

German BACKUP Initiative – Education in Africa

# Spotlight on Strengthening Capacities through Training

## Tracer Study



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## List of abbreviations and acronyms

<b>ADEA</b>	Association for the Development of Education in Africa
<b>AFD</b>	Agence Française de Développement (French Development Agency)
<b>ATP</b>	Advanced Training Programme
<b>BACKUP</b>	Building Alliances, Creating Knowledge and Updating Partners
<b>BMZ</b>	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (German Federal Ministry for Economic Cooperation and Development)
<b>CIEP</b>	Centre International d'Etudes Pédagogiques (International Centre for Pedagogical Studies)
<b>CDRM</b>	Conflict and Disaster Risk Management
<b>CSO</b>	Civil Society Organisation
<b>DCPs</b>	Developing Country Partners
<b>DEO</b>	District Educational Officer
<b>DRC</b>	Democratic Republic of Congo
<b>ESP</b>	Education Sector Plan
<b>FAWE</b>	Forum for African Women Educationalists
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
<b>GPE/PME</b>	Global Partnership for Education/Partenariat Mondial pour l'Éducation
<b>IMF/FMI</b>	International Monetary Fund/Fonds Monétaire International
<b>LEG</b>	Local Education Group
<b>MEETFP</b>	Ministère de l'Emploi, de l'Enseignement Technique et de la Formation Professionnelle (Ministry of Employment, Technical Education and Vocational Training)
<b>MEN</b>	Ministère de l'Éducation Nationale (Ministry of National Education)
<b>MESRS</b>	Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (Ministry of Higher Education and Scientific Research)
<b>MSC</b>	Most Significant Change
<b>PSE</b>	Plan Sectoriel d'Éducation (Education Sector Plan)
<b>PTSE</b>	Plan de Transition du Secteur de l'Éducation (Transitional Education Sector Plan)
<b>RESEN</b>	Rapport d'Etat du Système Éducatif National (National Education System Review)
<b>RIPA</b>	Royal Institute of Public Administration
<b>SAMES</b>	Sectoral Analysis and Management of the Education System
<b>UCAD</b>	Université Cheikh Anta Diop de Dakar (Cheikh Anta Diop University)
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNESCO-IIEP</b>	UNESCO International Institute for Educational Planning
<b>UNESCO-IIPE</b>	UNESCO Institut International de Planification de l'Éducation
<b>UNICEF</b>	United Nations Children's Fund



# Overview

The German BACKUP Initiative – Education in Africa (BACKUP Education) is an innovative support mechanism to assist African countries in accessing funding from the Global Partnership for Education (GPE) and to use such funding effectively to implement national education strategies. BACKUP stands for **B**uilding **A**lliances, **C**reating **K**nowledge and **U**dating **P**artners. Established in 2011 as part of Germany's contribution to the GPE, BACKUP Education is commissioned by the German Federal Ministry for

Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) and implemented by the Deutsche Gesellschaft für Zusammenarbeit (GIZ) GmbH. From 2014 to 2017, BACKUP Education was co-financed by the Swiss Agency for Development and Cooperation (SDC). It aims to increase the effectiveness of the GPE and thereby to contribute to the achievement of international education goals in Africa.

BACKUP Education provides support to ministries of education and civil society partners in Africa to avoid bottlenecks during the application for and use of GPE grants. It provides catalytic funding where need is identified locally to help achieve national education goals in partnership with in-country and donor partners. It aims to address some of the challenges faced by countries in the application for and implementation of GPE programmes, and in systemic weaknesses associated with the management and administration of large financing mechanisms. In order to fulfil short-term financing gaps in a rapid and flexible way that meets the needs of ministries of education and civil society partners, BACKUP Education works in a particular manner. Specifically, the initiative aims to be request and demand driven, and provide quick and flexible support where no other funding sources are available in order to fill gaps arising during the application or implementation process of GPE funds.

Three streams of funding are available to applicants:

- Fast Access Mode (up to EUR 10,000): Funding for participation in trainings, workshops, and conferences;
- Consultancy Mode (up to EUR 50,000): Funding for expert and advisory services; and
- Project Mode (up to EUR 100,000): Funding for a set of interlinked activities.

Additionally, BACKUP Education can assist countries in strengthening sector coordination and dialogue as well as in improving their national education data systems, which are important pre-conditions for accessing funding from the GPE. At the regional level, BACKUP Education offers funding for activities aiming at strengthening South-South exchange and other regional efforts feeding into education sector processes at national level. Beyond this, BACKUP Education supports GPE developing country partners from Africa in effectively engaging in their constituencies and through this in the Board of Directors of the GPE.

This report presents findings from a tracer study conducted with individuals who had participated in training through Fast Access Mode support between the inception of BACKUP Education in 2011 and April 2017. The purpose of this tracer study was to identify the ways in which the knowledge and skills gained, as well as networks established, through these training opportunities have been leveraged on since, as well as the key barriers/enablers to using such opportunities to their fullest extent within the organizations and countries where beneficiaries are located.

## Fast Access Mode supported measures

The intention of Fast Access Mode support is to offer funding for individuals to participate in training courses, workshops and conferences that are relevant for GPE processes within their country. Between the inception of BACKUP Education in 2011 and the commencement of the study in April 2017, 90 Fast Access Mode measures supported ministry of education staff and civil society beneficiaries from 26 countries. Of these, 64 measures supported 79 different individuals (20 female and 59 male) to participate in training courses of substantial length (i.e. longer than a week). The remaining 26 measures supported participation in conferences, workshops and trainings of short duration, as well as the participation of advisors in the GPE constituency meetings. Fast

Access Mode support is available to ministries and civil society organisations, however the majority of measures, 78 of 90, have responded to requests from ministry staff. Of the 64 measures supporting participation in training of substantial length, one measure responded to the request for support from civil society. As highlighted in the section on limitations to the study, the civil society beneficiaries of this Fast Access Mode supported measure unfortunately did not respond to requests to participate in this tracer study. This report therefore addresses BACKUP Education's support to ministry of education staff, while acknowledging that measures have been delivered beyond this scope.

The tracer study of beneficiaries of Fast Access Mode supported measures was conducted between April and October 2017 in the context of a broader impact

study of BACKUP Education's supported measures. The tracer study specifically aims to test the underlying hypothesis that:

By building the capacity of qualified education ministry staff, they are able to better implement GPE guidelines, standards and consequently make better use of GPE funding. This in turn helps to initiate sustainable changes at the organisational and system level by significantly improving the quality of processes as well as their outcomes (e.g. education sector analysis and plans, action plans).

This report presents the findings of this research study conducted with the beneficiaries of Fast Access Mode measures and reflects on the role of BACKUP

Education in strengthening the capacity of individuals and institutions.

## Scope of the research

The aim of the research study is to identify impacts, benefits and challenges arising from BACKUP Education's Fast Access Mode supported measures in the medium to long term. As BACKUP Education collects reporting forms within a few weeks of beneficiaries completing their training<sup>1</sup>, the intention of this study is to research further impacts that may have occurred subsequently and to further understanding of if and how Fast Access Mode measures contribute to the ultimate aims of BACKUP Education to strengthen systemic weaknesses and address some of the challenges associated with the application for and implementation of GPE programmes.

