The disconnect between the language of sectoral plans and the language of targeted intervention

- Comprehensive plans versus selective priorities
- Education sector plan, education sector reform plan, scaling plan for selected interventions
- Incremental improvements versus transformative changes
Problems have denominators

Percent of Annual Need Served

0 100%

NEED
Businesses and Governments have scale and sustainability as part of their DNA.
But donors and projects have more complex incentives and timeframes.
Some additional context….

| Double, double, half, half | 5% | 15 years | 1/7; 1/20 |
Net ODA received as % of central government expenses

43.5% (1977)

-0.08% (2016)

Source: World Bank Databank
Supporting transformational change

“I want you to find a bold and innovative way to do everything exactly the same way it’s been done for 25 years.”
LEAPFROGGING INEQUALITY

Remaking Education to Help Young People Thrive

Rebecca Winthrop
with
Adam Barton and Eileen McGivney
Examples of targeted changes

- ECD in South Africa (Ilifa Labantwana, Smart Start, Unlimited Child)
- Nurturing Care in Jordan, Lebanon and Iraq (Ahlan Simsim)
- Enhanced Teacher Motivation in Uganda (STIR)
- Remedial Learning in Ivory Coast and Botswana (TaRL)
- Life Skills in Tanzania (Learner Guides)
If we’re not careful, the project mentality can become part of the problem.
**Project** = A short term intervention designed to alter long-term processes and outcomes
Using small interventions to address large problems

• “Pinch points”
• Modeling
• Keyhole issues
A bad system will defeat a good innovation every time
PLANNING WITH SCALE IN MIND
Fall in love with the problem before you embrace the solution
Systematic plans for scaling begin with clarity about what is being scaled and what constitutes scale;...

- Articulation of the intervention’s essential features
  - Technical
  - Financial
  - Process
  - Values
- Clarifying level of ambition – expected outcomes; who, where, to what extent, by when
- Bundling and unbundling components
Scaling Learner Guides – Key Challenges

• Transferring ownership from CAMFED to the Government
• Going to scale (400 to 4000) secondary schools and from project funding to permanent funding (Phase 1, Phase 2, Phase 3)
• Simplifying, and minimizing unit cost
• Making a virtue of “distributed responsibility” within the Govt
• Maintaining enthusiasm among the Learner Guides when they are drawn from the larger population
Real-time Scaling Labs

- SUPPORT efforts to scale by providing feedback and practical recommendations around the process of scaling
- LEARN about the scaling process as it unfolds in real-time
- DOCUMENT the process of taking an initiative to scale to help inform current efforts and feed into global report
Real Time Scaling Lab

• Composition and leadership of the RTSL
• Engagement strategy
• 3-year process, linked to Phase 2
• Some of the questions to be answered
  ▪ What solution can we learn-adopt from the LG program
  ▪ How does the implementation change when this goes to scale
  ▪ How much does it cost/might cost
  ▪ What model can this take to ensure effectiveness and sustainability- keeping the enthusiasm of volunteers
  ▪ How can it be funded in long term

• Link to government’s budget cycle
✓ “What is being scaled?”
✓ “Who will be the ‘doer’ at scale?”
✓ “Who will be the funder at scale?”
✓ “Who is responsible for the scaling?”
✓ “Is there something that could cause the rate of change to go from incremental to exponential?”
Systematically assessing scalability

- **Planning**: robustness of scaling strategy
- **Credibility**: hard evidence, credible supporters
- **Support**: intensity of perceived need, policy priority
- **Comparative Advantage**: demonstrable improvement over existing practices and alternatives
- **Ease of Adoption**: simplicity, transferability
- **Organizational Capacity**: human and financial resources; systems and incentives
- **Financial Sustainability**: sustainable funding source
MANAGING THE PATHWAY TO SCALE
Adaptive management: Getting beyond the prototype/evidence/rollout paradigm
While one foot is on the accelerator, the other one needs to stay on the brake.
Prioritizing “intermediation” – the broken part of the innovation value chain
Everyone loves coordination as long as they are the coordinator.
Coordination = ?

- Information Sharing
- Joint Planning
- Shared Resources
- Joint Action
Implications for GPE

• Leverage the full value of the partnership by strengthening the “backbone” of the partnership, especially at the country level, and by focusing the partnership on implementation as well as planning
• Encourage peer to peer learning
• At the country level, focus on a limited number of key reforms or initiatives and on the full range of actions needed to bring them to fruition
• Encourage the use of systematic procedures for (1) assessing the scalability and expected impact at scale of proposed changes, and (2) managing and monitoring the transition to scale
• Focus implementation grants on one or more “pinch points” or on “keyhole interventions”
Scaling Up — From Vision to Large-Scale Change