

## 2015-2017 Approved ELMA Education Investment Framework

**Cluster:** Early Childhood Development (ECD)

**Cluster Vision:** African children are better prepared to learn and participate in primary education in order to maximize their long-term potential

Objective	Strategies	Metrics
<ol style="list-style-type: none"> <li>1. Improve access to quality ECD services</li> <li>2. Strengthen parental and caregiver knowledge and skills of ECD</li> <li>3. Strengthen the training, development and support of ECD educators</li> </ol>	<ol style="list-style-type: none"> <li>a. Support community-based holistic integrated<sup>1</sup> ECD services and programs, including early stimulation and nutrition</li> <li>b. Promote parental and caregiver support, trainings and outreach</li> <li>c. Invest in the expansion of pre-primary education, in line with government policies</li> <li>d. Support ECD teachers as a profession by strengthening teacher training institutions and certification programs</li> <li>e. Strategically engage and support government at multiple levels to prioritize and operationalize ECD</li> <li>f. Prioritize investment opportunities that demonstrate potential for large-scale replication or diffusion or public sector adoption</li> </ol>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Increased percentage of children with improved cognitive, social, and emotional outcomes (of each developmental age group)</li> <li>• Increased number of children enter primary school in good health, and with appropriate cognitive and social skills</li> </ul> <p>Outputs:</p> <ul style="list-style-type: none"> <li>• Increased number of children enrolled, attending and completing ECD programs</li> <li>• Increased number of children starting primary school at appropriate age</li> <li>• Increased number of parents and caregivers positively engaging children in home environment</li> <li>• Increased number of qualified ECD practitioners</li> <li>• Evidence of increased ECD prioritization by government (e.g. policy, resource allocation)</li> </ul>

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<sup>1</sup> Holistic integrated services and programs to include aspects of cognitive, physical, social and/or emotional development

**Cluster:** Teacher Training, Development and Support (ETD)

**Cluster Vision:** Teachers in Africa are trained and supported to provide high quality teaching

Objective	Strategies	Metrics
<ol style="list-style-type: none"> <li>1. Improve the quality of teaching in primary and secondary school</li> <li>2. Ensure teachers have relevant skills that are continuously enhanced through ongoing professional development</li> <li>3. Enhance the capacity of teacher training institutions (e.g. universities, teacher colleges, etc.) to deliver relevant and effective teacher curricula</li> </ol>	<ol style="list-style-type: none"> <li>a. Identify and replicate effective instructional models<sup>2</sup> to improve learning outcomes</li> <li>b. Promote more effective methods of recruitment, retention and deployment of teachers</li> <li>c. Improve infrastructure of teaching institutions</li> <li>d. Improve the operations and management of teaching institutions</li> <li>e. Identify cost effective delivery mechanisms<sup>3</sup> for ongoing teacher support, mentorship and motivation</li> <li>f. Promote access to appropriate, high quality teaching materials and resources</li> </ol>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Increased number of current teachers have improved knowledge and skills</li> <li>• Increased number of teachers graduate with proper training and certification</li> <li>• Increased retention of teachers in the profession</li> <li>• Increased number of primary and secondary learners pass national assessments and exams</li> <li>• Improved learning outcomes of primary and secondary learners<sup>4</sup></li> </ul> <p>Outputs:</p> <ul style="list-style-type: none"> <li>• Greater number of university applications from students interested in entering the education profession</li> <li>• Increased university capacity to enroll students interested in entering the education profession</li> <li>• Higher rate of students graduating from education programs on-time</li> <li>• Greater availability of quality professional development and continuing studies opportunities for teachers</li> <li>• Increased teacher motivation</li> <li>• Reduced teacher absenteeism</li> <li>• Increased teacher uptake of quality materials</li> </ul>

<sup>2</sup> To include classroom management, pedagogy and/or discipline

<sup>3</sup> To include teacher networks and/or technology platforms

<sup>4</sup> To include literacy, numeracy, critical thinking, and other subjects as defined by country education authorities

		and resources
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**Cluster:** Stronger Schools Providing Quality Education – (EDQ)

**Cluster Vision:** African schools provide high quality education for their learners

Objective	Strategies	Metrics
<ol style="list-style-type: none"> <li>1. Improve the quality of education in primary and secondary schools</li> <li>2. Improve the governance and management of schools</li> <li>3. Demonstrate the cost-effectiveness and scalability of interventions that improve the delivery of quality primary and secondary education</li> </ol>	<ol style="list-style-type: none"> <li>a. Invest in training of school professionals in leadership, governance and management</li> <li>b. Invest in appropriate, scalable methodologies to incorporate life skills<sup>5</sup> into school curriculum</li> <li>c. Educate and support parents, caregivers and community leaders to participate in the education of children</li> <li>d. Enhance the capacity of school leaders and local government departments and officials to collect and use data to more effectively support schools<sup>6</sup></li> <li>e. Invest in school infrastructure and resources</li> <li>f. Invest in cost-effective models for the delivery of quality private primary and secondary education</li> <li>g. Document and disseminate best practices in school leadership and management</li> </ol>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Improved management of schools</li> <li>• Increased active engagement of parents and communities in student progress and school management</li> <li>• Increased number of students successfully transition from one grade to the next, including from primary to secondary school</li> <li>• Increased number of students attend schools with safe, functional and sustainable learning environments</li> <li>• Students have better academic results and improved life skills</li> </ul> <p>Outputs:</p> <ul style="list-style-type: none"> <li>• Increased number of functional school management structures and systems</li> <li>• Reduction in teacher and student absenteeism</li> <li>• Improved physical school infrastructure</li> <li>• Increased numbers of parents, caregivers and community stakeholders engaged in children’s education</li> </ul>

<sup>5</sup> Life skills could include problem solving, critical thinking, communication, socio-emotional development and global citizenship

<sup>6</sup> For example, through the use of EMIS (education management information systems) and performance dashboards

		<ul style="list-style-type: none"> <li>Increased number of students participating in life skills curriculums</li> </ul>
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**Cluster:** Special Opportunities – (ESO)

**Cluster Vision:** New organizations and approaches in education in Africa are promoted and supported

<b>Objective</b>	<b>Strategies</b>	<b>Metrics</b>
<ol style="list-style-type: none"> <li>Invest opportunistically in education delivery and financing models</li> <li>Build capacity of select African institutions</li> </ol>	<ol style="list-style-type: none"> <li>Explore non-traditional investment modalities to finance education and/or ECD</li> <li>Explore non-traditional investment modalities to deliver educational resources and materials</li> <li>Promote and support capacity building of African educational institutions</li> </ol>	<ul style="list-style-type: none"> <li>Specific measures of success will be developed on case-by-case basis</li> <li>Improved learning outcomes</li> <li>African institutions can track relevant educational outcomes</li> </ul>