The study traced the impact of participation in training programmes longer than a week in duration, and therefore does not include those Fast Access Mode measures that supported participation in one-day

workshops, or two to five day trainings. This decision was made to target the scope of the research towards training programmes of longer duration for two main reasons. Firstly, while there are undoubtedly benefits to participating in shorter workshops, it is more realistic to attempt to assess tangible impacts in the longer term resulting from substantial training. Secondly, BACKUP Education invests greater financial resources in trainings of longer duration, and these trainings have typically involved a period of residential study overseas during which time participants are away from their work. It is therefore particularly relevant to verify the impact of this investment in terms of financial and human resources on the part of both BACKUP Education and the ministerial departments concerned.

## Profile of training courses

Fast Access Mode support has facilitated individuals, primarily the staff of ministry of education departments, to participate in a variety of training courses delivered through distance learning online and

through residential study overseas, and also through a combination of these methods in blended-learning courses. A quality check of Fast Access Mode applications is applied, involving the local education group

1 For longer measures reporting is additionally collected six months after completion.



(LEG) and development partners including the GPE grant coordinating authorities, to ensure that the training measures are appropriate to the context and needs of the participants and their organisations. The measures supported involved participation in the following training courses<sup>2</sup>:

- 33 individuals participated in training courses provided by UNESCO's International Institute for Education Planning (UNESCO-IIEP) in Paris which included the six-month 'Education Sector Planning' (ESP) course and the 'Advanced Training Programme (ATP) in Educational Planning and Management' lasting up to 12 months depending on the modules undertaken, both of which incorporate distance and residential learning components; and courses in 'Projection and Simulation Models', also offered as a distance learning course and in person.
- Also in association with UNESCO-IIEP, a further 18 individuals participated in the year-long blended learning course on 'Sectoral Analysis and Management of the Education System' (SAMES) offered by the *Faculté des Sciences et Technologies de l'Éducation et de la Formation* (Faculty of the Science and Technology of Education and Training, FASTEF) at the *Université Cheikh Anta Diop de Dakar* (Cheikh Anta Diop University, UCAD), and the *Pôle de Dakar* (UNESCO-IIEP).
- 21 individuals attended ten-day residential training programmes at the *Centre International d'Études Pédagogiques* (International Centre for Pedagogical Studies, CIEP) in Paris, on 'Developing and Supporting an Education Sector Development Plan', and 'Analysis and Planning for Education Development'.
- Six individuals completed the year-long, blended learning, Professional Certificate in Education Finance, Economics and Planning at the University of Witwatersrand Johannesburg, Wits School of Education.
- Two individuals participated in three-week training programmes at the *Institut FORHOM* in Paris: one in the 'Optimization of Management Practices and Tools' and one in 'Results-Oriented Preparation, Programming and Budget Execution'.
- Two individuals participated in 10-day training courses at the *CIFOPE Institut de Formation pour le Développement* (CIFOPE Training Institute for Development) in Paris on 'Budget Execution and Public Accounting as Part of the Reform of Public Finances', and, 'Financial Programming, Medium-term Expenditure Framework and State Budget'.
- Two individuals participated in one-week training in 'Impact Assessment and Evaluation' at the Royal Institute of Public Administration (RIPA) International in the UK.

Because BACKUP Education responds to needs and demands for support at a country level, the profile of measures supported has varied significantly across countries, with some countries such as Madagascar, Comoros and Togo requesting support for several members of a department or different departments to attend the same training course, whereas in other cases, such as in Sierra Leone and Zambia, support was requested for only one or two individuals to attend training.

2 Some individuals participated in more than one training course.



# Methodology

The research methodology was designed following a mixed methods approach containing both quantitative and qualitative components. Initially, documents were reviewed in relation to the Fast Access Mode completed measures, including application forms

and the reports completed within a few weeks of concluding the training.<sup>3</sup> A short questionnaire was then designed in French and in English, which was intended to compliment and build on, rather than repeat, questions posed in the original reporting forms.

<sup>3</sup> Reporting forms are completed by participants within a few weeks of completing training, and, in the cases of longer training, again after six months. In this regard reporting necessarily remains at the descriptive level, of what was accomplished in the course, and the speculative level, of what the impacts are anticipated to be. This study therefore extends this analysis by researching impacts that have since occurred in the medium-term.

Initial introductory emails were sent to request participation in the study and to verify contact information, which established that 26 individuals could not be reached. The questionnaire was then sent out to the 53 beneficiaries of Fast Access Mode supported training that were contactable and willing to participate in the study. A follow-up interview was conducted, either in person during field visits or remotely via phone or Skype, with those participants who agreed.

Quotations cited in this report are taken from responses in the questionnaires and from the interviews drawing on recordings, notes and the Most

Significant Change (MSC) stories collected. Responses provided in French have been translated into English by the researcher, with the original text provided in footnotes. All participants were asked for their consent to participate in the research before proceeding. It is acknowledged that, due to their prominent roles and the nature of the supported measures, it is not possible to fully anonymise participants in this research report. Nonetheless, in order to be sensitive to the information shared, throughout the report individuals are identified by their job title rather than by their name.

## Quantitative research component

The intention was that the short questionnaire could be completed in approximately 10 minutes. This format provides a quick and accessible way to gather data that can be compared easily across the respondents. The questionnaire covered seven thematic areas: participant information; position and work; individual impact on technical expertise; individual impact on managing skills and working with others; networks and contact with other participants; organisational impact; and further engagement with BACKUP Education. The majority of the questions asked participants to rate 'to what extent do you agree or disagree with the following statements?' according to a five-point Likert scale. Each section also included space for additional comments to be made.

Of the 53 questionnaires that were sent out to those Fast Access Mode beneficiaries who were contactable, 48 questionnaires were returned<sup>4</sup>. Six were completed in English by Anglophone respondents and 42 in French by Francophone respondents. Completed questionnaires were analysed individually to inform the direction of the follow-up interview, and were also collated to create a profile of all responses. Extracts from the collated responses are included throughout this report and the full questionnaire with collated responses is included in Appendix 2.

## Qualitative research component

The questionnaires provided a launch point from which to direct more detailed questions through qualitative interviews. A total of 41 interviews were conducted with beneficiaries in 16 countries, 12 in person and 29 over the phone or via Skype. Five of those respondents who had completed a questionnaire either declined to be interviewed or were

unable to be reached. A further two respondents were contacted by phone however connections proved so poor that an interview was not possible. Six interviews were conducted in English and 35 were conducted in French. Interviews were semi-structured, following the direction of the interview guide (included in Appendix 3) but adapted to each specific

<sup>4</sup> This high response rate was supported by the efforts of the BACKUP Education team who followed up with emails and reminders to ensure that participation in the study was maximised.

respondent<sup>5</sup>. The interviews were recorded with permission in all cases except four where high levels of background noise or the nature of telephone equipment during study visits did not make recording possible. In these cases detailed notes were taken.

### Remote interviews

Remote interviews were conducted with 29 participants by phone and Skype in August and September 2017, following the approach outlined in the interview guide. Interviews varied in length between 30 minutes and one hour depending on the quality of the connection and the availability of the respondent. In some cases the quality of phone connections was poor, leading to variation in the depth of discussion that was possible with each respondent.

