



ACDI-CIDA

ISSUE 4

OCTOBER 2011

"Whatever the response to the essential questions which confront our society, education must be the principal component in answering them."
- Elie Wiesel

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Matters

Program-Based Approaches / Approches par programmes

Editors

CIDA officially introduced program-based approaches (PBAs) in the Policy Statement on Strengthening Aid Effectiveness in 2002, signaling a significant shift in programming towards assisting ongoing development programs of receipt country governments and organizations. This issue of *Education Matters / Vive l'éducation* brings you a collection of case studies highlighting challenges encountered and

successful strategies employed in PBAs at CIDA.

CIDA's policy on program-based approaches (2009) defines PBAs as "a way of engaging in development cooperation based on the principles of coordinated support for a locally-owned programme of development such as a national development strategy, a sector or thematic program, or a program of a specific organization". PBAs, previously referred to as sector

-wide approaches (SWAPs), are critical to ongoing efforts to apply aid effectiveness principles as they are considered to be effective aid modalities that best support and enhance the principles of country ownership, harmonization and alignment. PBAs are widely used in many country programs at CIDA such as Bangladesh, Burkina Faso, Senegal, Mali, Tanzania, Mozambique and Honduras.

Happy reading!

Improving the Education System in Nicaragua: SWAPs may be the key

Karla Esqualit

Nicaragua introduced a sector-wide approach (SWAP) in the education sector in 2005. Denmark and Canada supported the pooled fund "Support to Basic Education" (PROASE), with delegated cooperation from the Netherlands after 2007. The 5-year project provided a commitment of US \$78 million and sought to lower poverty and inequality through the provision of quality, sustainable universal basic education.

When PROASE started, there was a strong desire to achieve quick and visible improvements, especially at the school level, in order to generate confidence in the Ministry of Education's capacity for delivery.

The implementation rate was slow initially, but by 2007 expenditures increased substantially and progress was made in numerous areas.

By the end of PROASE in 2010, net enrolment rates had improved (84% to 85%), as had retention rates (87% to 90%) and primary completion

rates (71%-75%). A school feeding program was pivotal in increasing enrolment and retention of pupils. More recently, the pupil teacher ratio has begun to fall, the text book pupil ratio has improved, and performance rates in Spanish and Mathematics have shown modest improvements.

Sector governance

Donor coordination led to a reduction in transaction costs, allowing for a stronger focus on governance.

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Common donor concerns were addressed by establishing a Strategic Framework, Strategic Investment Plan and Medium Term Expenditure Review, coordinating annual work plans and budgets, commissioning an annual audit, joint appraisal and review processes, and developing an Institutional Capacity Building Strategy.

Efforts made to improve operations and efficiency related to financial management and transparency were measured by an annual audit and through a public website with details on service delivery.

Institutional capacity building

The main contribution of PROASE consisted in devel-

oping an Institutional Capacity Building Strategy that improved management and human resources capacity in curriculum, financial management and procurement, strategic planning, information management, and sector governance and policy analysis.



Tenderi School, Managua (Nicaragua)

A technical assistance fund ensured efficient and timely investments for institutional capacity building that met disbursement requirements.

Local ownership

A critical success factor was the high level of local ownership attributed to the Ministry's leadership at every step of the process. Additionally, PROASE promoted a Working Group to act as the main instrument for collaboration and decision making related to the Pool Fund, integrating representatives from donors, civil society and the government.

PROASE offered a pragmatic and flexible partnership that achieved positive results: strengthening the Ministry of Education's capacity and increasing student enrolment, retention and completion rates.

Les bailleurs de fonds soutiennent l'harmonisation de l'aide à l'éducation au Sénégal

Ibrahima Diome

Le Canada, à travers l'ACDI, a été choisi le 20 février 2009 par les partenaires techniques et financiers (PTF) du secteur de l'éducation et de la formation, au Sénégal, comme chef de file, rôle assumé auparavant pendant dix années par la France. Ce choix a été possible avec la signature de la lettre d'entente traduisant la volonté pour l'harmonisation des aides en soutien au Programme Dé-

cennal de l'Éducation et de la Formation (PDEF).

Le chef de file, pendant deux ans, est le porte-parole des partenaires auprès des autorités et anime la coordination.

Innovations de l'ACDI

L'ACDI a d'abord proposé les termes de référence de la coordination des PTF du PDEF. Ils présentent le contexte, les principes directeurs, les objectifs, les résultats attendus, et spécifient l'organisation de la coordination et les tâches et respon-

sabilités du chef de file. Ces TDRs ont été approuvés par l'ensemble des PTF et partagés avec le gouvernement sénégalais.

L'Agence a ensuite mis en place un secrétariat pour la coordination des PTF. Trois sous-comités - éducation de base, formation professionnelle et technique et enseignement supérieur - comprenant des PTF et des responsables nationaux, furent créés.

