



GLOBAL PARTNERS FOR DEVELOPMENT

Local Needs. Global Partnerships.

Community-Driven Development for Education

Global Partners' ultimate goal is to improve the quality of life and education in rural East African villages. To do this, Global Partners establishes authentic partnerships with local communities to increase civic engagement, bolster local capacity for project management, and invest in community-driven projects at local schools.



Active Goals for 2017 Program Work: The 'CDD for Education' Model

Global Partners has been committed to impactful, sustainable, locally led initiatives since the organization's founding nearly 40 years ago. Today, the same commitments propel us forward in our programmatic vision. The main goal of this strategic plan is to outline Global Partners' *scalable, community-driven development* work in the area of education.

A scalable project is one that can be implemented in the same way in different contexts, while increasing the ratio of impact per dollar invested. Scalable projects designed by large aid organizations have historically meant top-down, cookie-cutter solutions that do not take community knowledge and circumstances into account and are therefore unsustainable. Global Partners, however, is in a unique position to create scalable systems that are also authentically community-driven.

Community-driven development (CDD) gives control of decisions and resources to local communities, who work in partnership with demand-responsive support organizations, like Global Partners, and service providers such as elected local governments, private sector companies, other NGOs, and central government agencies.

Why CDD for Education?

- **Quality education impacts every development outcome for generations.** Research has proven that an educated child, and especially an educated girl, will have a smaller, healthier family with an improved livelihood. The more a community can become engaged in the education of their children (and their adults), the more responsibly they can take on the challenges of the future.
- **Schools are an intersection of government, community, and family in a village.** Schools are composed of active community leaders, parents, and children, who are connected to every facet of the village. Public schools are innately tied to government through teacher salary funding, curricula development, and regulatory systems. These connections make the use of CDD even more effective.
- **Local, in-depth understanding of problems create more viable solutions.** Problems that look unsolvable at the national level can often be reasonably managed at the school level.
- **Community engagement fosters local ownership.** Local ownership helps ensure the long-term sustainability of initiatives. Communities that have developed and sustained initiatives have done so because they have embraced the importance of education for their children and not because they are motivated by external resources.
- **CDD provides a systematic way to avoid drawing inappropriate conclusions based on an outsider's view.** CDD allows western institutions a systematic way to reduce any ethnocentric or paternalistic influences that are often inherent in the management of development projects from afar.

- **Cultural sensitivity leads to greater parental buy-in.** Parents are more likely to support the entire education system—curriculum content, location of schools, school personnel, school calendars, and so on—when they believe that the practices and content are relevant to, and have consideration for, their own lives.
- **Accountability to stakeholders increases quality.** Communities have demonstrated that with appropriate training, they are capable of demanding and monitoring accountability of actors involved in development projects and school managers over time.
- **When school personnel and parents mutually support and recognize each other, opportunities for learning are maximized.** Teachers need support and recognition from communities to perform effectively; parents need guidance from teachers and other school personnel to understand how they can support their children’s learning.
- **Local resources are contributed.** Even communities living in entrenched poverty have intellectual, physical, social, and material resources that they can leverage to support education initiatives. These resources are usually contributed willingly when community members have a sense of ownership and an understanding that the initiative is for the betterment of their children and their community.
- **Community participation is an exercise of a democratic right.** Community participation is important as an end in itself as an opportunity for citizens to exercise their right to participate with and give input into structures and initiatives that affect them personally.
- **The process of engagement can strengthen community relations.** Learning together and practicing the processes of participatory consultation and decision-making can change community dynamics and transform relationships between groups. Gender relations are often transformed, for example, when opportunities are created for women to be involved in decision-making alongside men. Communities have proved that with support and guidance, they are able and willing to address the cultural norms and values that promote discrimination.

How do we scale up CDD for education?

For Global Partners, the challenge of scaling up is not about bigger projects but rather about achieving sustainable results in a larger number of communities. To have an impact on macro-indicators of poverty, CDD must take place in many targeted communities simultaneously. To expand responsibly and with the integrity of its original mission, Global Partners is taking the following actions:

➤ TARGET DISTRICTS WITH LOW EDUCATION INDICATORS

Global Partners was founded to address the deepest causes and effects of poverty in the most hard-to-reach places of East Africa. Concentrating our activities on a targeted area is an effective strategy for focusing inputs in the initial stages of the model, rapidly demonstrating impacts, convincing neighboring groups of the benefits of collective action, gaining credibility, spreading information, and self-mobilizing demand for project activities.

Once we select a region, we then select a district within that region, a school district within that district, and individual schools within that school district based on level of need. Final moves into new areas are carried out slowly and preceded by significant in-country research and advice from partners on factors such as local government systems, motivations and resources of other potential stakeholders, risk of project failure due to regional instability, etc.

➤ INVEST IN THE SCHOOL-BASED MODEL

To scale up our school-centric model, we partner with communities to bolster indicators related to education through individual projects at schools that are implemented through intentional, active CDD. Through this process, the entire community is invited to hold meetings at which they assess local needs, develop theories of change, identify projects, design implementation schedules, create budgets and sustainability plans, gather community contributions, support monitoring and evaluation operations, and manage ongoing project components. Management of some school projects (such as water systems for example) may be contracted out to user groups (such as women's or youth groups) to incentivize higher product (most likely water) sales in the community.

Though communities are fully responsible for determining and managing their own school projects, they are prompted to select projects that they think are most likely to help address a larger goal. Regional differences may make these goals different for different areas, but goals may include higher student test scores, higher school attendance, etc.

➤ EVALUATE THE IMPACT OF THE 'CDD FOR EDUCATION' MODEL

In the past, thanks to community-led differences in projects from site to site, it has been difficult to statistically measure the impacts of CDD due to the inability to identify an appropriate counterfactual for comparison. However, this model provides an opportunity to build a robust statistical analysis of the impact of CDD. To do this, a broad indicator of education-based outcomes within each area (such as test scores or school attendance, for example) is chosen. Then, outcomes in CDD schools are compared to outcomes in similar schools that were not involved in Global Partners' program through a combination of difference-in-difference and propensity-score matching analysis tools. Ultimately, we will measure the ability of CDD to produce projects that have a lasting impact on the indicator of interest, regardless of what the project is at each school.

These quantitative evaluations will fill a gap in development research, which currently lacks robust studies on the impacts of partnerships and CDD. The evaluations will provide information not only on the ability of CDD to expand a community's skills and level of engagement in the development and management of a project but also on the ability of CDD to bring about meaningful, long-term transformation in education outcomes at local schools.