### In person interviews

12 interviews were conducted in person during country study visits undertaken in August 2017, with three interviews in Côte d'Ivoire, seven in Madagascar, and two in Uganda. These face to face interviews varied in length from one hour to two hours. In addition to following the semi-structured approach based on the interview guide, the MSC approach was also followed with ten participants. In the MSC method, after discussing multiple changes, potentially positive or negative, that had taken place as a result of participating in the training supported by BACKUP Education participants were asked to choose the

change that they identified as the most significant. This story of change was then written by the researcher with the input of the participant, and read back to the participant to ensure that they agreed with the presentation. Each participant then decided on a title for their story. These ten stories of change are included in Appendix 4.

### Triangulation during country studies

The research work undertaken in the context of the broader impact study of BACKUP Education measures also offered the opportunity to triangulate findings emerging from the tracer study, particularly in relation to organisational impact and the complementary nature of BACKUP Education with regards to other development partners. Findings from the tracer study were triangulated with the responses provided by development partners during the Partnership Study as well as with the respondents during the Field Studies in Côte d'Ivoire, Madagascar and Uganda conducted in August 2017. In these contexts, departmental supervisors, colleagues and development partners confirmed and in some cases added to the impacts that were reported by beneficiaries themselves, particularly commenting on improved motivation and leadership resulting from participating in training. Where relevant, reference to interviews conducted with colleagues and development partners in these countries is therefore included in sections of this report.

## Limitations to the research

This report seeks to provide evidence of the contribution of BACKUP Education, while acknowledging that this contribution is complementary to the efforts of other parties, including ministerial departments themselves and other development partners, and also subject to varied factors across the different country contexts. It is therefore difficult to isolate BACKUP Education's contribution to some of the

impacts noted from other efforts, nor is such an attempt fully desired given the intention of BACKUP Education is to serve as a gap filling measure to meet specific shortfalls and needs. It is understood therefore that this tracer study can reflect only a partial view of all influences effecting the education sector in the different countries concerned.

5 All interviews were conducted by the researcher, Dr. Elizabeth Maber, with the exception of the field interviews in Uganda which were conducted by the field researcher, Dr. Cyril Owen Brandt.

Additionally, there is a limitation to the extent that respondents may be able to identify impacts, particularly at an organisational and systems level. As respondents were aware that the research study was associated with BACKUP Education and aimed to identify the impacts of training in the medium and long term, it is possible that responses may over-attribute positive changes to participation in training as a way of expressing appreciation for the financing received. During the three country visits to Côte d'Ivoire, Madagascar and Uganda triangulation was possible, as highlighted above, through discussions and interviews with other members of the Ministerial departments and development agencies working in the context, however this was not the case for interviews conducted remotely. The majority of the data used in this report therefore comes directly from the beneficiaries of Fast Access Mode measures and represents their own perspectives on the impacts of participating in training.

Inevitably, not all beneficiaries of Fast Access Mode supported training responded to requests to complete the questionnaire or to be interviewed. In some cases no contact was possible as emails failed to deliver, either because of a change in email address which was not notified to GIZ, or because the participant had left the department. In other cases, emails were assumed to have been received but simply not

responded to for a variety of possible reasons. Unfortunately, no response was received from 26 individuals who had participated in Fast Access Mode measures.

Additionally, while BACKUP Education has supported ten Fast Access Mode measures which enabled civil society organisation (CSO) representatives to participate in training opportunities, nine of these were for workshops and short training courses lasting less than a week and consequently do not fall within the scope of this study. The lack of response from the two CSO representatives in Djibouti who participated in the ten-day training in 'Developing and Supporting an Education Sector Development Plan' at CIEP therefore means that no CSO representatives participated in the study and this report uniquely addresses BACKUP Education's role in contributing to reinforcing capacity within Ministries of Education. The exception to this is found in one participant from Senegal who, at the time of participating in training at Wits School of Education was working with the Association for the Development of Education in Africa (ADEA), and has since worked as a consultant to the Forum for African Women Educationalists (FAWE), UNESCO and the Ministry of Education in the Democratic Republic of Congo.



# Supporting access to training

BACKUP Education intends to provide financial support to enable Ministry of Education staff and members of CSOs to participate in relevant training where there is an identified need in terms of capacity building and where there is a lack of alternative funding

available. This section discusses the rationale for supporting participation in training courses and presents the evidence encountered that the support provided by BACKUP Education has filled gaps in financing and in capacity.

## Responding to needs for capacity development

The need to develop capacity in technical skills specific to education sector planning was highlighted by many participants in the research, including Fast Access Mode beneficiaries and also departmental advisors or development partners encountered during country study visits. For example, the national technical advisor at the Ministry of Education in Côte

d'Ivoire drew attention to the fact that many staff at the Ministry of Education are themselves former teachers and therefore need to adapt their technical skills in administration. However, focus frequently remains on training for classroom teachers rather than administrative staff:

“You see in the education system, the main topic is access. Then comes training, but when we’re talking about training the emphasis is mainly on pedagogy. Teachers in the classroom, things like that. However, people in the educational administration have usually not been trained for the work they are doing, because most of them in reality were teachers who came to work in administration. They require additional training, but this is not always provided. The training we had thanks to BACKUP was very beneficial for us.” (int. 42)<sup>6</sup>

This was also supported by other Fast Access Mode beneficiaries in Côte d'Ivoire as evidenced in the story of MSC provided by one planner in secondary

education at the Ministry of National Education and Technical Teaching:

### Extract from MSC 1: From Spanish teacher to education system planner

“For six years I worked as a high school Spanish teacher. After six years of work I joined the Ministry of Education and was assigned to several departments. My job is in planning related to high school teachers and it includes the collection of statistical data on teachers, to establish the state of affairs, and to forecast the needs in the future. This work requires knowledge at the statistical level and at the application / software level. You have to know how to identify the indicators.” (int. 3)<sup>7</sup>

Bringing the experience of teachers within the Ministry of Education supports the transfer of knowledge and experience between school-based practice and administration and should support the relevance of policy and planning, but does evidently necessitate training for individuals in the technical skills required for education sector analysis and planning. Likewise, the Director General of Secondary

Education and Training at the Ministry of National Education in Madagascar also highlighted the fact that while the cooperation of multiple departments across the three Ministries of Education is beneficial for the inclusivity and successful adoption of both the education sector review and the ESP, it does increase the tendency that those participating in the

6 Translated from original citation: « Vous voyez dans le système, le plus souvent on parle d'accès. Ensuite on parle de formation mais quand on parle de formation c'est beaucoup plus accent sur la pédagogie. Des enseignants en classe, tout ça. Mais ceux qui sont dans l'administration scolaire, le plus souvent n'ont pas été formés pour ce travail-là, parce que c'est des enseignants en réalité qui viennent travailler pour l'administration scolaire. Mais il y a une formation complémentaire qu'il faut, mais cette formation n'est pas toujours faite. Cette formation à laquelle nous avons pris part grâce au BACKUP a été très bénéfique. » (int. 42)

7 The full MSC story in the original French is provided in Appendix 4, 'MSC 1: De professeur d'espagnol à planificateur du système éducatif'.

steering committee for the ESP do not necessarily have a background in education planning (int. 8).