(suite à la page 4)

Book Project Facilitates PBA Launch

Deidre Yukich

In Malawi, support to the education sector PBA is still relatively new. The Government's 10-year National Education Sector Plan (NESP) guides all sector level investment by the Government and Development Partners. In 2010, the Government and 10 donors signed a Memorandum of Understanding to implement the NESP in an aid effective manner, and a Joint Financing Agreement was signed by four donors to initiate an education sector pooled fund. With the pooled education fund still in its infancy, CIDA is supporting the NESP in innovative ways, working with trusted partners.



Since 2003, CIDA provided almost \$20M to the Ministry of Education, Science and Technology (MoEST) through the Grant Support to Education Sector (GSES II) project. The GSES II project aligns with the NESP objective of improving the quality

and relevance of primary education by increasing the supply of textbooks and other teaching/learning materials.



GSES II improved the quality of education by increasing the availability of gender-sensitive and HIV/AIDS sensitive textbooks and educational materials. 20.3 million educational items were procured and delivered to over 5000 primary schools in Malawi, surpassing the planned 10 million units.

The project also facilitated training in computer literacy, public procurement regulations, contract administration, record keeping, procurement planning, and print quality control. By building the capacity of the Ministry's Procurement Units, the Ministry could independently manage the supply chain of textbooks by the end of the project. Thanks to GSES II, all primary school textbooks are now procured through

GoM systems. Furthermore, all pooled fund donors now use government procurement systems.

GSES II provided important opportunities for high-level policy dialogue on strategic issues and operational policies. CIDA participated in the Primary Curriculum and Assessment Reform Technical Committee, co-chaired the Education Sector Working Group, and now co-chairs two Technical Working Groups in the sector. CIDA shows notable leadership in these forums, facilitating a discussion of key policy issues in education including: gender bias in entry requirements for teacher training colleges; procurement of textbooks for private primary schools; textbook inventory control at a school level and the development of a textbook policy for Malawi to guide the provision of teaching and learning materials in the country.



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Chaque sous-comité est co-présidé par un PTF et un directeur national avec une feuille de route. Un calendrier de toutes les rencontres est partagé en début d'année.

Résultats obtenus

- Une participation accrue des PTF aux réunions de coordination.
- Des réunions plus régulières entre PTF.
- Une concertation plus rapprochée entre PTF et Gouvernement.
- Un suivi plus rigoureux du plan de travail annuel et des recommandations de l'aide-mémoire des revues annuelles du programme.



Leçons apprises

- Plusieurs espaces fonctionnels de dialogue de politique ont été aménagés (sous-comité, coordination nationale, rencontres avec les ministres).
- La structuration de la coordination des PTF améliore la coordination et la concertation.
- L'harmonisation des procédures des PTF est difficile à réaliser (comme par exemple, pour les coûts paramétriques per diem et les indemnités versées aux fonctionnaires, et pour les rapports et missions conjointes).
- Les indicateurs pour apprécier les performances du programme devront être réduits et définis à l'avance pour éviter des divergences d'interprétation sur le niveau de performance.

De gauche à droite : Ibrahima Diome, conseiller en éducation à l'Unité d'appui, Roxanne Robert, représentante de l'ACDI au Sénégal, chef de file des bailleurs de fonds de l'éducation et Diaba Seye Diack, Secrétariat de la coordination des PTF du secteur de l'éducation au Sénégal.

Note de la rédaction

Chers collègues,
Nous espérons que vous avez aimé notre quatrième édition de *Vive l'éducation/Education Matters*. Nous remercions vivement tous ceux qui ont contribué à la préparation de ce numéro.

La prochaine édition portera sur les programmes de compétences pour l'emploi (CPE) et d'enseignement et formation technique et professionnelle (EFTP). Ces programmes jouent un rôle essentiel dans le

développement économique et social.

C'est pour cela que la communauté internationale, y compris le Canada, s'est engagé à répondre aux besoins d'apprentissage des jeunes et des adultes. Ils œuvrent également pour l'atteinte des Objectifs du Millénaire pour le Développement (OMD), dont l'une des cibles est d'«assurer le plein-emploi et la possibilité pour chacun, y compris les femmes et les jeunes, de trouver un travail décent et productif».

Ainsi, le Rapport mondial de suivi sur l'Éducation pour tous (EPT) 2012 portera sur le développement des compétences des jeunes et des adultes, avec une emphase particulière sur l'accès à l'emploi des groupes marginalisés.

Vous pouvez dès à présent soumettre vos idées d'articles à l'équipe de rédaction :

Dan Thakur, Catherine Vanner et Geneviève Proulx.

Rendez-vous en janvier !