of learners through programs of formal and informal school-based events.

Inadequate state- or provincial-led, regional programs are barriers to success. Regional school construction programs that do not prioritize children's security or provide boy- and girl-friendly environments contribute to school failure. Insufficient programs of high-quality professional development for teachers and administrators mean teachers lack access to the special skills and knowledge required to expand their ability to teach for success. Inflexible regional scheduling that neglects to accommodate the unpredictable realities of poor and transient working families—realities that often limit children's opportunities to learn—becomes an institutional barrier to children's success. Ineffective regional programs for developing vibrant parent organizations, missed opportunities for developing parent leadership, and a general failure to engage parents in genuine school management also sabotage success in school.

FAST FACT

2000

number of languages spoken in Africa. Additional languages are signed, whistled or drummed

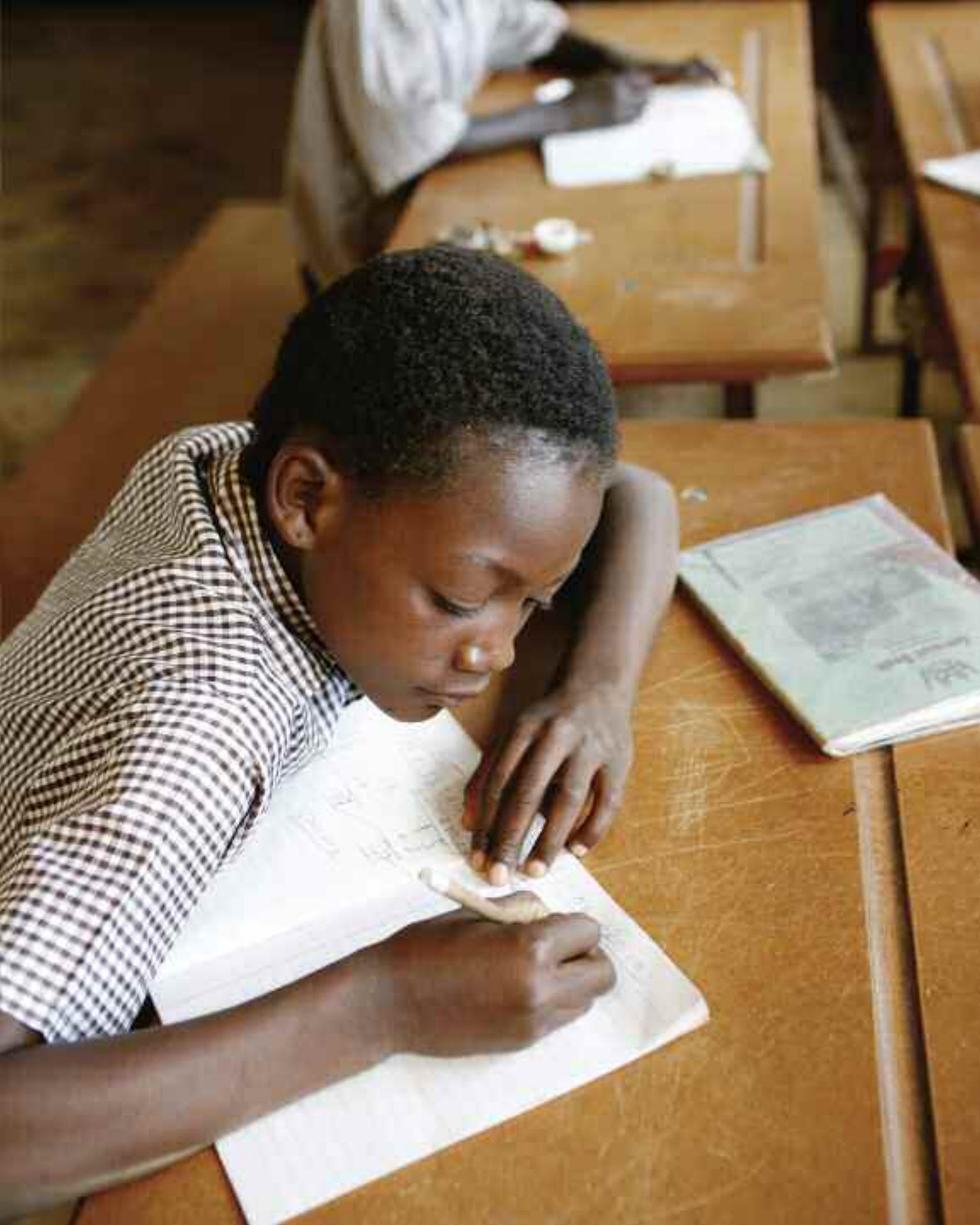
Inappropriate national policies are barriers to success. Language policies, for example, disadvantage children whose mother tongue is not the language of instruction. The gap widens further if children have little opportunity to

practice this second language in their homes or outside school. National policies regarding internally displaced families limit opportunities for success. National curricula that do not take into account the diversity of children's cognitive, affective, and physical development become a barrier to success. National textbooks that contain errors, stereotypes, and racial, ethnic, or gender bias become barriers to

success. National assessments that narrowly define learning as the ability to recite sets of factual information are barriers to success.

To some extent, all children must develop strategies for coping with adversity and for successfully navigating inflexible school policies, programs, and practices. But the children of the poor, the undereducated, and the marginalized are more at risk of school failure, largely because the education systems they encounter—as reflected in national policies, regional programs, and local practices—were never designed with their special needs in mind. In the race to success, children from the margins, those children most likely to have enrolled in school through EFA, start well behind their more mainstream classmates with only slim prospects of surviving to the finish line.

They are most vulnerable in the face of inflexible and inadequate education systems because, unlike their better-off counterparts who may have recourse to a variety of familial, local, regional, or national supports, they are the least able to leverage success from their own meager resources.



principles

FOR SUCCESS IN PRIMARY GRADES

Education reform programs around the world seek to clear away the barriers to quality education. But eliminating financial barriers, like school fees, is not enough. Inappropriate national policies, regional programs, and local practices act as obstacles to success, especially for children who are entering public education from the margins.

Well-informed education ministries may redraw policies and create programs and practices that are more inclusive. However, children entering school as a result of universal primary education initiatives can remain at risk of failure even when obvious barriers have been eliminated.

What they require is an education system that is designed around their special needs, a proactive strategy that provides the support necessary for them to be successful in school. The development of scaffolding systems and special practices will prevent their education careers from becoming derailed and will more likely lead them to successful learning destinations.

Toward this end, we offer four *Principles for Success* as the cornerstones for constructing education frameworks that guarantee more equitable and effective education for all children:

- Focus on Families
- Create Learning Outcomes that Matter
- Develop Leaders
- Engage with the World

These *Principles for Success*, discussed and illustrated in the following sections, have implications for the whole education system—from classrooms to regional and national ministries of education. Some of these suggestions require significant investments of time and money. It is surprising, however, that the majority of these interventions seem to require only thoughtful imagination and political will.

The *Principles for Success* are a starting place for reflection and projection. They provide a diagnostic lens for examining current policy, programs, and practices throughout the education system. But they also suggest a blueprint for building new, coherent, and humane structures in which individual and institutional efforts are aligned toward supporting the world's marginalized children.





1

PRINCIPLE

FOCUS *on*
families

The designation “dropouts” is misapplied to children who don’t complete primary school. The term implies that young children regularly and in very large numbers—and primarily from low-income families—are deciding to quit school. More likely, it is their parents and guardians who terminate their school enrollment and attendance. For this reason, achieving success in primary school must begin with a focus on the families of children at risk of school failure. Effective educators create comprehensive strategies specifically designed to retain the engagement of families, many of whom may be new to the public education system.

AT THE NATIONAL LEVEL

Education planners may ask, “How well do our policies focus on raising parent expectations, fueling demand, and sustaining families’ engagement in their children’s education?”

EDUCATION policymakers create policies that address the real or perceived opportunity costs that parents in marginal economic conditions routinely face to sustain their engagement in primary education. Two approaches have merit.

One approach is to help ameliorate opportunity costs. Such policies may take the form of direct cash support to parents or scholarships to their children. Other policies can create food subsidies, provide fuel support or health care, or offer similar incentives to parents who continue their engagement in education through to the completion of the primary cycle.

Opportunity costs can be measured in terms of parents’ expenditure of time as well as money.

Percentage of children age 7–14 in Zambia who have never attended school

by reasons for not currently attending

2002	Male	Female	Urban	Rural
	Monetary cost	51.3	50.1	83.9
School too far	28.0	26.5	16.3	29.6
Too young	18.6	19.2	7.6	21.2
Travel to school unsafe	7.4	6.7	0.7	8.4
Poor school quality	5.1	5.9	0.9	6.5
Labour needed	5.8	4.3	0.7	6.1
No interest	3.1	5.6	0.5	5.0
Very sick/long-term illness	4.1	4.1	3.7	4.2
Not accepted/no place at school	2.8	3.7	7.5	2.3
Disabled	2.0	3.7	3.1	2.7
Too old	0.6	1.0	0.9	0.7
School not relevant	0.5	0.4	0	0.5
School not important	0.3	0.4	0	0.4
No good jobs for graduates	0.3	0.2	0	0.3
No secondary school places	0.3	0	0	0.2
Other reasons	6.8	9.6	10.0	7.7
No reason	0.4	0.4	0	0.5

From Zambia DHS EdData Survey, 2002

Policies that place primary schools in closer proximity to families, especially in remote rural settings, can dramatically reduce the amount of time children spend traveling to and from school. Although consolidating smaller rural schools into large, centralized primary schools may yield some financial savings in scale and management efficiency, diminishing the distance between families and schools increases children's time to support family responsibilities before and after school while also allowing for greater likelihood of parent participation in school functions, especially in marginalized communities.

