

A CASE STUDY ON OPTIMAL DISTRIBUTION OF FORCE LEVEL IN KEY LEVERS OF WORLD BANK'S SABER FRAMEWORK FOR AN EDUCATIONAL INSTITUTE OF A DEVELOPING COUNTRY

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ABSTRACT: *The World Bank Group has understood the importance of education in Global scenario and its effect on economic growth. As per the group the Global education inequity can be eradicated by a two prong approach; education policies and regulations at national level and high quality knowledge base at Global level. In order to achieve the goal, World Bank Group has initiated a strategy called Systems Approach for Better Education Results (SABER) [1]. NGOs in education field are doing a yeoman's job in providing quality education to the low income groups thereby bringing in educational equity in the world (both developing and developed countries). One of such largest initiative is "Teach for all". The paper is a case study on low penetration of volunteers into certain key levers/ segments of an educational NGO of a developing country. The strategy and methodology is applicable to any "Teach for all" NGOs across the world. This gives a methodology to optimize force level in key levers of any educational institute which would like to follow the World Bank's SABER framework to ensure bring in successful educational strategy. The paper has not only discussed the optimal distribution of force level using linear regression predictive method but also pointed out the potential risks and opportunities.*

KEY WORDS: world bank, SABER framework, educational equity, linear regression analysis, predictive analysis

INTRODUCTION

India is one of the youngest countries of the world and its huge potential to become a super power lies in the hands of the youths which eventually depend on quality of education of the children. Characteristically in Indian society, the number of children in the age group 0-8 years is around 158,789,287, accounting for about 13.12% of the population (as per 2011 Census figures). For child population in urban India, Uttar Pradesh (5,480,169) has secured the first rank followed by Maharashtra (5,402,522) as shown in Table 1 and 2.

As Oliver Theyndell Homes puts it, "Children are the most valuable natural resource. They are the human capital and the future of national liberation and development in Palestine. It is their right, by law and in human rights conventions, to receive health care and education and be protected from all types of violence. It is widely acknowledged that interaction of hereditary and environment factors have profound and extended effects on all aspects of child growth. Everybody ought to recognize the importance of early childhood care and Development, the benefit of positively investing in this sector and giving it priority at the national level, and the need to allocate the required funding to do so.

Table 1: Children Population in Maharashtra

Top five States/UTs (Urban)	
State/UTs	Child population 0-6
Uttar Pradesh	54,80,169
Maharashtra	54,02,522
Tamil Nadu	32,43,269
Gujarat	28,17,927
Andhra Pradesh	27,90,402

Table2: Rural and Urban population of Children in India

India/State	Absolute figures (in thousand)				In percentage			
	2001		2011		2001		2011	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
India	126,470	37,349	117,586	41,204	17.03	13.05	14.11	10.93
Uttar Pradesh	26,259	5,365	24,248	5,480	19.94	15.53	15.63	12.32
Chhattisgarh	2,964	591	2,866	718	17.80	14.12	14.62	12.09
Madhya Pradesh	8,444	2,338	8,133	2,416	19.03	14.65	15.48	12.04
Gujarat	5,086	2,446	4,676	2,818	16.02	12.92	13.49	10.96
Maharashtra	8,429	5,242	7,446	5,403	15.11	12.75	12.10	10.63
Rajasthan	8,587	2,064	8,320	2,185	19.84	15.62	16.14	12.79

Problem Statement

The educational NGO's mission is to build a movement of leaders who are committed to eliminating the country's educational inequity (Food and Nutrition Bulletin, 1999). They believe that a pipeline of leadership is the biggest key lever to solving India's educational crisis. According to SABER, transforming an educational system demands a prioritization of eleven key levers – which they call puzzle pieces. The Force level (of instructors/ fellows) in each segment/ Key lever/ puzzle piece of World Bank's SABER model [World Bank's Sabre Model, 2016] for the particular state is given in Table 3.

Table 3: Force level/ Volunteers in various segments of the NGO

City Alumni Snapshot: Total Alumni Base of 287	
Puzzle Piece	Number of Alumni
Teacher Training	87
School Leadership & Community Engagement	15
Curriculum & Student Assessments	23
Early Childhood & Development	2
School Finance & Resources	1
Student Health & Nutrition	0
Private Sector Engagement	90
Education Management Information Systems	35
Tertiary Education & Workforce Dev	15
Equity	19

However in spite of concerted effort, the NGO (International NGO Journal,2011) struggled to provide enough force level/ Volunteers for 03 key levers i.e. School Finance, Early childhood and Development and Student Health and Nutrition. Assuming that all the segments of SABER frame work are equally important a methodology was designed based on linear regression post Standard deviation analysis [8-10].