Additionally such training opportunities are frequently unavailable in the countries concerned, either as components of university degrees or as professional training courses, and consequently Ministry of Education staff may lack formal training in specific dimensions of education sector analysis and planning. For example, in Madagascar there is a lack of opportunities for training in education sector planning, as the national *Institut de Planification* (Planning Institute) in Madagascar only offers general courses in planning without a specialisation in education (ints. 5, 6, 11). In addition to the lack of specific focus on education planning, the processes are also largely new to those currently working in the ministries as Madagascar has not previously undertaken an ESP of this scale or scope. As the Director of Secondary Education Management and Inspection at the

Ministry of National Education admitted, despite having worked in education practice and administration for several years: “In all my studies in education we had never talked about a sector plan” (int. 5)<sup>8</sup>. The Education Specialist at UNICEF, the coordinating authority for the GPE grant, also reinforced this point stating: “there’s very little [training] on offer in Madagascar of a good quality” (int. 43).

The Specialist also commented on the political conditions that can affect the dynamics of departments, revealing that “after the last cabinet reshuffle several people didn’t have expertise in education, so training is also useful there” (int. 43). As further explored below, this comment draws attention to the importance of reinforcing capacity across levels of a department, leading to the strengthening of institutional practice that can endure despite changes in political climate or the retirement of key individuals (ints. 13, 31 and 34).

## Responding to immediate needs for financing

Many Ministries of Education suffer from significant under-resourcing, which effects not only effective service delivery but also the ability of ministries to support internal capacity building and technical skills. In fact, where resources are constrained and ministries rely on donor support for the implementation of certain programmes in the education sector, there may be a deliberate decision not to be seen to be directing limited resources towards opportunities for individual staff development rather than the local schooling level. Budgeting for individual departments is also subject to changes in political priorities, as was encountered in the Department of Education Planning at the Ministry of National Education (MEN) in Madagascar, resulting in little opportunity for staff to access financial support for technical training. There is limited financing available through

the ministry budget to support the training of staff members, and this was further undermined in 2013 with additional budget cuts resulting from a cabinet reshuffle and a change in Minister for the MEN (ints. 10 and 12). BACKUP Education has therefore filled this gap in resourcing where other opportunities were not available, as underlined by the head of administrative data at the department: “If it hadn’t been for BACKUP, I wouldn’t have made progress in my professional development.” (int. 6)<sup>9</sup>.

Limitations in departmental resourcing were also highlighted during interviews conducted in Côte d’Ivoire, where the technical advisor for the Ministry of Education identified BACKUP Education as filling a clear gap in financing which the Ministry of Education did not have the capacity to fill:

8 Translated from original citation: « Dans toutes mes études en éducation, on n’avait jamais parlé de plan sectoriel » (int. 5).

9 Translated from original citation: « S’il n’y avait pas de BACKUP, je n’aurais pas avancé dans ma formation professionnelle » (int. 6).



“We often identify training needs at the level of the Ministry. We know that Ministry staff require training in order to make progress, but there is not always sufficient funding available. BACKUP came and that was very beneficial for us. We gained a lot from the training. It was really something we could not have hoped for.” (int. 42)<sup>10</sup>

This gap was also identified by one of the participants in UNESCO-IIEP training on education planning and management from Côte d’Ivoire who highlighted the difficulty that had existed in securing financial

support to participate in training: “Before we left [to attend the training], Côte d’Ivoire had not sent anyone to IIEP. Before it was done on individual initiative.” (int. 1)<sup>11</sup>

## Providing complimentary support

While, as highlighted above, BACKUP Education’s support through Fast Access Mode measures has largely filled a gap where other sources of financing were unavailable to access the opportunity to participate in training, measures have also at times provided complimentary support in collaboration with other development partners, particularly those acting as GPE grant coordinating agencies such as UNICEF and the *Agence Française de Développement* (French Development Agency, AFD). The Education Specialist for UNICEF in Madagascar highlighted this complimentary relationship between BACKUP Education and, in this case, UNICEF, to ensure that financing is harmonised and fills a gap such as to cover the costs for individuals from a department to attend a training course which is more difficult for UNICEF to finance: “They are good to leverage and coordinate with other funding, so that they can liaise together for example to cover flight tickets” (int. 43). BACKUP Education is therefore able to complement support

provided by other development partners working to coordinate GPE processes to provide funds for aspects that are beyond their reach.

Additionally, in some cases, providing the financing to enable certain Ministry of Education staff to attend training provided the leverage for departments to direct internal financing towards future training courses for other members of the department. For example, in Burkina Faso respondents working on the Strategic Development Programme for Basic Education at the Ministry of National Education and Literacy indicated that, since they participated in CIEP training in 2013 and were able to apply the skills they developed in the course, the Ministry was now directing more resources to support training for staff members (int. 17). This contribution of the Fast Access Mode model, particularly in supporting GPE processes aimed at increasing budgets to education, is also further discussed below in the section on impacts of training.

## Access and relevance of Fast Access Mode support

Participants were asked during the interviews how they found out about the possibility of applying for financial support from BACKUP Education to attend

training programmes. For a number of the respondents who had attended the UNESCO-IIEP courses, especially the ATP in Education Planning and

10 Translated from original citation: « Nous au ministère souvent on identifie des besoins de formation. On sait que le cadre du ministère a besoin de formation pour faire avancer les choses, mais ce n’est pas toujours qu’il y a de financement qui est disponible. Et BACKUP vient, et c’était un bénéfice pour nous. On fait profiter de cette formation-là. Vraiment c’était une chose inespérée quoi. » (int. 42)

11 Translated from original citation: « Avant que nous ne partions, la Côte d’Ivoire n’avait pas envoyé quelqu’un à l’IIEP. Avant c’était à l’initiative personnelle. » (int. 1)

Management, they had been directed to BACKUP Education by staff at UNESCO-IIEP when they indicated the need for financial support (ints. 32, 34, 35). Others had become aware of the opportunity through participating in developing country partners (DCP) meetings at the GPE and meeting members of the BACKUP Education team directly (ints. 5, 12, 17, 29). This had had a multiplier effect where those who were focal points for GPE in their Ministries were able to suggest or complete Fast Access Mode applications for several members of their

department (int. 12). Similarly, several respondents reported that one member of their department had participated in a training with financing from BACKUP Education, and upon their return or completing the course had suggested other members of their department or working group to apply. This had been the case for participants in Burundi (ints. 21 and 22), Côte d’Ivoire (ints. 1, 2, and 4), and Togo (ints. 38, 39, 40 and 41), where the Head of Programmes at the Permanent Technical Secretariat for the ESP outlined this process:

“For the first training course that I did at CIEP, I wrote to the programme, and I was put in contact with GIZ, so at first I was in contact with GIZ through CIEP and so that’s what enabled me to participate in the training. After this training at CIEP it was the director of the Ministry who made a request to [IIEP] when a team from Togo had applied to go to the *Pôle de Dakar*... and we made the request the following year for the training at Dakar where five Togolese participated in this training.” (int. 40)<sup>12</sup>

As further highlighted below in the sections relating to key impacts of participation in training, the responses provided to the questionnaire confirmed that the individuals who had attended training had largely been in a position to directly apply these skills upon their return. For example, Box 1 presents the collated responses of participants when asked the extent to which they had subsequently worked

on topics covered within the training courses<sup>13</sup>, here showing two primary areas of focus, education sector analysis and developing action plans. The complete questionnaire responses are included in Appendix 2.