Another approach is to create policies that increase the value of education relative to opportunity costs. Compelling education policies fuel parent demand for education by creating a trustworthy argument that the value of completing the primary cycle and continuing to secondary education dramatically outweighs any short-term gains from aborting education after the early grades of primary school. Family-centered policies that raise the value of education feature academic rigor, including policies that specifically denounce and police grade bribery and other forms of school corruption.



SUCCESS IN KENYA

Supporting Orphans and Vulnerable Children

Children orphaned and made vulnerable by HIV and AIDS often have fewer educational opportunities, a problem that is particularly evident in Kenya where 1.1 million children have been orphaned due to AIDS, and many more are indirectly affected by the epidemic. Hamisi Mbuo, whose harsh caregiver was unable to provide him with enough food, was one of these children.

To address these challenges, the Children's Investment Fund Foundation-supported Speak for the Child project trains community mentors who make weekly visits to households with orphans and vulnerable children (OVC) to engage in intensive counseling and problem solving with caregivers. Mentors serve as a trusted link between households and the education system, facilitate school enrollment, and promote regular school attendance and improved student performance. Mentors also sensitize caregivers on children's right to education and the importance of providing breakfast before school.

Through regular home visits, Hamisi's mentor counseled his caregiver on how to communicate positively with Hamisi and connected the family with the Kenya Red Cross for supplemental food. Now that the family receives food monthly, and the relationship between grandmother and grandson has been strengthened, Hamisi's mentor reports that his Grade 3 attendance and performance has improved.

Hamisi isn't alone. For the 40,400 OVC served by the Speak for the Child program, preschool and primary school attendance rates increased from 70–75 percent to 97–100 percent as of September 2009. "Speak for the Child has really transformed the lives of our OVC. Most had given up, but after [the] Speak for the Child project came, I have witnessed many children being enrolled in school," stated Hamisi's community chief, Mr. Kengo Julu.

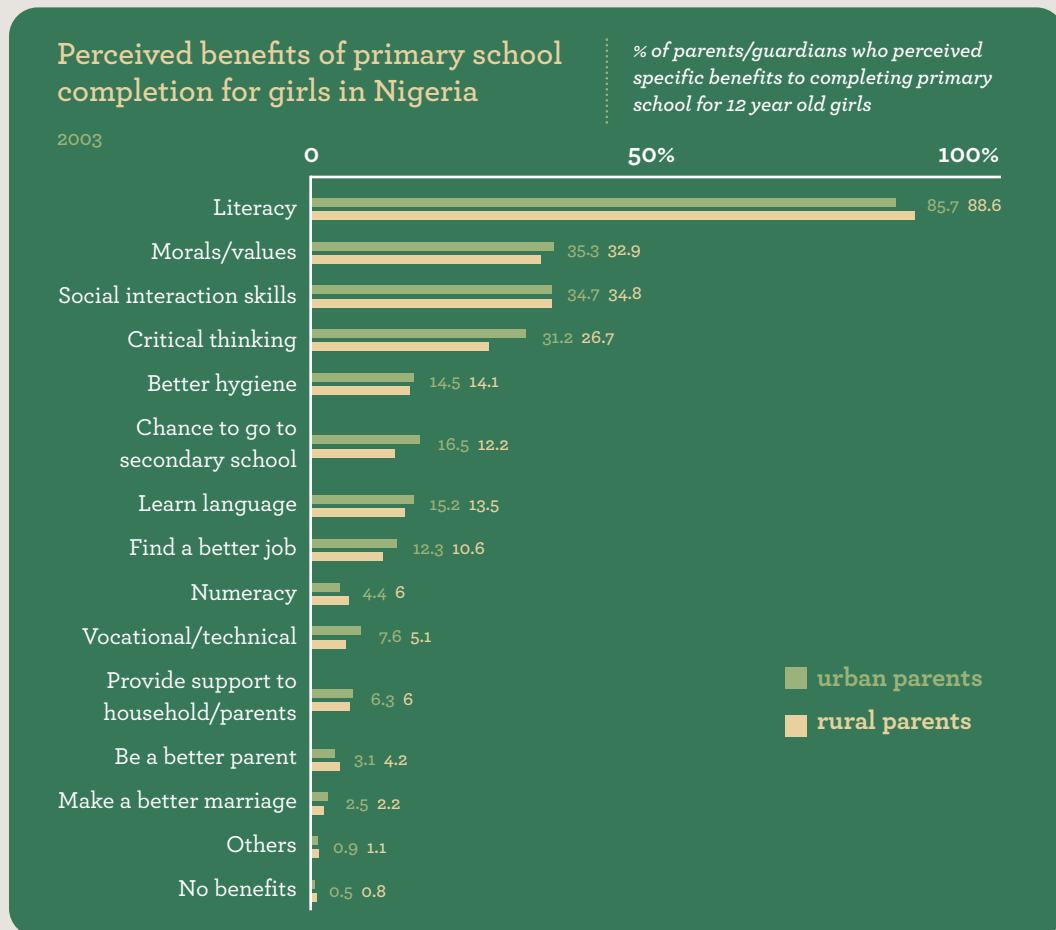
FOCUS ON FAMILIES

Policymakers use curricula policy to focus on families. Innovative curricula make diversity a thematic centerpiece of all fields of study in the primary school. In doing so, these curricula highlight the role of families and especially recognize the heritage and contribution of families and communities from formerly underrepresented groups.

Family-friendly policies emphasize transparency and responsibility. Effective educators provide quality assurance through reliable assessments and other means of data

collection. National policies provide easy-to-understand, observable benchmarks parents can use to monitor their children's progress and frame the outcomes of learning—both immediate and long-range—in ways that connect directly to goals parents and guardians value, particularly families from low-income, rural, or other previously underserved populations.

At the national level, while ministry officials create new policies that improve the overall quality of the education system and strengthen



From Nigeria DHS EdData Survey, 2004

their outreach to families of at-risk children, they also redouble their social marketing efforts as the chief advocates for public education. They are in the forefront of national campaigns to promote girls' education, family literacy, family health and wellness, and similar education outcomes that are aligned with the values of families of at-risk children.

AT THE REGIONAL LEVEL

District and state education managers may ask, "How well do our **programs** target the special needs of families from previously marginalized and underserved communities in ways that lead to successful outcomes for children at risk of school failure?"

PARENTS are more likely to terminate their children's participation in primary education if they feel their children have no realistic chance to make progress, complete the primary cycle, pass high-stakes examinations, and eventually make the transition to secondary school, particularly if they believe the education system is doing little to alter their children's path toward school failure. Effective educators at regional and district levels demonstrate a

commitment to families of children at risk of school failure, a commitment reflected in widely available and comprehensive programs explicitly designed to ensure children's success.

FAST FACT

85 percentage of parents surveyed in Malawi, Nigeria, and Uganda who cited "learning to be literate" as the most important outcome of primary school education

Diagnostic assessment programs, for example, monitor children's strengths and highlight strategic areas that need to be developed. Formal intervention programs provide children with remedial instruction. For most children,

brief but intensive early interventions in grades one and two for reading, math, or language development have an impact that lasts through the primary cycle, enabling at-risk children to keep pace with their age cohorts.

Organized programs of nonformal peer-tutoring, cross-age mentoring, or family learning are effective ways of demonstrating a commitment to children's success. As many families new to public education may be unaware of the range of existing support services available to them, regional managers proactively increase outreach programs to inform families of these support services.

Pre-service and in-service professional development programs for administrators and teachers provide new skills for targeting children at risk of school failure. These programs raise awareness of children's special cognitive, linguistic, or social needs and offer practical strategies for meeting them. Other professional development programs at teacher-training institutions or teacher resource centers focus on strategies for building school-home connections, emphasizing effective techniques for communicating with parents. Such programs underscore the notion that families and teachers are equal partners in children's education.

Regional managers experiment with flexible school schedules that are family-friendly. Daily school schedules and the annual school calendar are adapted to better fit the diverse rhythms of pastoral and urban communities. Schedules may be redesigned to reflect the realities of exceptional rates of absenteeism characteristic of high-poverty communities by including provisions for after-school,

FOCUS ON FAMILIES

weekend, and intersession classes to make up learning opportunities missed, with the goal of maintaining every child within his or her age cohort.

AT THE LOCAL LEVEL

Education providers might ask, “How well do our **practices** support the needs and realities of poor or marginalized families and give them a place in our education community?”

WHEN PARENTS have a sense of attachment to their children’s school, their children tend to be successful. But this sense of attachment may not come naturally to parents who have little or no experience with formal education. Indeed, in many communities, an invisible barrier separates home and school. This barrier can appear especially formidable in low-income

communities. School procedures and operations can seem impenetrable to parents whose education is limited. In fact, many such parents report their only physical interaction with their children’s school consists of the annual parent-teacher conference during which they receive information about their children’s grades. This hardly seems enough to build a strong and lasting attachment. Effective teachers and administrators do more than build parent trust; they purposefully create family-friendly schools.

One strategy for building parents’ attachment is to increase the frequency of formal and informal opportunities for families to interact with the education community at their children’s primary school. Innovative school

FAST FACT

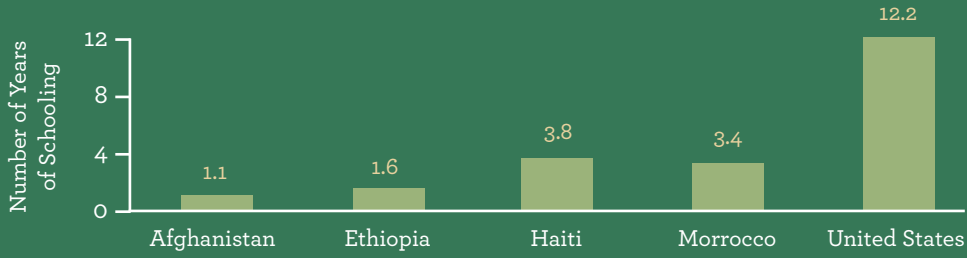
66 percentage of children enrolled in primary school in Egypt whose male parents or guardians never visited their school for any reason

SUCCESS IN YEMEN*Renovating Schools to Keep Girls in School*

In Mareb, Yemen, Juma’ah used to walk for three hours every day to attend school. “When I arrived, there wasn’t even a proper classroom for me,” said Juma’ah. “My classroom looked more like a stable—it was made of palm leaves. There were no latrines, or even any water, and by the time the girls got to Grade 7, there wasn’t even a classroom for us.” At the end of Grade 6, her parents pulled her out of school. Schools in rural Yemen are often, like Juma’ah’s, in poor condition and far from home, causing parents to withdraw their children from school.