Theory

Theory of Change. Is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or “filling in” what has been described as the “missing middle” better than what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place (and how these related to one another causally) for the goals to occur. These are all mapped out in an Outcomes Framework (Metlife Foundation). The Outcomes Framework then provides the basis for identifying what type of *activity or intervention* will lead to the *outcomes* identified as preconditions for achieving the long-term goal.

Fellowship Program.

The fellowship program of the NGO has a two prong approach to bring equity in education and build a nationwide movement of leaders to eliminate educational inequity. It is an opportunity for India’s brightest and most promising youth, from the nation’s best universities and workplaces, to serve as full-time teachers to children from low-income communities in some of the nation’s most under-resourced schools. Through this experience of teaching in classrooms and working with key

education stakeholders like students, principals, and parents, the Fellows get exposed to the grass root realities of India's education system and begin to cultivate the knowledge, skills, and mindsets necessary to attain positions of leadership in education and identify their role in building a wider movement for educational equity in the country.

The world post COVID-19 must realize the need of inclusive development and inclusive growth in the society to attain absolute growth. The metrics of absolute growth must include the growth of people under poverty line and LIG (Low income Group). Hence it is imperative to take care of the children belonging to this section of the society and the responsibilities lies as much as with Govt. as with the fortunate ones. This creates the ground for involvement of India's brightest and the most promising youths in this global movement.

Early childhood. The period consisting of the first six full years or 72 months in the life of a child, that is, the period that goes from gestation up to the child's sixth year. The first six years of life represent a period of significant transformations and achievements that will serve as the foundation for the rest of their lives. Early childhood includes very early childhood, the period that goes from gestation up to three years of age. Supporting healthy early childhood requires multi-sectoral approach including education, health, nutrition, child protection, social welfare and social protection of children [2,5].

Improvement in Early childhood development involves a comprehensive set of interventions in the areas of health, nutrition, education and protection – all of which are instrumental for healthy brain development.

- (a) In health interventions include programmes in health for eg. antenatal and birth care, basic hygiene practices, responsive care for infants, immunization, early detection of developmental delays and disabilities, mental and physical health care, and early proper stimulation.
- (b) In nutrition, interventions would include programmes on: prenatal diet for adolescent mothers, breastfeeding, and malnutrition.
- (c) In education and protection, intervention would include programmes on multiple school readiness interventions and pre-primary education, providing protection and the stimulation to vulnerable children, provide information, guidance and support so caregivers with support of service providers can help build better future for all children.

The ECD domain. The ECD Domain (Neuman and Devercelli, 2013) has been implemented in about 50 countries. It covers interventions that assist children to be ready to learn and to enroll at the appropriate age. It also includes a policy lever specifically focused on the equity of coverage of ECD interventions (Food and Nutrition Bulletin, 1999). As per SABER framework, ECD and workforce development domains is organized around eight policy goals:

- (a) setting clear expectations for teachers
- (b) attracting the best into teaching
- (c) preparing teachers with useful training and experience
- (d) matching teachers' skills with students' needs

- (e) leading teachers with strong principals
- (f) monitoring teaching and learning
- (g) supporting teachers to improve instruction and
- (h) motivating teachers to perform

METHODOLOGY

Objective Function and Analysis:

Infusing Instructor into Early Childhood, School Finances & Student health and Nutrition.

In order to achieve a transformational change in educational system, the eleven key levers need to be equally attended by the fellows while keeping children at the center [2,3]. The present state of Instructor distribution is given in Figure 1. The distribution of Instructor is skewed along 3 levers which is quite evident (Fig 2).