Since undertaking the training, to what extent have you worked on:

<b>Box 1: Collated questionnaire responses, qus. 2c. &amp; 2g.</b>					
	Not at all	To a small extent	To a moderate extent	To a large extent	N/A
<b>2c. Education sector analysis</b> (e.g. content analysis, analysis of existing policies, analysis of cost and finance, analysis of education system performance, analysis of system capacity)	0	7	14	26	1
<b>2g. Action plans</b> (e.g. development of multi-year or yearly action plans, medium term expenditure framework)	4	7	6	31	0

12 Translated from original citation: « Pour la première formation au CIEP quand j’ai eu le cours, j’ai écrit au programme, et j’ai eu un contact avec la GIZ, donc dans un premier temps j’ai été en contact avec la GIZ par le CIEP et donc c’est cela qui a permis à ce que la formation soit présenté. Alors après cette formation au CIEP quand une équipe du Togo a été appelée pour le Pôle de Dakar c’était le général du ministère, après avoir suivi une requête au CIEP... nous avons fait la demande l’année suivante pour la formation pour Dakar où cinq Togolais ont été [admis] pour cette formation. » (int.40)

13 The topics chosen mimicked those included in the original reporting forms used by BACKUP Education immediately after completing of training. Not all training courses included all topics and therefore there is a natural variation in responses in terms of connecting training to specific work.

Given the intention of BACKUP Education to support successful applications and implementation of GPE funds, there is a natural overlap between the timing of participating in training and the development of education sector reviews, ESPs and GPE grant applications. This synergy was further reflected in the

impacts identified by beneficiaries of Fast Access Mode support, as further indicated in the section below.

## Summary of Key Findings

- BACKUP Education has responded to needs to develop capacity in specific technical and administrative skills which support the implementation of GPE processes, through supporting participation in specialised training courses where these opportunities have largely not been available in the countries concerned.
- Fast Access Mode measures have facilitated access to training courses where gaps in financing meant that there were not alternative sources of funding available. Providing the initial support to access relevant training where it is needed can be an incentive for partners to leverage further funds to expand training participation. In the case of Burkina Faso, Fast Access Mode support for Ministry of Education staff to attend training has provided the catalyst for increased internal resources to be directed to training and capacity development for staff.
- The relationships BACKUP Education has developed with DCPs through GPE pre-Board meetings, with development partners and with UNESCO-IIEP has helped ensure the relevance of the training content and that the individuals supported to access training are well positioned to directly apply the skills they have learned.
- Participation in training has had a multiplier effect, whereby GPE focal points or those who have previously attending training with BACKUP Education support have encouraged members of their departments to apply for training measures, further strengthening the capacity and expertise of Ministerial departments to contribute effectively to GPE processes.



# Key impacts of participation in training

This section outlines the impacts that were encountered through remote and field-based interviews focusing attention on three levels of change: the individual level for those who had attended training; the organisational level; and changes occurring at the

level of contributing to GPE processes, particularly through evidence of contributions to education sector planning. Additionally, impacts emerging from expanded networks and partnerships are also explored.

## Individual impact

Respondents frequently drew attention to the personal impact of participating in training in terms of developing their technical competence, improving their confidence and motivation, and improving their standing within their departments. This section therefore explores these dimensions of impact at the personal level on participants who had attended training through Fast Access Mode support.

### Improving technical skills

There was a strong perception amongst respondents that their technical skills and competence had improved in those dimensions covered in the training courses, as demonstrated in the positive responses to the questionnaire qu.3b shown in Box 2:

**Box 2: Collated questionnaire responses, qu.3b.**

	Completely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Completely Agree	N/A
<b>3b. My technical skills</b> (e.g. education sector analysis, costing, action planning) have improved since undertaking the training	0	3	0	4	40	1

Improvements in technical skills were particularly identified in areas that constituted new or unfamiliar techniques in education sector planning that had not previously been integrated into the work of the departments of participants or had not previously been part of individuals' working practices. Technical skills frequently identified included the development of indicators (e.g. ints. 27, 28, 37), analysing and applying statistical data (e.g. ints. 24, 37, 38, 41), and learning how to make projections and simulation models (e.g. ints. 8, 14, 16, 17, 25, 27). Reinforcing competence in these technical skills can be seen as

supporting GPE intentions to promote data-driven decision making, as well as consolidating national budget lines for education planning and implementation<sup>14</sup>, as further discussed below.

For example, the Director of Sectoral Statistics at the Ministry of National Education and Literacy in Burkina Faso who had attended a CIEP training course 'Analysis and Planning for Education Development' in 2013 highlighted how reinforcing his understanding of how to apply simulation models supported his work in developing the budget action plan:

<sup>14</sup> Details of GPE goals and objectives can be found in the *GPE Results Report, 2015/2016*.

“When I came back [from the training], I’m part of the team that is responsible for developing the ministry’s budget action plan, so during the discussions, even for the framework of the work, we have for example applied the simulation model tool. With what I have already learned, the simulation model must be based on a preliminary diagnosis, and so with these diagnoses we can try to project ourselves into the future, short and long term. The concrete discussions that we had and the training provided me with clarification.” (int. 17)<sup>15</sup>

Improving familiarity with such tools at an individual level also supports their integration at an organisational level, and the application of simulation models, particularly in relation to increasing budget lines for the implementation of ESPs, is further discussed in the section on organisational impacts below. Likewise, the relevance of reinforcing capacity to apply

simulation models was highlighted by participants in varied roles, as reflected by the responses from a school inspector at the Ministry of Education and Sports in Uganda who had participated in a 10-day training with UNESCO-IIEP on Projections and Simulation Models:

“As inspectors of schools carry out their routine work, they cannot forget to advise schools on planning for the fast rising school populations. Simulation is a popular item in all inspection tools and reports.” (qu.14)

When interviewed, the inspector continued to explain that they were able to share the skills they had gained with head teachers and members of the boards of governance. As participation in the training courses resulted in improved technical skills, as

well as increased confidence as discussed below, this had the effect of consolidating professional performance, as the inspector further recounted in his story of Most Significant Change (MSC):

### **MSC 9: Addressing school enrolment expansion in Ugandan schools**

“I am an inspector for pre-primary, primary and secondary schools. I visit schools as a general component of my work or I am being invited specifically to talk about modelling and planning. I then discuss issues such as numbers of classrooms, latrines, desks, playgrounds, etc. I had knowledge on educational planning before the IIEP-workshop in France, but the training made me a better performer. I am attributing my improved capacities as an inspector to the workshop.

At times, I am invited by District Educational Officers (DEOs). For instance, in Luuka, a District Educational Officer invited me to discuss educational planning. The district is experiencing rapidly expanding rates of enrolment due to a prosperous economic environment. In particular there’s a model high school, it is expanding at a very high rate, last year there were 500 students, this year there are 1000 students. When I visit such schools, I talk not only to head teachers, but also to teachers and students. They all give me their own views on what they want their schools to be in the future. As a result, school heads are enabled to →

15 Translated from original citation: « Quand je suis revenu [de la formation], moi je fais partie de l’équipe qui est chargée d’élaborer le plan d’action budgétaire du ministère, donc au cours des discussions, même pour le cadrage dans le travail, nous avons par exemple abordé un outil qui est le modèle de simulation. Avec ce que j’ai déjà appris, le modèle de simulation doit s’appuyer sur un diagnostic préalable, et donc avec ces diagnostics on peut essayer de se projeter dans l’avenir, court et long terme. Des discussions concrètes que nous avons eues et la formation m’a apporté des éléments de clarification. » (int. 17)

understand the facilities of the schools that they need, communicate with the board of governance and plan and budget these facilities. As a result of my work, students in for example the RHINES secondary school in Wakiso district have been able to obtain adequate facilities, such as more dormitories and beds in a boarding school. This led to a reduction of congestion in the dormitories. Parents are also empowered as they can build on my propositions to look ahead and share their ideas in school performance review meetings. Furthermore, whenever I go to visit schools as an inspector I always also chip in on simulation and modelling. As another result of my visits, DEOs have new ideas and share them in their constituencies.” (int. 14)