The USAID-funded Yemen Basic Education Support and Training (BEST) Program renovated Juma’ah’s school and strengthened the role of parents by forming and training fathers’ and mothers’ councils. After the renovations, the headmaster and the parent councils reached out to families like Juma’ah’s that had withdrawn their children. Juma’ah’s father visited the school and was very impressed with the renovations. The school administration also offered Juma’ah and her brothers a room near the school to sleep in during the week to avoid the long walk to and from school. Juma’ah is one of 235 girls who enrolled or re-enrolled in school in Mareb. “It is like a dream come true,” says Juma’ah. “I am so happy to have the opportunity to finish my studies.”

Average number of years of schooling, males and females over age 25, 2005



Demographic and Health Survey Datasets, 2005, extracted by the Education Policy and Data Center

principals and teachers create high-interest activities that make the primary school more central to the lives of families and communities. These may include such events as school open houses, community meetings, school performances, community dinners, festivals, and family recreation activities. By making facilities such as libraries, computers, play areas, and meeting rooms available to local families, the school becomes embedded in the life of the community.

Parents form attachments to their children's schools when they are engaged in their children's learning activities. Even parents with limited formal education become valuable parts of the learning community as storytellers, artists and craft workers, and teacher assistants.

Effective primary school principals focus on families by supporting parent-teacher organizations and school-based management

committees. Such management committees engage parents in the operation of the school and expand opportunities for families to participate in volunteer, fundraising, and school improvement activities. School-based management committees provide parents with a sense of ownership and enable them to develop a feeling of community pride and prestige that leads to mutual understanding and respect.

Above all, when families see their children excited about what they are learning, and when they see them happy to be in school, they are likely to maintain their attachment to their children's school. With higher levels of commitment to education and strengthened attachment to their children's school, parents and guardians are likely to ensure that children who would otherwise be at risk of school failure come to school regularly and remain in school prepared to learn.



EXPECTATIONS *about parent involvement in education*

Parents and educators do not always have identical perceptions regarding parents' roles and responsibilities in their children's education. Zarate interviewed groups of parents and educators (USA-based) regarding their expectations. Her findings are summarized here.

PARENTS' DEFINITIONS OF PARENTAL INVOLVEMENT

Academic Involvement

- Attend parent-teacher conferences
- Sign homework as required by teacher
- Know when to expect report cards
- Ask about homework daily
- Listen to the child read
- Visit classroom during open houses
- Have high standards for academic performance
- Purchase materials required for class
- Drive children to school activities
- Go to the library with children
- Be present when required to pick up report cards

Life Participation

- Be aware of child's life
- Be aware of child's peers and peers' parents
- Teach good morals and respect of others
- Communicate with the child
- Encourage child's abilities and career aspirations
- Provide general encouragement
- Warn of dangers outside the home such as illegal drugs
- Monitor school attendance
- Exercise discipline
- Establish trust with the child
- Get to know teachers to assess child's safety
- Volunteer to observe school environment

Excerpted, abridged, and edited from *Understanding Latino Parental Involvement in Education* by Maria Estela Zarate, The Tomas Rivera Policy Institute, University of California at Irvine, 2007

TEACHERS', COUNSELORS', AND SCHOOL ADMINISTRATORS'
DEFINITIONS OF PARENTAL INVOLVEMENT

School Leadership

- Participate in school committees
- Join the PTA
- Advocate for students
- Be active in the community

Parenting

- Monitor attendance
- Control children's behavior
- Give emotional support
- Hold children accountable
- Offer rewards and incentives for child behavior

Administrative Support

- Sew curtains for a classroom
- Host luncheons for faculty
- Attend and staff school events
- Fundraise
- Monitor security gate
- Prepare foods for special events

Academics

- Help with homework
- Review report cards
- Make sure student completes homework
- Observe class
- Seek tutoring for at-risk children
- Stay on top of child's academic progress



SUCCESS IN GUATEMALA

School Report Cards

The AED School Report Card process was developed at schools throughout Central America through the USAID-funded Civic Engagement for Education Reform in Central America (CERCA) project. In areas like rural Guatemala, where school-level decisions traditionally have been made by distant officials, the School Report Card process allows communities to invest their time and ideas in improving their children's educational opportunities.

Among the farms of Guatemala, a rural school was not providing students with the education they needed. Using the School Report Card process, the community formed a school analysis group of parents, teachers, and students; collected school data; and found that children lacked basic reading skills at all grades.

Parents were enthusiastic about participating in the school improvement process. As one parent stated, "I am excited about participating in the School Report Card process because I want to support my children. I can be part of the process even though I do not read and write. I'll get the chance to express my opinions, analyze information about the school, and work with others to find ways to improve the school."

The school analysis group presented its findings to more than 1,000 community members and created a reading fluency improvement plan. The plan included a weekend reading assignment to encourage families to read together at home. On Mondays following the assignments, students were tested on what they read. The results were impressive; students enjoyed reading with their family members and began eagerly asking for their assignments. By the end of the project, more than 50 percent of families were reading together.



IDEAS FOR *quick and easy events*

Bringing parents and families into the school community is easy and economical. Here are some ideas to stimulate creative thinking.

Family Drum Session. Harmonize school and family relations by inviting family members to bring drums, rattles, whistles, and other musical instruments for an evening of rhythmic drumming. Create additional rhythm instruments using dried gourds, seeds, and other natural materials.

Fitness Night. Invite a coach or athlete to teach kids and parents fun exercises they can do at home. A community nurse or health worker can take blood pressure readings and weight measurements.

Game Night. Ask families to bring their favorite board games (checkers, chess, etc.). Encourage family-made games as well.

Community Supper. Have a community supper in which each family is invited to bring food to share with the school community. Plan supervised activities for kids such as relays and crafts, but allow time for parents and teachers to get to know each other in a relaxed atmosphere.

Knowledge Bees. Let students show off what they've learned with a spelling bee or math competition or geography quiz. Or make it a family team event.

Swaps. Plan a swap event for families to exchange school items such as uniforms, books, and other supplies.

Inspired by PTO Today by Emily Graham <http://www.ptotoday.com/>, additional content by Jim Wile

FURTHER READING

- Myrberg, E. & Rosen, M. (2009). Direct and Indirect Effects of Parents' Education on Reading Achievement among Third Graders in Sweden. *British Journal of Educational Psychology*, 79(4), 695–711.
- Oketch, M., et al. (2010). Why Are There Proportionately More Poor Pupils Enrolled in Non-State Schools in Urban Kenya in Spite of FPE Policy? *International Journal of Educational Development*, 30(1), 23–32.
- Rodall, S., et al. (2009). School-Based Management and Citizen Participation: Lessons for Public Education from Local Educational Projects. *Journal of Education Policy*, 24(3), 317–333.
- Trudell, B. (2007). Local Community Perspectives and Language of Education in Sub-Saharan African Communities. *International Journal of Educational Development*, 27(5), 552–563.

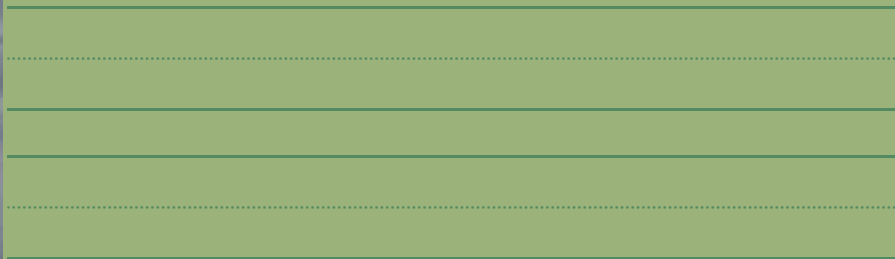




PRINCIPLE



CREATE
learning
outcomes
that matter



CREATE LEARNING OUTCOMES THAT MATTER

Education is often portrayed as a springboard to economic and social mobility. And parents who believe education is equipping their children for productive lives may be more likely to keep them in school. To keep parents involved, they need to be assured that what happens in school matters. But which learning outcomes matter? Everywhere around the world, responses to this question are being dramatically reshaped by globalization, new technologies, and comparative international assessments of education.

In many communities today, the sine qua non of education outcomes remains the ability to pass a school-leaving exam at the end of primary school. These high-stakes examinations cast a long shadow over the entire primary education cycle. Because these assessments usually measure students' ability to recall factual information, traditional primary school curricula emphasize rote learning of content as well as the mechanics of grammar, spelling, computation, and foreign language. However, as the current phase of reform continues to call for significant improvements in quality, policymakers and providers are likely to feel pressure to articulate new models of learning outcomes that matter.

AT THE NATIONAL LEVEL

.....
Education planners may ask, "How well do our policies identify, communicate, and support learning outcomes that matter?"

IDEAS ABOUT LEARNING OUTCOMES continue to evolve. Community leaders may push for new outcomes that support civic and economic

development such as personal responsibility, loyalty, care for the environment, and a positive work ethic. And national political leaders may give priority to new outcomes that reflect a social agenda, including national identity, social cohesion, appreciation for difference, and gender equity.

