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# **EDUCATION AS A DEVELOPMENT INSTRUMENT TO BEAT GLOBAL INEQUALITY: CASE OF PEER-TO- PEER LEARNING MODEL (SCHOOL 42) IN SUB- SAHARAN AFRICA**

Denis Shonov,  
Tg channel: [edtechhackers](#)

Supervisor, PhD Isak Davidovich Froumin

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# THE RELEVANCE OF THE RESEARCH, OBJECTIVE AND HYPOTHESIS

## **The relevance of the research**

All development experts believe that massive training is needed in the digital economy. But, all development agencies practically promote traditional formats of tertiary education. Example: World Bank projects (Kenyan Universities Investment project 1991-2010) where they actually made Western universities. The traditional model, taking into account the financial capabilities of the region, is not viable.

## **Objective**

Demonstration of the prospects of the peer-to-peer model in comparison with the classical format of higher education in IT as a development tool.

## **Hypothesis**

A peer-to-peer model is more cost-effective in maintenance and practice-orientation than classical IT bachelor programs.

# THE OBJECT, THE SUBJECT AND RESEARCH METHODS

## The object

Global Inequality in Sub-Saharan Africa and the strategies of International Development to overcome it in the context of vocational and tertiary education

## The subject

Innovative models of vocational education

## Methods

General scientific methods (analysis, synthesis, generalization), case-study (qualitative, quantitative methods) and expert-evaluation





# KEY FINDINGS (1/5)

## Theoretical framework for investing in education for development

Headings of development investments	<ul style="list-style-type: none"><li>• Education</li><li>• Healthcare</li><li>• Social Protection</li><li>• Macroeconomics</li><li>• Infrastructure</li></ul>
Priorities in educational investments	<ul style="list-style-type: none"><li>• Mass school education</li><li>• Professional (tech.) education</li><li>• Classical Higher Education</li></ul>

Most development programs promote traditional learning models in SSA — almost no projects that use innovative models (modern learning model [Stavredes, 2011] and peer-to-peer learning model [Topping, 2017]). Without them vocational and tertiary education can not fulfill the demand for financial, infrastructural and human resources to build a massive higher education.



# KEY FINDINGS (2/5)

## Comparative analysis of models of School 21 and IT bachelors in Moscow (I)

	School 21 (x)	7 IT bachelor programs, Msc (y)
Annual maintenance expenses per student (t. rub.)	252	292,5
Learning expanses per student	$x < y$	