Other participants drew attention to the increase in their technical skills particularly in the area of statistical analysis, that had contributed to improved understanding of the work of other departments even where their contribution to these processes might be limited (e.g. ints. 38 and 41), and supported the

integration of such techniques within their own departmental practice. The Section Chief for School Projects at the Ministry of Education in Togo, who had attended SAMES training offered by UCAD and the UNESCO-IIEP *Pôle de Dakar*, for example reported:

“In terms of impact, we better understand the education system, the indicators, the analysis of the education system, we are more comfortable working with a number of actors, the management of promotions, the management of schooling, the management of retakes [i.e. students repeating a school year], so we understand better let’s call it the texture of education and sector analysis. However, in relation to our department we use the results of this training to participate and contribute to discussions. We learned about statistical analysis, and that has allowed us today to understand the evolution that statistics can take. But we do not work at the level of the statistics department - that means we are not totally involved in this area. But for our own work or the workshops, we use the data of the training we followed.” (int. 38)<sup>16</sup>

The account above therefore indicates the potential for advancing the skills and knowledge of those beyond departments of planning and statistics that can support holistic improvements even where there may be organisational constraints.

### Increased confidence & motivation

Improvements in technical skills were also closely associated with increased confidence and motivation in carrying out work and participating in discussions

and planning processes. The Director of Education Policy and Strategy at the Ministry of Education in the Comoros Islands for example indicated the process of change resulting from expanding his skills and knowledge during the ATP in Educational Planning and Management at UNESCO-IIEP in 2015–16, from previously being hesitant in his contributions to being more assured in developing the transitional plan:

16 Translated from original citation: « En termes d’impact, nous comprenons mieux le système éducatif, les indicateurs, l’analyse du système éducatif, on est plus à l’aise à travailler avec un certain nombre d’acteurs, la gestion de promotions, la gestion de scolarisation, la gestion de redoublement, donc nous comprenons mieux disons la texture éducative et l’analyse sectorielle. Cependant, par rapport à notre service nous utilisons les résultats de cette formation pour participer et contribuer aux débats. Nous étions informés à l’analyse statistique, et ça nous a permis aujourd’hui de comprendre l’évolution que les statistiques peuvent faire. Mais nous ne travaillons pas au niveau de la direction statistique – ça fait qu’on n’est pas totalement trop utilisé dans ce domaine. Mais pour nos propres travaux ou les ateliers, nous utilisons les données de la formation qu’on a suivie. » (int. 38)

“I am among the people who were selected to develop this transitional plan. In that, I felt more capable with many things, and before this training I hadn’t tried to participate or I hesitated in participating, but now not only am I capable of participating but at an individual level I feel more useful at the level of national education, at the planning level and at the level of our department of policy and curriculum.” (int. 25)<sup>17</sup>

This change in attitude was also commented on by others in the departments encountered during country research visits, as the head accountant of the Department of Education Planning at the Ministry of National Education in Madagascar observed: “When they go on training, especially overseas, they are more motivated when they come back” (int. 10)<sup>18</sup>.

As highlighted above in relation to the need for capacity development, in Madagascar there has been a lack of opportunities to learn about education specific dimensions of planning, as well as a natural diversity of educational and professional

experience amongst those within Ministry of Education departments. The Director General of Secondary Teaching, and coordinator of the ESP, himself emphasised this position, having a background in computer science and logistics, and stated that the training he had undertaken at CIEP in 2015 with BACKUP Education support had given him the confidence as well as the technical skills to be able to lead his team through the preparation of the Education Sector Review and also the development of the ESP. This account is taken from the MSC story, also included in Appendix 4.

#### **Extract from MSC 5: Making an effective contribution to improving the education system**

“Thanks to this training I was able to really fulfil my role as coordinator of the ESP for the Ministry of National Education and I was able to lead the team, both at the planning level, and at the design level of the programme itself, I was able to lead the team effectively thanks to this training. At that time we did not have a sector plan and we were in the process of preparing the Education Sector Review, so we were really in the preliminary planning phase. Without this training, I could not say that I was competent to lead this team because I myself am not a planner. I had experience in IT and as a logistician. But thanks to this training I can fulfil my role as coordinator. Now I can say that I understand planning and people are impressed that I am really involved in all these aspects of the sector plan.” (int. 8)<sup>19</sup>

17 Translated from original citation: « Je me trouve que je suis parmi les gens qui étaient sélectionnés pour élaborer ce plan de transition. Là je me suis avéré plus capable avec beaucoup de choses, et avant cette formation on n’avait pas tenté de participer ou on hésitait de participer, mais maintenant non seulement je suis capable de participer mais au niveau individuel je me sens plus utile au niveau d’éducation nationale, au niveau de planification et au niveau de notre direction de la politique et le programme d’enseignement. » (int. 25)

18 Translated from original citation: « Lorsqu’ils vont en formation, surtout à l’étranger, ils sont plus motivés quand ils rentrent » (int. 10).

19 Translated from original citation: « Grâce à cette formation j’ai pu vraiment assurer mon rôle de coordonnateur de PSE pour le Ministère d’Education Nationale et j’ai pu piloter l’équipe, que ce soit au niveau de la planification, que ce soit au niveau de la conception du programme lui-même, j’ai pu diriger l’équipe d’une façon efficace grâce à cette formation. A cette époque-là nous n’avions pas de plan sectoriel et nous étions en train de préparer le RESEN, donc nous étions vraiment dans la phase préliminaire de planification. Sans cette formation, je ne pouvais pas dire être compétent pour diriger cette équipe parce que moi-même je ne suis pas planificateur. J’avais de l’expérience en informatique et comme logisticien. Mais grâce à cette formation je peux assurer mon rôle de coordonnateur. Maintenant je peux dire que je connais la planification et les gens sont impressionnés que je suis impliqué vraiment dans tous ces aspects du plan sectoriel. » (int. 8)



Likewise, in Burkina Faso the Director of Sectoral Statistics also highlighted the importance of deepening the theoretical underpinnings of planning processes which may not be apparent in training of shorter duration, and the resulting increase in

confidence not only in individual skills but also in the process itself of preparing a holistic action plan for the education sector (*Box 3: Promoting cohesion in Burkina Faso's education sector plan*)

### Box 3: Promoting cohesion in Burkina Faso's education sector plan

#### Promoting cohesion in Burkina Faso's education sector plan

Commenting on the benefits of participating in training at an individual level, the Director of Sectoral Statistics in Burkina Faso also drew attention to the impact of training at an organisational level through building relationships and generating greater coherence across the sectoral action plan:

“After, when we finished the training and reintegrated back into our departments, everyone brought their own contribution. It helped us to better contribute in the preparation of documents. For all of us involved in this transformation, before we had not received training as such on planning and the tools that we saw there. But working with trained people, consultants, learning things [on the job]. What we were doing [before] was not bad but we did not have a good knowledge of the theoretical underpinnings behind all that. So this training really helped us to have knowledge on the theoretical foundation, programming tools, budget tools, to be more effective in our work. That builds confidence. What we do [now], we can put into a certain logic. This confidence, therefore, helps us go further in the quality of work developed and the action plan of the Ministry. Generally, we work as a team. For us we have also been able to raise the level of the team and understand the team's discussions and the quality of teamwork.” (int. 17)<sup>20</sup>

Such transformations in approaching education sector planning support the intention of GPE to promote greater cohesion and inclusivity in the action plans, as explored in more detail through the example of Burkina Faso in the section below on connecting to GPE processes.