As education policymakers look to the developed economies of Europe, East Asia, and the Americas as models, new learning outcomes are starting to emerge. These ideas are being articulated in new sets of primary grades curricula that go well beyond rote learning. Outcomes that are especially tied to economic growth and political stability include:

LITERACY — Economically developing countries that have struggled to eliminate illiteracy within their borders have been far less thoughtful about creating policies that lead to high levels of competence in reading and writing. Too often, explicit teaching of reading and writing seems to cease in the early grades of primary education. Policymakers are creating new developmental curricula that make literacy enhancement a specific goal at every grade level, from pre-school to tertiary education.

CRITICAL THINKING — Education systems in developed countries have long recognized the value of learning outcomes that include critical thinking, analytical reasoning, and problem solving. Today national policymakers are changing the way teachers and children think about information. It is becoming insufficient just to learn facts in science, math, or social studies. As early as first grade, children are learning to think like scientists. They make



hypotheses, and then test their hypotheses with experiments and observation. They learn to measure, record, and report findings. Primary school children are learning to reason like social scientists. They collect firsthand data through interviews and analyses and learn to differentiate fact from opinion and compare and contrast events from different points of view.

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) — Although the developing world has lagged behind in investment in infrastructure and training, the race to develop broadband, cellular, and other new technologies in these countries is clearly underway. As connectivity becomes more widespread and declining costs make hardware more accessible, policymakers want to prepare

tech-savvy students. Experience in developed economies has shown that ICTs are more than a medium or tool; they are a marketplace where much of the world's goods, services, and ideas are exchanged. In primary schools where use of ICTs is embedded as learning tools for composition and research, and for collecting and sharing data, young children, including girls and boys from marginalized communities, are beginning to stake out their own space in this cyber market. Policies that promote investment in ICTs help level the economic and intellectual playing field for children who otherwise might be at risk of school failure.

FAST FACT

in 2007

all of Africa had less international Internet bandwidth than the Dominican Republic, yet more than 70 times its population



MEASURING SUCCESS: *Southern African Consortium for Monitoring Educational Quality (SAQMEC) reading assessments*

Reading Level 1: *Pre Reading.* Matches words and pictures involving concrete concepts and everyday objects, and follows short simple written instructions.

Reading Level 2: *Emergent Reading.* Matches words and pictures involving prepositions and abstract concepts; uses cuing systems (by sounding out, using simple sentence structure, and familiar words) to interpret phrases by reading on.

Reading Level 3: *Basic Reading.* Interprets meaning (by matching words and phrases, completing a sentence, or matching adjacent words) in a short and simple text by reading on or reading back.

Reading Level 4: *Reading for Meaning.* Reads on or reads back in order to link and interpret information located in various parts of the text.

Reading Level 5: *Interpretive Reading.* Reads on and reads back in order to combine and interpret information from various parts of the text in association with external information (based on recalled factual knowledge) that “completes” and contextualizes meaning.

Reading Level 6: *Inferential Reading.* Reads on and reads back through longer (narrative, document or expository) in order to combine information from various parts of the text so as to infer the writer’s purpose.

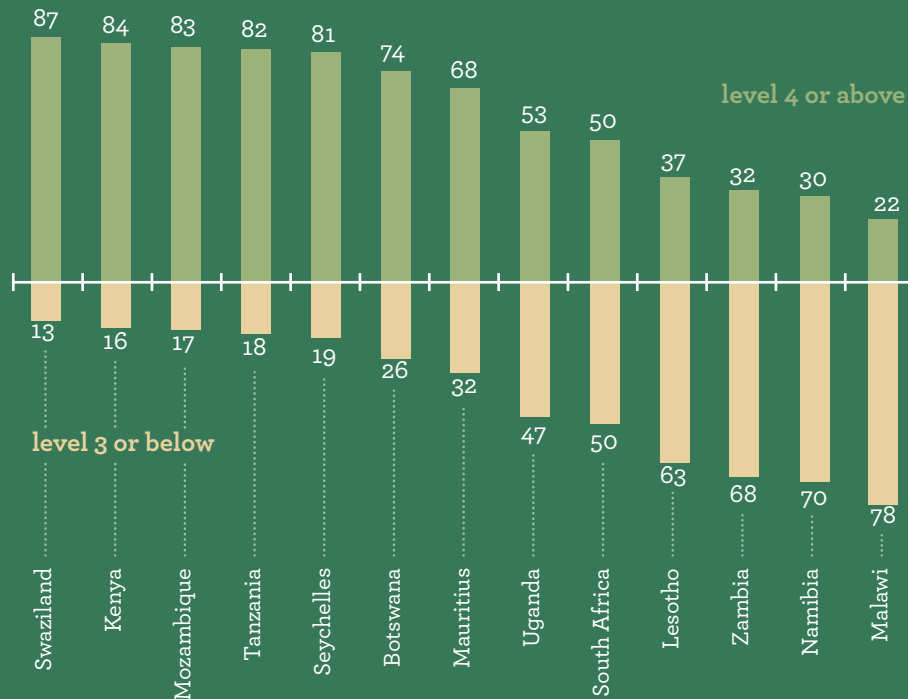
Reading Level 7: *Analytical Reading.* Locates information in longer (narrative, document or expository) texts by reading on and reading back in order to combine information from various parts of the text so as to infer the writer’s personal beliefs (value systems, prejudices, and/or biases).

Reading Level 8: *Critical Reading.* Locates information in longer (narrative, document or expository) texts by reading on and reading back in order to combine information from various parts of the text so as to infer and evaluate what the writer has assumed about both the topic and the characteristics of the reader—such as age, knowledge, and personal beliefs (value systems, prejudices, and/or biases).

SACMEQ reading assessment results of grade 6 students

Africa 2003

% of students who scored above level 4 or below level 3



From Southern African Consortium for Monitoring Educational Quality (SACMEQ) II, 2005

ASSESSMENTS — Although high-stakes assessments may continue their dominance in the near term, especially in countries with limited classroom capacity at the secondary school level, innovative new approaches to assessment are driving policymakers in new directions. Diagnostic tools such as the *Early Grades Reading Assessment* (EGRA) and the *Early Grades Math Assessment* (EGMA) are

raising awareness about the components of literacy and math curricula. The political imperative to participate in international assessments, such as the *Progress in International Reading Literacy Study* (PIRLS), *Southern African Consortium for Monitoring Educational Quality* (SAQMEC), and the *Trends in International Mathematics and Science Study* (TIMSS), is putting pressure on policymakers to



THE KNOWLEDGE ECONOMY *and its impact on education systems in the Middle East and North Africa (MENA)*

An abundant supply of unskilled labor is no longer a successful route to rapid growth and national prosperity. In today's world, competitiveness depends on a well-educated, technically skilled workforce capable of adopting new technologies and selling sophisticated goods and services. Compared with others on the Knowledge Economy Index (KEI), MENA countries mostly fall below those obtained by Organization for Economic Co-operation and Development (OECD) countries, most transition economies, and some East Asian nations.

Higher-scoring countries include new subjects of study and new sets of skills. Whereas literacy and numeracy remain fundamental (with greater levels of mastery), foreign language and science have almost equal importance. Problem-solving and communication skills, rather than the ability to perform routine tasks, have become essential. Pedagogical methods incorporate inquiry-based learning and adapt teaching to the learning capacity of individual students. Rather than schooling as a pyramid (with a narrowing group of students advancing to higher levels of instruction), education systems are becoming more inclusive and diversified.

Some MENA countries (e.g., Tunisia and Jordan) have started to address this problem by introducing quality assurance mechanisms, greater school autonomy, and a commitment to lifelong learning. However, these initiatives are just beginning.

Excerpted and abridged from *The Road Not Traveled: Education Reform in the Middle East and North Africa* by The World Bank, 2007

improve the quality of learning outcomes in their national curricula. At the same time, improvements in practical strategies for continuous assessment are enabling teachers and administrators to better monitor the progress of individual learners toward achieving learning outcomes that matter. The development of valid and trustworthy *performance-based* assessments is also creating new ways for children and teachers to document learning.

As these innovations enter the education system, policymakers at the national level will be compelled to create public forums where stakeholders might discuss how these outcomes are aligned with 21st-century realities and opportunities. This discussion will need to include parents and guardians whose own perspectives may be rooted in tradition but whose vision for their children may encompass a much broader outlook.



THE RISE *of technology*

Use of Information and Communication Technology (ICT) continues to grow worldwide. By the end of 2009, there were 4.6 billion mobile cellular subscriptions, corresponding to 67 per 100 inhabitants globally. Penetration in developing countries reached 57 per 100 inhabitants at the end of 2009. Although this remains below the average in developed countries, where penetration exceeds 100%, the rate of progress is remarkable, more than doubling since 2005.

Internet use continued to expand in 2009, with an estimated 26 % of the world's population (or 1.7 billion people) using the Internet. Penetration in developed countries reached 64% and 18% in developing countries at the end of 2009.

One challenge is the limited availability of fixed broadband access. Broadband penetration rates correspond to 23 per 100 inhabitants in developed countries and only four per cent in developing countries.

Promising developments are taking place in mobile broadband where subscriptions have grown steadily in the developing world and in 2008 surpassed those for fixed broadband. At the end of 2009, there were an estimated 640 million mobile and 490 million fixed broadband subscriptions.

Excerpted and abridged from *Measuring the Information Society* by International Telecommunications Union, 2010



Early Grade Reading Assessment (EGRA)

Since 2006, EdData II has been promoting educational assessments that are easy to use, have a scientific underpinning, and have a “common-sense” meaning to parents. The Early Grade Reading Assessment (EGRA) is an oral assessment designed to measure the foundation skills for literacy acquisition in the early grades: recognizing letters of the alphabet, reading simple words, understanding sentences and paragraphs, and listening with comprehension. Important features are:

- The EGRA instrument typically is adapted for use in a particular country and language.
- It is an individually administered oral assessment requiring about 15 minutes per child.
- Its purpose is to document student performance on early grade reading skills in order to inform ministries and donors regarding system needs for improving instruction. EGRA is not intended for direct use by teachers, nor is it meant to screen individual students. However, EGRA-based assessments can be adapted and used to diagnose, remediate, and monitor progress toward improved student learning outcomes.
- Data from EGRA have been used for feedback on teacher practice in rigorous but easy-to-understand ways.
- Many countries have used EGRA as a springboard to redesign their teacher training around reading outcomes.