### Best IT bachelor programs, according to HH rating (2019)

- HSE
- MAI
- MSTU
- MSU
- MIREA
- RSY of I.Gubkin
- MEI

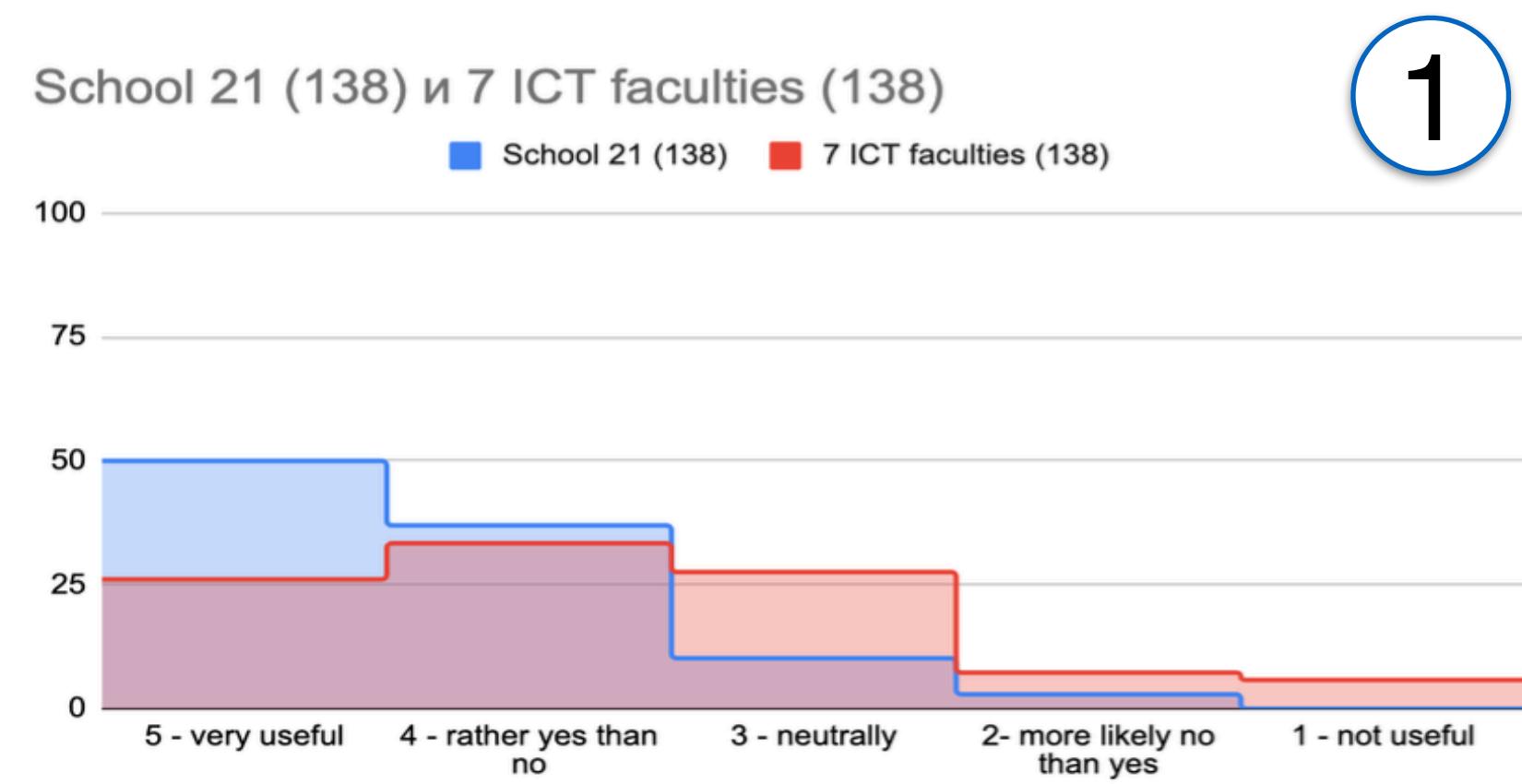
- As far as there was no way to define the real data of the program costs, the annual tuition fees of IT bachelor programs were compared to the annual maintenance expenses per student in School 21.
- Taking into consideration that 7 IT bachelor programs are public, the learning expanses are lower in peer-to-peer learning model rather in tertiary programs.