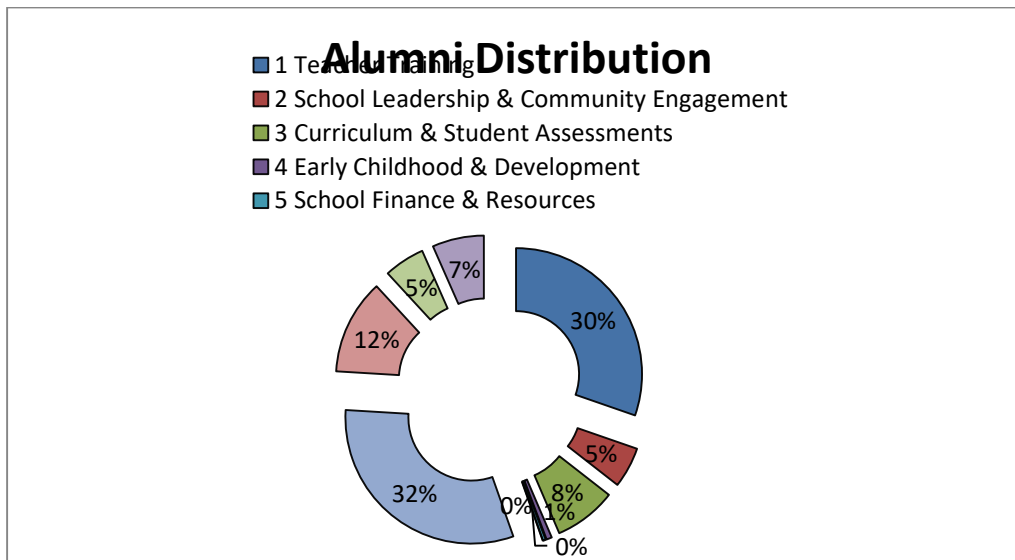


Fig 1: Present Instructor Distribution

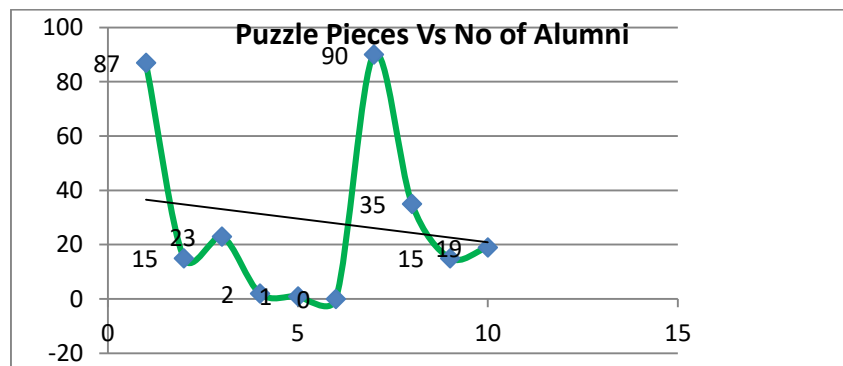


Fig 2: Instructor distribution curve and the trend line

Strategy.

Strategy is defined as the art of planning and directing overall operations in a tactical framework. The strategies those can be employed in this scenario are appended below.

- (a) The main causes of low penetration in both puzzle pieces could be
 - (i) Lack of expertise amongst existing instructor in both of these levers
 - (ii) Low recruitment of qualified fellows into both these levers (specialty - finance grad and MBBS interns)
 - (iii) Management of ECD requires a lot of patience and special training which may not be easily available.
 - (iv) Lack of finance to support these teams and their creative/ experimental approach.
 - (v) Lack of policies or reforms.

(b) The proposed strategy is focused on providing encouraging conditions to ensure the best possible start in life for the Low Income Group children. All stakeholders are required to change their response to these children in their early age, make reforms, close the gaps, and prioritize their respective work to respond to children and their families and achieve positive ECD, Health and Nutrition outcomes. Quality and sustainability will be its key features.

(i) The present Instructor strength was found to be skewed in three levers. Hence considering that the importance of each lever is equal, a proposed distribution of instructor/ fellows for each lever as per normal distribution is proposed in Fig 2 which is amplified by the Normal Distribution curve in Fig 4 .