Excerpted and abridged from USAID/EdData, <http://eddataii.rti.org/documents/>

AT THE REGIONAL LEVEL

.....
 District and state education managers may ask, “How well do our **programs** support the delivery of education outcomes that matter?”

WHEN NEW LEARNING OUTCOMES in literacy, technology, critical thinking, and second language emerge, regional education managers need to provide programs that re-skill teachers. Much of the current education workforce, including many of the instructors at teacher education institutions, has been trained to implement a traditional curriculum organized around a limited set of learning outcomes. New learning goals in some countries require nothing less than a reinvention of the teaching

profession. In addition to the redesign of courses of study for pre-service teacher education and in-service programs for current teachers, regional education managers are developing new textbooks and other instructional materials to support these learning goals.

Children from marginalized communities require special programs to ensure that they are not left behind in the transition to modern learning goals. Children who come to school with no computer experience, for example, or who have had limited experience with books, will probably need specialized intensive instruction. Children who live in communities



SUCCESS IN ETHIOPIA

Improving Math Instruction

In Ethiopia, teachers and students consistently identify math as a difficult subject. Student math results in the Primary School Leaving Examination and student achievement in mathematics in the three National Student Learning Assessments have been well below the Ministry of Education’s minimum standard.

Based on the work of the USAID-funded Basic Education Strategic Objective I and II programs (BESO I and II), the Basic Education Program (BEP) supported the Ethiopian Ministry of Education’s efforts to improve math instruction. In consultation with math teachers, Regional State Education Boards, and Colleges of Teacher Education, BEP identified the math topics that teachers found most difficult. Based on this information, BEP developed the *Mathematics Teachers’ Handbook* with step-by-step instructions for teachers to understand and teach difficult math concepts. All 22 Colleges of Teacher Education in Ethiopia piloted the *Mathematics Teachers’ Handbook* activity. This activity provided teacher trainees with on-the-job training at the primary schools linked to the colleges, support for developing teaching aids, and follow-up supervision through support visits at the linked primary schools.

Teachers and students quickly realized the benefits of the *Mathematics Teachers’ Handbook* activity. As Ato Animaw Lingerih, a teacher at Nigus Teklehaimanot Elementary School, explained, “In the past, we had skipped most of the geometry in our mathematics courses because we did not understand the basic concepts involved. As a result of the *Mathematics Teachers’ Handbook*, we have started teaching one big portion of the subject—geometry—that was silenced for many years.”

CREATE LEARNING OUTCOMES THAT MATTER

where English or another national language of instruction is neither spoken nor available through satellite television or radio or print will require specialized second-language learning programs implemented by trained language development professionals.

Regional education managers will need to facilitate widespread public information programs to engage parents and other stakeholders in consensus-building discussion about the aims of these new learning outcomes and the programs that will support children at risk of school failure in achieving the goals of such programs.

AT THE LOCAL LEVEL

.....
Education providers may ask, "How do our **practices** ensure that all children acquire learning outcomes that matter?"

SOME PARENTS might consider learning outcomes that support children's emotional development, happiness, self-worth, thoughtful behavior, and sustained curiosity about the world as objectives that matter at the primary grades level. Other parents may value school outcomes that lead to children's participation in organized sports activities, exercise, recreation, and expressive talents in creative arts and performance. But all parents will need



assurance that their children will attain core skills in literacy, mathematics, language, and computer technology.

At the school level, teachers and principals use continuous monitoring techniques to track student progress at every grade instead of waiting until the final years of the primary cycle to assess student learning. Information management systems help local administrators track student progress and, if necessary, provide compelling evidence of the need for additional resources. Working in collaboration with school management committees, school personnel devise low-cost interventions that shift time and personnel resources to better support children at risk of failure in high-value competencies. Both proactive and remedial interventions draw on a pool of community resources, such as peer learning, cross-age mentors from secondary schools, pre-service teachers, or other able personnel.

Because high-stakes assessments seem likely to remain an important part of every education system, it follows that mastering test-taking skills is an important learning outcome. Children who have little experience with the purpose and structure of formal assessments easily become confused or distracted during testing, especially if they are being assessed in a language that is not their mother tongue.

Teachers strive to ensure that children master the content their assessments measure. But they also facilitate their students' success by explicitly teaching effective test-taking techniques. These may include guided practice in identifying the appropriate target of a test question ("What is this question really asking?"); managing time ("Should I come back to this item later?"); and self-checking ("Did my answer really make sense?"). Teachers can provide opportunities for children to practice using formats that are similar to those used in high-stakes assessments so they become accustomed to these formats.

Education for All reminds us that all children should have access to high-quality education and should acquire learning outcomes that matter. It also underscores the message that teachers should have high expectations for all of the children in their classrooms. But the diversity introduced by EFA means that some children require more supports, more time, and differentiated instruction to arrive at the same high-value learning outcomes as do their mainstream classmates. Effective education policies, programs, and practices create contexts that ensure that all children come home each day having learned something that matters.

FURTHER READING

- Noddings, N. (2006). *Critical Lessons: What Our Schools Might Teach but Do Not*. New York, NY: Cambridge University Press.
- Stephanie Harvey. (1998). *Nonfiction Matters: Reading, Writing and Research in Grades 3–8*. Portland, ME: Stenhouse Publishers.
- Turja, L., et al. (2009). A Conceptual Framework for Developing the Curriculum and Delivery of Technology Education in Early Childhood. *International Journal of Technology and Design Education*, 19(4), 353–365.





PRINCIPLE

3

DEVELOP
leaders

DEVELOP LEADERS

Explicit attention needs to be paid to developing leaders, both for the contributions such leaders make, and for the personal benefits individuals derive from the experience and skills of leadership. Successful schools require people with the ability and willingness to lead. What sorts of people? Policymakers and managers, of course, and teachers. Parents, guardians, and children can lead, too.

Leadership, long recognized as an essential component of success, implies a certain level of personal commitment and attachment to the mission. Leaders are invested in the pursuit of successful outcomes. Leadership promotes ingenuity, innovation, and responsibility. Competent and confident leaders take initiative and inspire others to exceed their expectations, and they articulate a vision of a future that is realistic and attainable.

Modern leaders are not always the strongest individuals. Often they derive power, not by their ability to impose their will on others, but from their ability to build consensus. Effective leadership requires skillful listening. Leadership can be the ability to guide others into authority, ownership, and action.

Where do leaders come from? Some people seem to be born leaders. In many cultures, traditional leaders are drawn from groups on the basis of gender, wealth, education level, family lineage, race, or age. Primary schools can be valuable places to create new models of leadership and to identify and develop new leaders by tapping the potential of everyone— young and old, male and female, rich and poor.



PROMOTING LEADERSHIP *through the World Association of Girl Guides and Girl Scouts (WAGGGS)*

Each of the five WAGGGS regions — Africa, Asia/Pacific, Arab region, Europe and Western Hemisphere — holds training events focused on leadership development for young women. Since 1932, Juliette Low Seminars have been held twice every triennium. The seminars provide international leadership training for young women from any member organization, and provide a platform for young women to:

- Share their views and experiences
- Develop a sense of universal citizenship
- Enhance their leadership skills
- Appreciate cultural differences
- Broaden their international understanding and prepare for national and international leadership in World Association and at the United Nations

WAGGGS has six teams at United Nations locations around the world—Geneva, Nairobi, New York, Paris, Rome and Vienna. Each team works with UN agencies to address issues that affect girls and young women globally.



AT THE NATIONAL LEVEL

Education planners may ask, “How well do our **policies** create authentic opportunities for people to develop and apply leadership skills that strengthen schools, communities, families, and individuals?”

NATIONAL POLICIES promote leadership at all levels for administrators, teachers, parents, and children. Children and families in marginalized groups typically have fewer natural opportunities for genuine leadership, especially outside their homes. National education policies include provisions for the development of leadership skills.

Policies that create school recognition programs highlight effective leadership and reward innovation. School grants support local leadership, experimentation, and entrepreneurship.

National policies and priorities to grow future leaders are reflected in primary school curricula that contain specific skills and learning goals intended to foster leadership. In primary schools, leadership development may be manifested in the study of the country’s exemplary leaders—both male and female role models. Or leadership might become the theme of a children’s literature program.

National policies provide incentives and rewards that encourage leadership in teacher education, education research, and classroom practice. Even modest incentives help promote the development of a new context in which innovation, risk-taking, and even occasional failures are prized as opportunities to learn.

DEVELOP LEADERS

National policies enforce the leadership qualifications of administrators. In addition, licensure requirements ensure that school principals possess appropriate leadership skills. Job descriptions for education managers make demonstrated leadership capacity a pre-requisite for employment.

National policies also stimulate the formation of professional networks that support leadership development. The professionalization of teacher trade unions, for example, challenges national figures to devise guidelines and programs for leadership development. Other national policies help create networks for research and practice and support congresses,

websites, databases, and journals that serve as exciting forums for leadership development and application.

AT THE REGIONAL LEVEL

.....
District and state education managers may ask, "How well do our **programs** support the development of leaders?"

REGIONAL MANAGERS follow through on national leadership development policies by creating practical spaces for leadership and opportunities for individuals to develop leadership skills. Formal leadership institutes provide professional development programs for teachers, administrators, and managers.