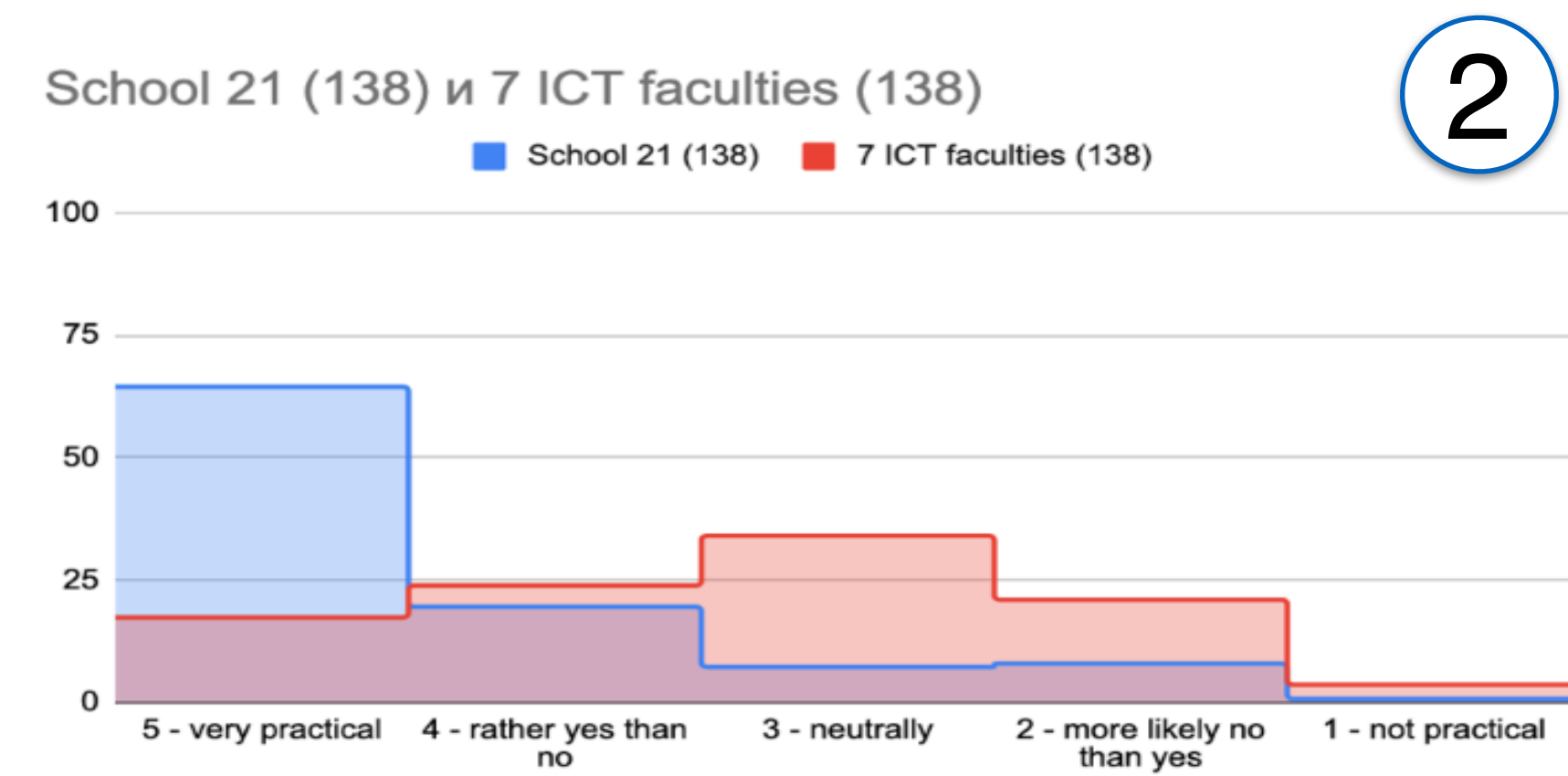
# KEY FINDINGS (2/5)

## Comparative analysis of models of School 21 and IT bachelors in Moscow (II)

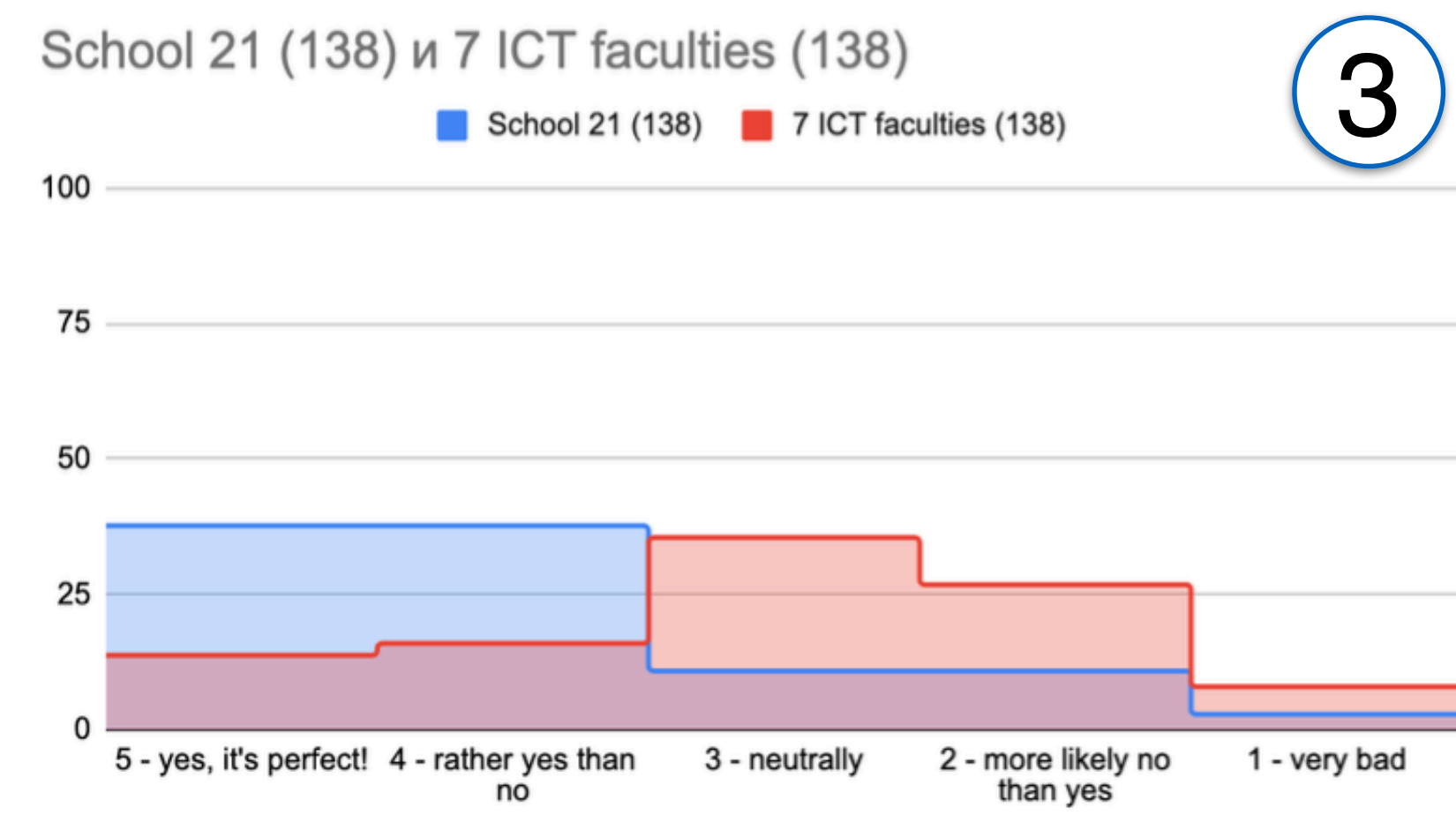
1 How useful is the knowledge you get there (%)?