As also indicated through the accounts above, increasing individual confidence in contributing to education sector analysis and planning was also allied with improved relationships, and more effective

communication processes. In the responses provided in the questionnaires, the majority of respondents indicated feeling more confident in coordinating education processes, as summarised in Box 4.

### Box 4: Collated questionnaire responses, qu.4c.

	Completely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Completely Agree	N/A
4c. I feel more confident in coordinating consultation processes relating to education sector analysis or planning	1	2	1	11	31	2

<sup>20</sup> Translated from original citation: « Les outils appris en formation sont toujours utiles dans ma nouvelle position bien sûr ! ... Aujourd'hui je suis responsable de la structure du centre d'éducation, donc je gère une centaine de personnes et chacun a son rôle car je gère la planification au niveau de la structure. Étant la responsable, quand on me demande « ça », je connais beaucoup plus de chose là-dessus. C'est une expérience qui m'a servie aujourd'hui et dans ma gestion au niveau de mon centre. » (int. 34)

For example, the Officer at the Department of Studies and Programming at the Ministry of Primary

Teaching in Niger highlighted her increased ability to lead discussions with education partners:

“During meetings, discussions with educators or all those involved in the education system, now I’m able to express myself well, to speak up and to debate well, I’m able to defend my position better.” (int. 35)<sup>21</sup>

Gender dynamics are also pertinent in this increase in confidence to participate in analysis and planning processes, as further discussed below in the reflections on the role of BACKUP Education in supporting systems strengthening. The only respondent from Kenya, herself a trainer in early childhood education,

likewise drew attention to the benefits of supporting training for women who may be lacking access to such opportunities which in term obstructs their ability to contribute to processes within their department:

“Capacity building is very important, especially for women. When you look at the gender when it comes to employment, you find most of the head chief and everything is still men. So the women will be lagging behind just like the teachers, but when it comes to heads the major majority is the men. I think also that’s maybe why we have a problem of quality so I think if women are, if we have enough capacity building in terms of women getting more training, then things like quality, those are the challenges like quality, those are the things that can be worked on.” (int. 32)

The impact of training courses in strengthening confidence, participation and contributions to education sector planning and consultations, as articulated by respondents of both genders, may therefore be particularly advantageous for those women who have previously felt excluded from leadership opportunities within their departments.

## Recognition of skills

Further linked to the articulations of increased confidence and motivation, several participants in the study also drew attention to the recognition they had received from others in their department and more broadly for their technical skills and competencies. As one respondent from Chad indicated in the questionnaire:

“Since this training I am consulted and invited to all the activities that are related to planning and management of the [education] system.” (qu.45)<sup>22</sup>

This feeling validation of the skills learned in training by colleagues and superiors was also evidenced in

the responses provided in the questionnaire indicated in Box 5.

21 Translated from original citation: « lors des rencontres, les discussions entre des éducateurs, système éducatif tout cela, maintenant j’arrive bien à m’exprimer, à prendre la parole et à bien argumenter, j’arrive à bien défendre quoi. » (int.35)

22 Translated from original citation: « Depuis cette formation je suis consulté et invité à toutes les activités en lien avec la planification et la gestion du système. » (qu.45)

**Box 5: Collated questionnaire responses, qu.6f.**

	Completely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Completely Agree	N/A
6f. I feel that the skills I have developed because of the training I participated in have been recognised by others	1	3	1	12	31	0

Additionally, 19 participants (approx.40%) indicated having changed roles since undertaking training, of which 12 (25%) had received promotion. One of these, now the Director of the Centre for Pedagogical Training in Mali and leading a team of approximately 100

staff, commented on the contribution of the year-long training she had undertaken online and at UNESCO-IIEP in Education Sector Planning in 2015 in supporting her in her new role:

“The tools learnt in the training are still useful in my new position of course! ... Today I’m responsible for the structure of the education centre, so I manage about a hundred people and each has their role, so I manage planning at the structural level. Being in charge, when I’m asked for this or that I know much more about it now. It’s an experience which has served me today and in the management of my centre.” (int. 34)<sup>23</sup>

Other participants also cited taking on more responsibility, being consulted and asked to share their experiences with others (ints. 24, 30, 31), indicating that the recognition of skills learned in training can have

a multiplying effect, also discussed below, reinforcing capacity and motivation within and across departments.

23 Translated from original citation: « Les outils appris en formation sont toujours utiles dans ma nouvelle position bien sûr ! ... Aujourd’hui je suis responsable de la structure du centre d’éducation, donc je gère une centaine de personnes et chacun a son rôle car je gère la planification au niveau de la structure. Étant la responsable, quand on me demande « ça », je connais beaucoup plus de chose là-dessus. C’est une expérience qui m’a servie aujourd’hui et dans ma gestion au niveau de mon centre. » (int.34)

## Summary of Key Findings

- As a result of attending training through the support of BACKUP Education, participants identified improved technical skills in areas such as the development of indicators, analysing and applying statistical data, and learning how to make projections and simulation models that support GPE intentions to promote data-driven decision making as well as consolidating national budget lines for education planning and implementation.
- Participation in training was associated with increased confidence and motivation to contribute acquired technical expertise to sectoral analysis and planning processes. This was particularly stressed as a valuable impact by female participants, suggesting that providing opportunities for women within Ministerial departments to build their technical skills contributes to greater inclusivity in education sector planning.
- As evidenced in Uganda, Togo, and Burkina Faso, increasing individual confidence in contributing to education sector analysis and planning is also allied with improved relationships and more effective communication processes.
- The majority of participants reported feeling that the skills they had developed in training were recognised by others, resulting in increased opportunities to put these skills into practice and contribute to effective education sector planning and implementation.

## Organisational impact

The impact of participating in training was also evidenced by changes in working practices at a departmental and organisational level. These were particularly apparent during country study visits when it was possible to speak to several members of a department or ministry and observe dynamics in the department.

### Systematising organisational practices

Participants drew attention to the links between developing a theoretical understanding of education planning and supporting greater systemisation at an organisational level. For example, a regional consultant from Senegal, who at the time of undertaking training in Education Finance, Economics and Planning at the Wits School of Education in 2012-13 was working with ADEA, underlined:

“The training has enabled us to systematise, which was lacking before. Not only relying on skills learned in the field, but also with a theoretical framework” (int. 37)<sup>24</sup>.

Likewise the Director of the Centre for Pedagogical Training in Mali similarly drew attention to this

effect of strengthening the holistic understanding of planning processes to improve coordination:

“Before going on the training maybe we understood planning, but after the training it’s really not the same anymore in terms of planning. Before, we did planning ... we thought about things, but here it’s a step forward in terms of education. It’s less arbitrary than before. Before IIEP, I wasn’t tactical enough.” (int. 34)<sup>25</sup>

Technical skills learned in training have also become incorporated into departmental practice. For example, in Togo respondents highlighted the relevance of learning about developing indicators to improved monitoring and evaluation practices (ints. 37 and 41).