SUCCESS IN NIGERIA*Mentoring Primary School Girls*

Despite Nigeria's abundant natural resources, many complex social factors, such as poverty and population growth, have caused a state of crisis in education. Schools lack funds, qualified teachers, and supplies. In many cases, girls are particularly affected by these and other issues plaguing Nigeria and suffer higher dropout rates than boys. AED recognized that certain conditions must be met to enhance the retention of girls in school and to improve the quality of their education experience. AED calls these conditions the Four Pillars:

- | | |
|---------------------|----------------------------|
| 1) Scholarships | 3) Teacher Training |
| 2) Girls' Mentoring | 4) Community Participation |

The ExxonMobil Foundation-funded AED Schools of Excellence Project (ASEP) has enrolled 1,050 girls from 15 primary schools and five secondary schools in its mentoring program. The mentoring sessions are conducted by local community leaders and role models and take place once per week for two hours. During each session, mentees are provided lunch consisting of locally grown food.

Parents and students alike have been appreciative of ASEP's mentoring program. Benjamin Ukana, member of the school-based management committee for the Nsit Ibom Local Government Area, describes his community's gratitude, "The mentoring has changed the behavior and lifestyle of our daughters completely."



STANDARDS *for elementary school principals*

1 LEAD STUDENT AND ADULT LEARNING

Effective principals:

- stay informed of changing context for teaching and learning
- embody learner-centered leadership
- capitalize on the leadership skills of others
- support student and adult needs
- ensure policies are aligned to effective teaching and learning

3 LEAD 21ST CENTURY LEARNING

Effective principals:

- align curriculum with district and school goals, standards, assessments and resources
- invest in a technology-rich culture that connects learning to the global society
- hire, retain, and support high-quality teachers
- ensure rigorous and appropriate instruction for all students

5 LEAD USING KNOWLEDGE AND DATA

Effective principals:

- make performance data a driver for school improvement
- measure student, adult and school performance using data
- build capacity of adults and students to use knowledge effectively to make decisions
- benchmark high-achieving schools with comparable demographics
- make results transparent to school community

2 LEAD DIVERSE COMMUNITIES

Effective principals:

- build consensus on a vision that reflects the core values of the school community
- value and use diversity to enhance the learning of the entire school community
- broaden the framework for child development beyond academics
- develop a learning culture that is adaptive, collaborative, innovative and supportive

4 LEAD CONTINUOUS IMPROVEMENT

Effective principals:

- invest in professional development for all adults to support student learning
- align professional development plan with school and learning goals
- encourage adults to broaden networks to bring knowledge to learning environments
- enable adults to plan, work, reflect, and celebrate together to improve practice

6 LEAD PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Effective principals:

- engage parents, families and community to build relationships that improve performance
- serve as civic leaders who engage stakeholders to support students, families, and schools
- shape partnerships to ensure multiple learning opportunities for students, in and out of school
- market the school's distinctive learning environment to inform parents' choices
- advocate for high quality education for all

DEVELOP LEADERS

Regional managers encourage collaboration with civil society organizations. These nongovernmental organizations provide grassroots opportunities for individuals to hone their leadership skills in practical contexts and in ways that add value to the social sector and the well-being of children, youth, and families.

Regional programs help seed local leadership by providing scholarships for exemplary secondary school students, especially students who express an interest in pursuing careers in primary education. By targeting students in low-income, marginalized communities, regional managers create local cadres of future classroom and school leaders.

Regional programs also coordinate the operation of activities aimed at developing children's leadership skills. Community service programs, environmental clubs, and recreational programs help children achieve a sense of engagement and provide meaningful opportunities to learn and practice leadership skills.

AT THE LOCAL LEVEL

Education providers may ask, "How do our **practices** promote the qualities of leadership for teachers, learners, and families?"

THE LEADERSHIP SKILLS of primary school administrators can mean the difference between dynamic primary school environments and static ones. If the primary school is a place where children grow and thrive, it is often because the school administrator is leading teachers, parents, and children toward a vision of continuous growth and development.

Teachers are leaders in primary school classrooms; they provide direction and assign learning tasks. But more than this, effective teachers lead the learning in their classrooms by their own example. They model their thinking processes; they share their ideas and their own work as writers, scientists, explorers, athletes, and artists. Teachers lead when they learn alongside their students, and teacher leaders demonstrate to children how to persevere in difficult situations.

Teachers may lead other teachers, too. Novice teachers tend to be placed in the most rural and isolated communities, often with minimal support from teacher education institutions or in-service support from the ministry of education. Retaining these new teachers is a challenge, especially in marginalized communities. But novice teachers who have access to veteran mentors are more likely to persevere. Formal mentorship programs include training in structured leadership strategies, such as study circles, action research, team teaching, and reflection. In addition to specialized training, formal mentoring programs provide rewards, recognition, and other incentives for teacher leaders.

Teachers are leaders in their communities, too. If the primary school wants to reach out to families in marginalized communities, it will do so through the extended hand of teacher leaders. Parents and other community members may be reluctant to approach their local school, but a teacher with leadership skills transforms community interest into action. Teachers lead the instructional agenda in their schools. Their initiative results in the development of new materials, programs,



SUCCESS IN NICARAGUA

Sharing Best Practices among Schools

Many teachers and administrators at rural multigrade schools in Nicaragua did not have the opportunity to share experiences and best practices. With this challenge in mind, the USAID-funded Nicaragua Excelencia project helped the Ministry of Education create networks of *escuelas nuevas* organized into core groups, called Mentor Schools. The active schools, or *escuelas nuevas*, approach, which follows the Learn, Practice, Apply method, combines active learning in the classroom with improved school participation in the community and has been incorporated into many schools in Nicaragua.

These Mentor Schools are the best-performing schools and serve as models for the other schools in the area, creating opportunities for knowledge sharing. One aspect of *escuelas nuevas*, student learning centers, was a particular strength of Mentor School, *Escuela Enmanuel Mongalo y Rubio*. To share its approach to student learning centers, *Escuela Enmanuel Mongalo y Rubio* organized an educational materials fair with nearby schools.

During the fair, all schools in the area learned how the materials at the learning centers could be produced and how the learning centers could improve learning inside the classroom. As one school administrator put it, “The fair was a success because important knowledge had been shared among the participant schools.” As of March 2010, the Excelencia project served 33 percent of Nicaragua’s primary schools, almost 50 percent of the country’s primary students, and nearly 55 percent of primary teachers.

SUCCESS IN HONDURAS

Peer Tutoring and Leadership Development

In Hato Nuevo, Honduras, the *Escuela Adriana Espinal de Argeñal* has only three teachers to serve 114 students of various ages and abilities. While teachers do their best in these conditions, some children still fall through the cracks. To support these low-performing children, the USAID-funded *Improving Student Achievement in Honduras* project (MIDEH in Spanish) created Tutor Kids, volunteer students who serve as tutors for low-performing students.

MIDEH trained nine students to help 21 low-performing students with their homework, reinforcing what they learned in class and helping them reach the same academic level as their peers. While parents were initially uncomfortable with their children spending extra time at school, the Parent Association soon became the main supporter of Tutor Kids and now supervises the student tutors.

Tutor Kids has positively affected tutors and low-performing students alike. The principal of *Escuela Adriana Espinal de Argeñal*, Patricia Jeaneth Díaz, acknowledges that Tutor Kids has improved student performance at her school. She proudly states, “The 2008 National Learning Evaluation Report ranked our school number five in the country in math and Spanish language.” The tutors also benefit from the program. On top of strengthening their own subject knowledge, they become more confident, learn to respect others, and develop the skills to become leaders in their school and community.

FAST FACT

70 percentage of parents/guardians in rural Zambia who regularly contribute labor to local schools, four times the number of parents in urban settings who do so

after-school activities, and other innovations that enrich the primary school community.

leadership training activities can become an important part of the process of redistributing power and authority while, at the same time, adding value to the school.

Some parents may need special training to fill leadership roles, especially if they come from groups that have traditionally been under-represented in positions of responsibility. In some cultures, special programs may be needed to help women develop skills and confidence as community leaders. At the same time, some men may benefit from special training to develop a new understanding of the value of working across traditional gender, ethnic, or class boundaries. When primary schools become centers for adult leadership training, they contribute to the development of the community. Such

Although the education curriculum can provide leadership skills training and opportunities, children learn by observing adult models. Children benefit from seeing their parents and guardians actively engaged as positive leaders in the home, school, and community. Parents and guardians can learn and practice leadership skills as coaches or managers for recreation activities, including sports, crafts, drama, music, and dance. Some parents and guardians learn leadership skills through participating in parent-teacher organizations, others by serving on school management committees.

Girls and boys develop leadership through structured play and informal activities. Team sports, clubs, and recreational activities help youth develop self-confidence as they learn what it means to be a leader. Recreational activities provide children who may be struggling in the classroom with opportunities to become leaders on the field or the stage.

Primary schools provide formal opportunities that nurture productive leadership, too. Teachers can provide explicit instruction in leadership skills, such as thoughtful questioning, attentive listening, goal setting, and problem solving. Collaborative learning and other group work give children authentic opportunities to practice teamwork, mutual support, and shared decision making. Teachers

help primary grades children learn to manage their time and property. They give children gradual responsibility for classroom plants, aquarium, furniture, books, and other valuable resources. They also give older children in upper grades leadership responsibility for younger children's learning. Student councils and school committees give children valuable experiences in leadership and working with adults.

Ultimately, children who come from marginalized communities, or children who have traditionally fewer opportunities to develop leadership skills, find real opportunities to take on leadership roles and come to feel that such opportunities offer compelling reasons to stay engaged in school.



FURTHER READING

- Bush, T., et al. (2010). Managing Teaching and Learning in South African Schools. *International Journal of Educational Development*, 30(2), 162–168.
- Denessen, E., et al. (2007). Multi-Ethnic Schools' Parental Involvement Policies and Practices. *School Community Journal*, 17(2), 27–44.
- Henkel S.A. (1995). *Games for Success: Developing Children's Character Through Recreational Play*. Lanham, MD: University Press of America.