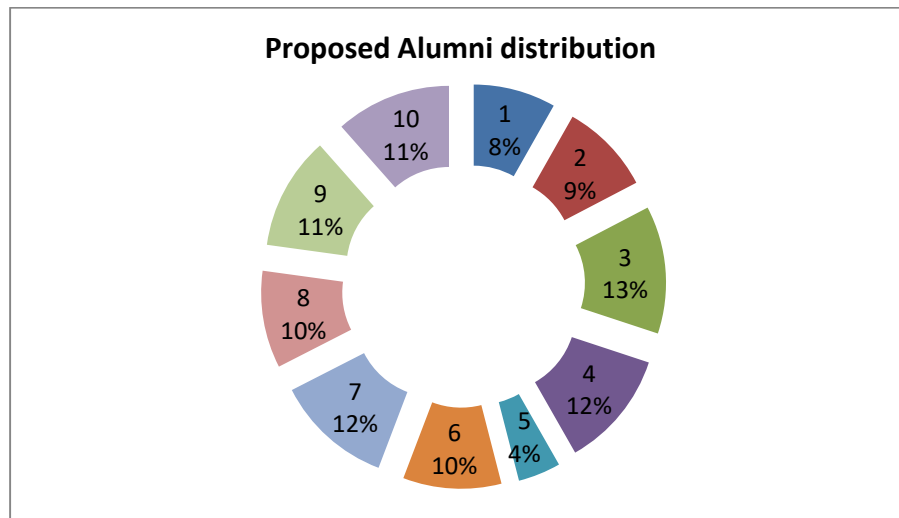


Fig 3: Proposed Instructor distribution

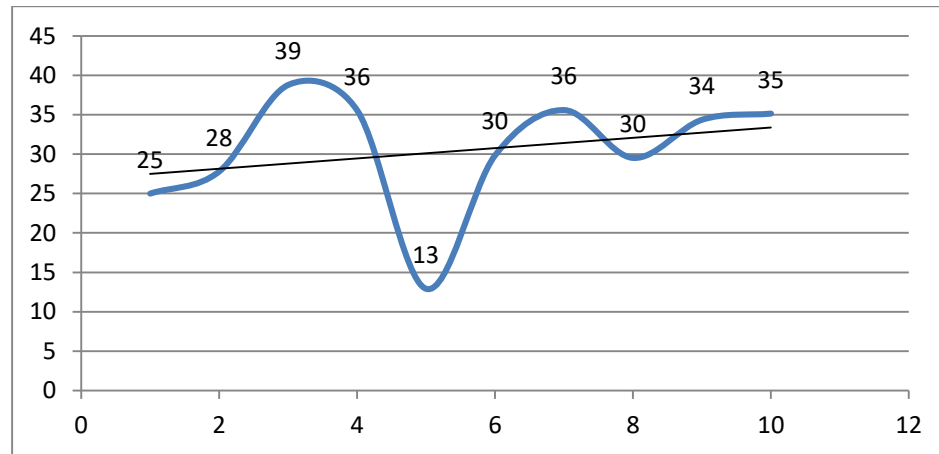


Fig 4: Normal Distribution of Instructor using RNG

(ii) Mapping and Creation of Fellow/Instructor Database: Total of 287 instructor in the city need to be mapped based on their expertise and preferences.

(iii) Once the mapping is done, they will shortlist approximately 36, 13, 30 instructors for sl no 4, 5 and 6 respectively. The strength can also be manipulated based on actual field requirements (as per feedback).

(iv) Specialized Training (Train the Trainer): This will follow specialized training for ECD, School finance, Health and Nutrition. The resources required are: Specialized trainers, Training infrastructure and Finances. The time period of training can be decided after discussion with the SMEs (Subject Matter Experts). Being through a specialized program the Instructor will get empowered for taking on the present challenge as well as subsequent future demands. This will be integrated with a monitoring and feedback system.

(v) Outreach Program: I am sure there will be a Database of the old instructor who are dormant because of their present commitment or lack of inspiration who may require a bit of triggering to get activated. The outreach program will therefore be initiated to motivate such instructor. The other part of outreach program will be to approach SMEs and leaders in these respective fields/ levers to motivate them and get connected with us (with a sense of responsibility towards society).

(vi) Improve Visibility: In order to attract the brightest mind from best colleges they need to show them “honesty of purpose” and a higher goal. This has to be initiated as a Ad campaign targeting the best colleges of Maharashtra or approachable states. This campaign can also be induced into the Corporate Firms as part of their CSR.

(vii) Recruitment Drive: Once the Ad campaign is reached its maturity, time for recruitment in the target Institutes or Organizations. During recruitment special attention need to be given to ECD, Finance, Health and Nutrition. I am sure in the post COVID era, youngsters will be able to understand Equity and Inclusion in education system of the society for an absolute growth of the nation.

(viii) Finances: The strategy will be incomplete without discussing about the requirement of finances. Certainly there will be revenue expenditures on account of hiring SMEs, Training infrastructures, Ad campaigns and recruitment drive. For that purpose the The NGO revenue fund may be utilized and simultaneously Govt and International agencies may be approached for support.

(c) Opportunity and Risk: The strategy come with certain risks and opportunities which are appended below.

- (i) Opportunity to create a Fellow/ Instructor DBMS based on their expertise and vertically specialize them over a period of time for a robust Talent base which they can boast of and utilize to improvise their resume.
- (ii) Opportunity to link with local clinics for ensuring good health for both mother and child during the early childhood years.
- (iii) Outreach program can intensify the movement exponentially for a better cause that could improve the visibility as well as fund raising in addition to attract more bright youngsters.
- (iv) One of the major risks could be the economic condition of parents in the LIG.
- (v) There could be severe financial crunch post COVID to initiate any new campaign.
- (vi) Non availability of SMEs.

CONCLUSION

In order to achieve this overarching goal, they may have to develop policies and regulations in the form of a road map to future (at least 5 years). This strategy is designed to ensure equal access of all children, families and even communities to quality, comprehensive and sustainable child care that is adaptive to the cultural context with respect to Indian society. A well articulated Database based on the Fellows/ Instructor vertical specialization will go a long way in strengthening the vision and mission. With such a diverse country with multi-cultural environment it's imperative to utilize the local youths who understand the demography and sentiments of the people. This will also help the NGO to break the cultural barrier and dive deep into the mentality of locals and persuade them to get serious about their children's education and their future.

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