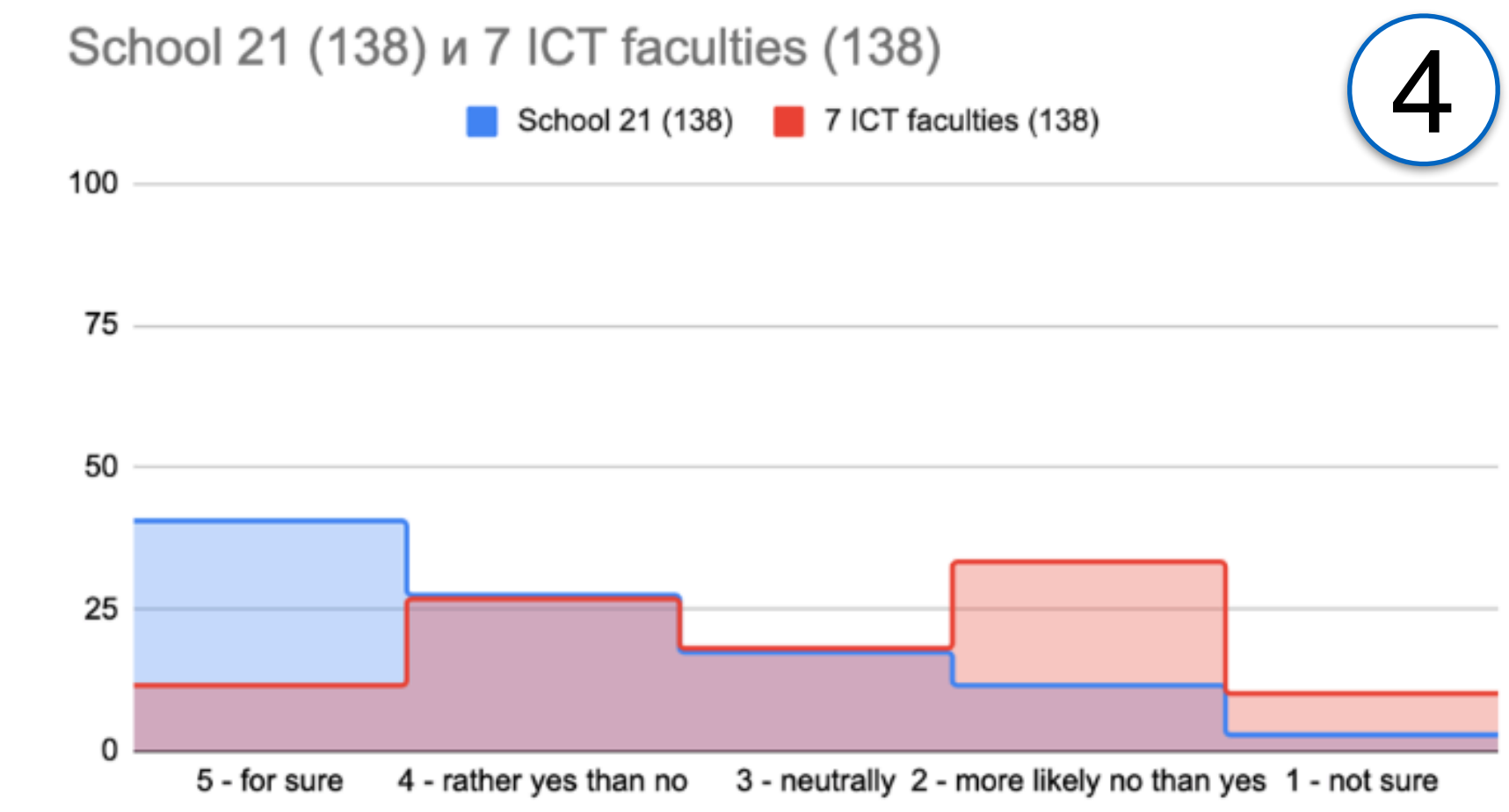
2 Evaluate the practicality of education at your school (%)