4

PRINCIPLE

ENGAGE
with the
world

Children everywhere—boys and girls, rich and poor, urban and rural—are born with one thing in common, an insatiable curiosity. They question, hypothesize, experiment, explore boundaries, test rules, look for patterns, and seek explanations. Most families enjoy and nurture the process of discovery and invention that makes up early childhood. Parents build on children's innate curiosity through a kind of informal teaching that helps young children engage with their world and learn how to live in it.

Developmental psychologists characterize childhood in terms of expanding worlds of attention. Learning begins with a focus on self

and family. This focus gradually extends beyond the home as children investigate the physical properties of their immediate environment. By the time they leave primary school, most children have the cognitive capacity to extend that focus to people, places, and ideas that are remote or abstract. At that point, firsthand, concrete experience is augmented by written words and images. All the while, children make sense of their world by comparing the new with the known.

Today the Internet, satellite television, film, radio, and books link children to the entire universe. With just the turn of a page, a young girl living on the edge of a great desert can



WHAT IS *iEARN*?

iEARN (International Education and Resource Network) is a non-profit organization of over 30,000 schools and youth organizations in more than 130 countries. Since 1988, iEARN has pioneered online school linkages enabling students to participate in projects with peers in their countries and around the world.

iEARN empowers teachers and young people to work together online using the Internet and other communications technologies. Over 2,000,000 students each day engage in collaborative project work worldwide.

There are over 150 projects in iEARN designed and facilitated by teachers and students to fit their curriculum, classroom needs, and schedules. To join, participants select an online project and look at how they can integrate it into their classroom. Teachers and students meet one another in online forums to get involved in ongoing projects with classrooms around the world.

Every project proposed by teachers and students in iEARN has to answer the question, "How will this project improve the quality of life on the planet?" This vision and purpose is the glue that holds iEARN together, enabling participants to become global citizens who make a difference by collaborating with their peers around the world.

Excerpted from International Education and Resource Network (iEARN), <http://www.iearn.org>



explore life along a coral reef as easily as she can learn about the animals in her yard. A boy in a crowded urban slum can experience life on a farm without ever traveling beyond his own block. Everywhere children are discovering dinosaurs, exploring past civilizations, and now and then even catching a glimpse of the future.

For children who come from marginalized homes and communities, primary school can be a vital gateway enabling them to construct their relationship to the world beyond their limited horizons. To facilitate this, though, educators will need to understand how to create mechanisms that support children who are at risk of school failure, how to connect learners to the unfamiliar in ways that children and families perceive as sensible and valuable. By engaging children in the world, educators are more likely to keep children engaged in school.

AT THE NATIONAL LEVEL

Education planners may ask, “To what extent do our education **policies** help teachers and learners engage with their immediate community and the world beyond?”

NATIONAL EDUCATION POLICIES enable children to engage with the world through curricula that integrate themes such as multiculturalism, community service and civic responsibility, values, and appreciation for diversity into all facets of primary education in science, social studies, arts, and literature.

Such approaches to learning accomplish more than merely adding to the list of cognitive expectations policymakers have for learners. They reflect no less than a dramatic change in the essential purpose of education. National



SUCCESS IN MACEDONIA

Connecting Communities with ICT

In the rural village of Bogomila, Macedonia, local farmers and artisans struggled to sell their goods. Municipal officials decided to organize a fair, to connect Bogomila with its neighbors. Marketing had traditionally been primitive, however, and these events were rarely advertised outside the village.

To promote the fair, village officials approached the local primary school for help. Through the USAID-funded Macedonia Primary Education Project (PEP), students formed a Student Support Technician Club (SSTC). PEP has established these clubs in all of Macedonia's 362 primary schools. SSTC student members receive training on computer use and maintenance and assist teachers and administrators in caring for and using the school's computer equipment.

The SSTC prepared fliers, business cards, labels, flags, and a marketing CD promoting the region and village. These new communication materials publicized the beauty of the region, its natural and historical resources, its locally grown produce, and the partnership between the primary school and the municipality.

"The students were motivated to show their knowledge in using ICT," explained Bogomila's SSTC teacher, Slavica Karbeva. "This was the first time someone asked them to help and trusted them with such an important event for the community. Knowing that this request came from the municipality, you can imagine how proud the students were while doing this!"

policies are moving the goal of learning beyond the passive acquisition of inert factual information to the development of entire generations who not only understand and appreciate the complexities of the world they inhabit, but who also feel an inspired personal connection to participate in the life of that global community.

New emphasis on the acquisition of critical thinking and problem-solving skills signals that education's real contribution lies in the ability of individuals who can apply factual knowledge and skills acquired in school to real-world problems and opportunities. These habits of mind are built from the learning experiences in primary school classrooms where inquiry, imagination, and entrepreneurship are rapidly replacing memorization and recall.

To achieve these new education aims, policy-makers are investing in new technologies, textbooks, and other instructional resources that support children's engagement in meaningful learning. They are also investing in teacher education programs seeking to create centers of excellence for research and development that facilitate the formation of a new breed of education leaders.

This approach to education can appeal to parents of children who might be at risk of school failure by reaffirming the inherent pragmatism in organized learning. That is, education is designed to help make a difference in individuals so that individuals become enabled to make a difference in their world.

AT THE REGIONAL LEVEL

.....
 District and state education managers may ask, "How well do our **programs** enable teachers and learners to engage with their immediate community and the world beyond?"

EDUCATION MANAGERS enable primary school-age children to engage with their world by devising programs that feature critical thinking and problem solving and embedding these activities in science, social studies, mathematics, and the arts. These programs include pre-service and in-service professional development for teachers and school administrators.

Programs that feature service learning and environmental awareness provide young learners with meaningful and valuable opportunities to apply what they are learning in primary school classrooms. School recognition programs, small grants, and other incentives stimulate and reward innovation, especially when such learning activities have a valuable impact on communities as well as on learners.

Such programs often depend on integration with other regional government agencies and partnerships with civil society and business. Regional education managers play a critical and entrepreneurial role in convening and coordinating collaborations that leverage valuable human and financial resources to achieve shared goals, particularly in marginalized communities where the need for community development may be greatest and the resources least available.

AT THE LOCAL LEVEL

.....
 Education providers may ask, “How do our **practices** help teachers and learners engage with their immediate community and the world beyond?”

KNOWLEDGEABLE TEACHERS understand that curiosity fuels motivation for learning and leads to success. Effective teaching techniques make an abstract world come to life by linking learning to children’s unique life experiences and individual interests. This approach to diversified instruction stems in part from recognition that some children may have limited personal experiences with some primary school content or concepts. Diagnostic teaching techniques are used to assess whether children possess relevant prior knowledge before any new information is introduced in lessons, and where necessary, to enable teachers to help learners develop the prior knowledge they need to be successful.

Innovative teaching models conclude each lesson with a brief discussion of how children can apply what they learned in the math, science, or social studies lesson to their world outside of school. Children engage with the world through meaningful homework. A lesson on maps can lead to a homework assignment that has children constructing maps of their community. A reading lesson involving biography can lead to an assignment in which students write about someone in their family or community. Math homework might ask children to construct graphs, make measurements, and count money. A lesson on the parts of a plant can lead to a sketchbook of plants in the child’s home garden.

Effective primary school teachers use questioning techniques that promote reflection, analysis, and critical thinking. Teachers devote learning time to helping children ask better questions. Helping children articulate thoughtful and meaningful questions about their world, questions they sincerely need to answer, returns learning to its natural format.

But teachers cannot be talking encyclopedias for their students. Instead, they model information-collecting processes children use to answer their own questions. Primary school children learn that information may be found by asking friends, family, and other people in their community. They learn to find the answer to science questions by observing a drop of pond water, the flight of a bee, or the movement of a cloud. Of course, children still need access to textbooks and other materials, but teachers and learners also read the text that surrounds them.

Introducing new pedagogical practices requires the support of school principals and school inspectors. These practices involve a degree of risk-taking for classroom teachers that is much greater than traditional lessons that emphasize rote learning. Supervisors support these innovative classroom approaches through their leadership and encouragement; school principals promote shared planning, team teaching, classroom coaching, and teacher study circles as strategies for building active schools.



SUCCESS IN INDONESIA

Community-based Science Curriculum

Originating in the mountains immediately inland from the sea in Cisolok, Indonesia, a number of streams discharge alluvial material onto the beach. Among this sand and mud are many small pieces of gold, washed out of seams deep in the mountains. Collecting this gold is a critical supplement to Cisolok inhabitants' meager incomes. For teachers, this alluvial mining was a perfect topic for active, community-based learning.

As part of their classroom training for the USAID-funded Indonesia Decentralized Basic Education 2 (DBE2) project, teachers learned how to incorporate the local environment and culture into their lessons. DBE2 teacher trainers and trainees traveled to the alluvial mining areas and developed math and science activities based on their experience. Students from local schools helped teachers develop research questions and projects: Why were the villagers engaged in this activity? Where did the gold originate, and how did simple bamboo sluices separate it from other alluvial material? How much gold ore could be collected and processed in one day?

Teachers learned to develop their own locally relevant activities, and students are more engaged in lessons that build critical math and science skills.

FURTHER READING

- Buys, L. & Miller, E. (2009). Enhancing Social Capital in Children via School-Based Community Cultural Development Projects: A Pilot Study. *International Journal of Education & the Arts*, 10(3).
- Chen, Y. & Walsh, D. (2008). Understanding, Experiencing, and Appreciating the Arts: Folk Pedagogy in Two Elementary Schools in Taiwan. *International Journal of Education & the Arts*, 9(6), 1–19.
- Masse, A. L. (2009). Online Resources Related to Children Affected by War, Terrorism, and Disaster. *Childhood Education*, 85(6), 395.

Mimicry

Subtraction

$$\begin{array}{r} 10 \\ 9 \\ \hline 7 \end{array}$$

$$9 - 2 = 7$$



conclusion

The movement toward universal basic education brought about by *Education for All* created important new challenges for education policymakers, school administrators, and primary school teachers. Often, the struggle to achieve quality learning outcomes for all children has been framed as an effort to rebalance the mismatch between supply and demand that resulted when certain barriers that had previously caused the exclusion of large segments of the school-age population were removed.