3 Evaluate expectations from the program to reality (%)



4 Evaluate whether you will be ready to earn more than 100 thousand rubbles after the graduation (%)





# KEY FINDINGS (3/5)

## Evaluation of peer-to-peer model implementation in Sub-Saharan Africa

Model effectivity in conditions of weak institutional development

- Due to the short-term launching process and practice-focused program it can be easy to build and implement from scratch in developing areas (P. Sorokin, 2020).
- 80% of students do not have technical degree; 57% have no degree (School 42, 2018).
- The research of School 42 in California (2018), Topping experiments (2019) indicate that **model can work in conditions of weakly literate society.**

Perspectives of model adaptivity to other educational levels

- The peer-to-peer model is adaptive for other vocational and secondary programs: design, programming, mass media (Zajac, 2020).



# KEY FINDINGS (4/5)

## Possible outcomes in the context of International Relations

### The neoliberal theory of IR

- Development of socioeconomic institutions
- Infrastructural projects by means of FDI through WB, OECD
- Strengthening of the economic and political ties between the North and the South
- Interdependence and stability in the region (Nye & Keohane, 77)

### The realist theory of IR

- Emergence of new regional hegemonies in the long-term perspective
- A clash of interests among superpowers via the channel of development organizations
- The loss of sovereignty due to the FDI measures

The peer-to-peer model can become an effective tool for strengthening the climate of the IR in the region due to the low-cost way of developing human capital (Likhacheva, 2020).





# KEY FINDINGS (5/5)

## Problems and Suggestions

### Problems

**Low effectivity of FDI in higher education in the scales of Sub-Saharan Africa**

**The issue of unequal access to higher education institutions in Africa**

**The problem of low growth of social capital**

### Suggestions

**Test peer-to-peer model as an alternative to tertiary education**

**Provide equal access to the model without preliminary tests**

**Socially capitalize - turn into social capital those ties that are formed within the p2p model.**

# MAIN REFERENCES

## ➤ Analytical reports and researches including:

- World Bank (2018) World development report 2019
- World Bank (2006) World development report 2006

## ➤ Scientific articles and papers:

- Topping et al (2017). Effective peer learning
- Geoffrey, T., & Kungu, J. N. (2018). Foreign Aid in Sub-Saharan Africa Countries: Does Foreign Aid Make a Difference in Development?
- North, D. C., Wallis, J. J., & Weingast, B. R. (2009). Violence and social orders: A conceptual framework for interpreting recorded human history. Cambridge University Press.
- Голубев (2019). Единственный в мире ВУЗ без преподавателей
- Taaliu (2017). Corruption in schools and universities in Kenya

## ➤ Further references

- World Bank webpage
- OECD webpage
- Zajac, M. (2020). Born to Code. An interview with Olivier Crouzet from School 42 in Paris. *e-mentor*, 82(5), 34-35.
- The WB in Kenya (2020)





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**THANK YOU FOR ATTENTION!**