SIGNIFICANT EFFORTS have been made to restore the balance between the increased demand for public education and the supply of adequate classrooms, teachers, and texts. But EFA has transformed public education in other ways, often changing how educators and policymakers think about teaching and learning.

Some children never enter school, some attend school irregularly, and others come to school but fail to learn. A variety of causes can explain why education systems fail children. Often, these causes can be traced back to a lack of understanding of the special needs of diverse children and families from marginalized groups and communities or to the lack of political will to create structures that can make a difference in learning outcomes.

The high rate of school failure in most countries is a signal that conventional education structures are plainly inappropriate for many of the world's children. Conventional systems of education put these children at risk of failure.

School failure affects everyone, not just children and their families. School administrators and teachers, researchers and teacher educators, curriculum developers and school inspectors labor hard, often in extremely disadvantaged conditions. The failure of primary schools represents a tremendous waste of investment of money, time, and effort. What can be done?

The true legacy of EFA may well be the transformation of education. Education policymakers and other stakeholders can put in place

new models of primary schools, schools that are specially designed to meet the needs of children and families in diverse communities.

Around the world, educators are developing short-term strategies and policies that support at-risk learners early on in their education careers. As education planners continue the long-term process of modernizing curricula and classroom pedagogy, they do so with the special needs and interests of a greatly diverse clientele in mind, and with the direct engagement of such parents and guardians in the process.

The education worldscape is changing. The only certainty seems to be that the future will be different from the present. And as the benefits and beneficiaries of education change, policy-makers, program managers, and practitioners have an extraordinary opportunity to build new structures that better conform to this new terrain. Toward this goal, we've offered four *Principles for Success*. We hope these Principles will be useful for guiding discussions about the development of new education systems that ensure that all children safely and profitably arrive at their education destinations.



RESOURCES

The following sites contain information, resources for teachers and administrators, and bibliographies. Most materials can be downloaded for free.

- **American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)** supports professionals in physical education, recreation, fitness, sport, dance, and health education. www.aaahperd.org
- **Association for Development in Africa (ADEA)** a forum for dialogue on education policies, between ministries of education and development agencies. www.adeanet.org
- **Environmental Protection Agency (EPA)** hosts a site containing materials for teachers, resources, and *Environmental Kids Club* for ages 4–10. www.epa.gov
- **ESLgo** offers free on-line lessons and resources for teachers and other adults who are non-native English language speakers. www.eslgo.com
- **International Children's Digital Library Foundation (ICDL Foundation)** makes children's literature available online free of charge. www.childrenslibrary.org
- **International Labor Organization (ILO)** is committed to eliminating child labor in transition and developing economies. www.ilo.org
- **International Reading Association (IRA)** is a network for improving reading instruction, disseminating research, and encouraging the reading habit. www.reading.org
- **Leadership Expert** offers expert advice on leaders and leadership. Created by experts to answer leadership questions and includes free downloadable materials. www.leadershipexpert.co.uk
- **National Association of Elementary School Principals (NAESP)** an advocate for elementary principals provides research, tools, learning experiences, and networking. www.naesp.org
- **National Council for the Social Studies (NCSS)** provides resources to promote civic competence. www.socialstudies.org
- **National Parent Teacher Association (PTA)** provides parents the best tools to help their children be safe, healthy, and successful — in school and in life. www.pta.org
- **National Science Teachers Association (NSTA)** is committed to promoting excellence and innovation in science teaching and learning for all. www.nsta.org
- **Teachers Network** leverages the creativity of outstanding educators to transform schools into learning communities. Includes free teacher resources. www.teachersnetwork.org
- **United Nations Children's Fund (UNICEF)** focuses on gender equality and works toward eliminating disparities. www.unicef.org
- **United Nations Education, Scientific and Cultural Organization (UNESCO)** helps member states build their human and institutional capacities in the field of education. *Success in Primary School* draws from the conclusions of UNESCO's *Education for All Global Monitoring Report*. www.unesco.org
- **UNESCO Institute for Statistics (UIS)** provides policy-relevant, timely, and reliable statistics in the fields of education. www.uis.unesco.org
- **World Association of Girl Guides and Girl Scouts (WAGGGS)** provides non-formal education for girls and young women in 145 countries to develop leadership and life skills. www.wagggsworld.org
- **World Organization of the Scout Movement** contributes to the education of youth in 160 countries. Site contains free resources for leadership development. www.scout.org

AED BOARD OF DIRECTORS

EDWARD W. RUSSELL

*Chairman of the Board & the Executive Committee**

Former Senior Vice President, Government Affairs, J.P. Morgan Chase & Co.

ROBERTA N. CLARKE

*Vice Chairman of the Board**

Associate Professor & former Chair, Department of Marketing, School of Management, Boston University

STEPHEN F. MOSELEY

President and CEO

J. BRIAN ATWOOD

Dean, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota; former President, Citizens International; former Administrator, U.S. Agency for International Development

BARRY R. BLOOM

Distinguished University Service Professor and Joan L. & Julius H. Jacobson Professor of Public Health, Harvard School of Public Health; former Dean, Harvard School of Public Health

JULIUS E. COLES

Director of the Office of Global Education & the Andrew Young Center for International Affairs, Morehouse College; former President, Africare

HARRIET MAYOR FULBRIGHT

President, J. William & Harriet Fulbright Center; former Executive Director, President's Committee on the Arts and the Humanities; former Executive Director, Fulbright Association

GAIL A. GALUPPO

Executive Vice President & Chief Marketing Officer, Western Union Company

PAULO F. GOMES

Chairman & CEO, The Constel Group; former Executive Director on the Board of Directors, The World Bank Group

FREDERICK J. ISEMAN

Chairman & Managing Partner, CI Capital Partners LLC

CALLISTO ENIAS MADAVO

Visiting Professor, African Studies Program, School of Foreign Service, Georgetown University; former Special Advisor & Regional Vice President for the African Region, The World Bank

SHEILA AVRIN MCLEAN

Strategy Consultant; former President & CEO, Boyden World Corporation; former President, Association of Executive Search Consultants

JAMES R. PAINTER

Former Chairman & Chief Executive Officer, Modern Woman, Inc.; former Member of the Board & Chairman of the Audit Committee, Paxar Corporation

ADEL SAFTY

Founder of the UNESCO Leadership Chair & President of the Global Leadership Forum; Distinguished Visiting Professor & Special Advisor to the Rector, The Siberian Academy of Public Administration, Russia

NIARA SUDARKASA

Scholar in Residence, African-American Research Library and Cultural Center, Ft. Lauderdale, FL; former President, Lincoln University

SANDRA E. TAYLOR

President & CEO, Sustainable Business International LLC; former Senior Vice President, Corporate Social Responsibility, Starbucks Coffee Company

ALLEN J. WELTMANN

Former Partner, PricewaterhouseCoopers. Chairman, Libraries Development Advisory Board, Pennsylvania State University

** Officers of the Board*

Ifilembo

a e i o u

ba be bi bo bu
ka ke ki ko ku
ca ce ci co cu
ta te ti to tu
la le li lo lu
ma me mi mo mu
na ne ni no nu
ya ye yi yo yu

Z/L



ACKNOWLEDGEMENTS

AED GLOBAL EDUCATION CENTER

John Gillies, Director
Francy Hays, Deputy Director

CONTENT

J.M. Wile
Carrie Willimann
Erik Lundgren

DESIGN AND PRODUCTION

AED Social Change Design
Stefanie O'Brien

DATA AND GRAPHS

Education Policy and Data Center at AED
HyeJin Kim

FAST FACTS

Egypt Demographic and Health EdData Survey, 2007

International Telecommunications Union, Information Statistical Profiles, 2009

Nigeria Demographic and Health EdData Survey, 2004

UNESCO Global Monitoring Report, 2005 & 2010

Zambia Demographic and Health EdData Survey, 2003

PHOTO CREDITS

AED Files
Tess Davis
Bill Denison
Anil Gulati (c) 2009, Photoshare
Marco Javier
Darcy Kiefel
Satvir Malhotra (c) 2008, Photoshare
Jennifer Rose
Jessica Scranton
Shehab Uddin, DRIK

EDITORIAL ADVISORS

Brenda Arrington
Mark Ginsburg
Paula Gubbins
HyeJin Kim
Donna K. LeCzel
Tom Lent
Elizabeth Leu

COPYEDITING

Jean Bernard

HIGHLIGHTED AED PROJECTS

Ethiopia Basic Education Program
Tessema Getahun

Improving Student Achievement in Honduras (MIDEH)
Edwin Moya and Flor de María Avila

Indonesia Decentralized Basic Education 2
Raden Dunbar

Kenya Speak for the Child
Mable Umali and Sarah K. Dastur

Macedonia Primary Education Project
Petar Nikoloski and
Virna Manasieva Gerasimova

Nicaragua Excelencia
Jacqueline Sanchez and Eva Grajeda

Nigeria AED Schools of Excellence Project
Dr. Bienvenu Marcos

Yemen Basic Education Support and Training
Salwa Ali Azzani and Ernest O'Neil

.....
The AED Global Education Center is part of the Global Learning Group. For more information on AED's international education programs, please contact any of the following Global Learning Group directors:

AED Global Education Center
John Gillies • jgillies@aed.org

AED Information Technology Applications Center, System Services Center, Education Policy and Data Center
Dr. Mary Joy Pigozzi • mjpigozzi@aed.org

AED Center for Gender Equity
May Rihani • mrihani@aed.org

Other Titles in the *Success in Schools* Series:

Success in First Grade



1825 Connecticut Ave., NW
Washington, DC 20009

Tel. 202.884.8000

Fax. 202.884.8400

www.aed.org

<http://gec.aed.org>