Additionally, an example of changes in organisational practice was encountered in the adoption of participatory approaches to consultation and planning in Madagascar, not only in the formulation of the ESP as further outlined below, but also in broader departmental processes, indicating the contribution of Fast Access Mode training support to broader improvements to organisational functioning. The Head of Department of Urban Trade at the Ministry of Employment, Technical Education and Vocational

Training, also a member of the technical working group for the ESP, highlighted the emphasis on participatory planning in the advanced training programme she had undertaken in education planning and management at UNESCO-IIEP in 2015. She drew attention to the impact of this in the development of a consultation plan for the regions, to ensure that input and feedback on the ESP was gathered from across the country, and also highlighted the impact in her own department when planning a project on training out of school youth, where they had not previously employed participatory approaches to project design (*Box 6: MSC 6: The contribution of good planning to the professional development of vulnerable people in Madagascar*).

24 Translated from original citation: « Le cours permet de systématiser, ce qui manquait avant. En se reposant pas seulement sur les compétences acquises sur le terrain, mais ayant un cadre théorique. » (int. 37)

25 Translated from original citation: « Avant de venir à la formation peut-être que l’on entendait planification, mais après la formation ce n’est plus la même chose en termes de planification. Avant on faisait une planification... On pensait à des choses mais ici c’est toute une étape en termes d’éducation. C’est moins arbitraire qu’auparavant. Avant l’IIEP, je n’étais pas assez tactique. » (int. 34)

### Box 6: MSC 6: The contribution of good planning to the professional development of vulnerable people in Madagascar

“I participated in a project for young people who have dropped out of school in the eastern part of the country. The goal was to build their capacity and their professional development. So I started by applying a participatory approach, involving all stakeholders, before the project was developed. Before, we didn’t really take into account the needs of everyone involved in planning a project. So, there were not many partners interested in our training and internship projects.

We learned what they wanted, their needs in terms of the skills required by businesses and the world of work. Given that in the eastern part of the country there is a lot of forest, there is logging which is really a potential for this region. It is from this that we worked out with all the participants that we would train these people in woodworking (like as a lumberjack, to use wood materials etc.). So, we developed the project with the participation of the companies, the community, and the authorities. They were very motivated in the project and for that we managed to integrate all the participants in local companies. It was the result of the participatory process that everyone was motivated from beginning to end.

Apart from the participatory process, there were also all the elements of planning and development, for implementation and monitoring, where I had the opportunity to apply the planning skills that I also learned to IIEP. This method has since been applied in all other training projects that we do.”<sup>26</sup>

Engaging the community and local businesses to ensure that the skills training provided to out of school youth matched the needs of the local market not only ensured that this project was successful in finding

industry placements for all participants but also this success has resulted in the practice being adopted by the department as the model for future projects:

“The trainees all managed to find a placement with the collaboration of local businesses. We’ve adopted this as our model for our work.” (int. 9)<sup>27</sup>

Such sensitisation to the benefits of encouraging greater collaboration and supporting inclusivity in planning processes has therefore resulted in certain changes in departmental practice.

from departments that historically receive less attention from development partners was identified by participants as not only strengthening individual competencies but also improving communication and cooperation across departments and with diverse educational stakeholders.

### Improving communication and cooperation

Supporting access to training courses for several participants from different departments and/or those

26 The MSC story in the original French is provided in Appendix 4, ‘MSC 6: La contribution d’une bonne planification à l’insertion professionnelle de gens vulnérables’.

27 Translated from original citation: « Les formés sont tous arrivés à trouver un stage avec la collaboration des entreprises locales. Nous l’avons adopté comme notre modèle de travail. » (int. 9)

### Box 7: Improved inter-departmental communication in the Comoros Islands

In the Comoros Islands, a total of 11 members of the Ministry of Education were supported through the BACKUP Education initiative to access ATP courses at UNESCO-IIEP and SAMES training offered by UCAD and the *Pôle de Dakar*, from different departments at regional and union levels. Being better able to work together and use the same language learned from the same experiences was identified as being particularly important for those coming from different professional backgrounds within the Ministries and complemented the development of technical expertise, as the Director of Education Policy and Strategy indicated:

“I didn’t know how to express certain things in the education sector, how to calculate the indicators, how to concretise the activities. But after I enrolled in the training ... because I work together with the director of planning for the department of policy and teaching programme, so I work together with the planning department and then the general inspection. Since my return [from the training] I feel more able to identify indicators and then work with the planners ... to train the planners in the simulation models and the models of how to find the right direction and prepare the statistics. But before the training we did not know how to calculate and run the simulation models, but after my return I find that I’m capable, along with the others from the planning department from this training.” (int. 25)<sup>28</sup>

Respondents from Ghana (int. 29), Togo (int. 37) and Uganda (ints. 14 and 15) similarly drew attention to improved communication skills learned through participation in training courses as supporting engagement with varied stakeholders, including through media outreach (int. 29) and being better able to manage relationships and communicate with education partners at the school level (ints. 14, 15 and 37).

Likewise, shared participation in training programmes, made possible by Fast Access Mode financing that enabled multiple individuals to attend courses where differences in departmental resources would otherwise have obstructed this, has supported increased cooperation across departmental and ministerial lines in the processes of sectoral review and

planning. Respondents from the Democratic Republic of Congo for example reported greater harmonisation amongst the departments of education which now work together more closely, particularly in the formulation of the ESP, in comparison to five years ago when the departments had separate strategies (int. 27). This was also encountered in Madagascar (*Box 8: Inter-Ministerial collaboration in Madagascar*) where BACKUP Education was perceived as supporting cooperation between the three Ministries of Education<sup>29</sup> – the Ministry of National Education (MEN), the Ministry of Employment, Technical Education and Vocational Training (MEETFP) and the Ministry of Higher Education and Scientific Research (MESRS).

28 Translated from original citation: « Je ne savais pas comment exprimer certaines choses dans le secteur d’éducation, comment calculer les indicateurs, comment concrétiser les activités. Mais après je me suis inscrit à la formation... parce que je travaille ensemble en collaboration avec le directeur de planification de la direction de politiques et programmes d’enseignement, alors je travaille ensemble avec la direction de planification et puis l’inspection générale. Là à mon retour je me sens plus capable d’identifier les indicateurs et puis faire des choses avec les planificateurs... Pour former les planificateurs dans les modèles de simulation et les modèles comment on va trouver la bonne direction et préparer les statistiques. Mais avant la formation on ne savait pas comment on calcule et on fait les modèles de simulation, mais après mon retour je me trouve que je suis capable avec les autres qui sont de la planification de cette formation-là. » (int.25)

29 This perception arises from the fact that members of the different ministries were beneficiaries of Fast Access Mode support, even though this may not have been an explicit intention of BACKUP Education who might simply have responded to requests from these different departments.

### Box 8: Inter-Ministerial collaboration in Madagascar

The Head of Financial Evaluation at the MESRS in Madagascar was also the team leader for the National Education System Review (*Rapport d'Etat du Système Éducatif National*, RESEN) and had undertaken online training on projection and simulation models with UNESCO-IIEP through BACKUP support in 2013. He drew attention to the fact that in 2014 the three Ministries still predominantly worked separately, however BACKUP Education had helped with linking the three Ministries as a result of improving skills and understandings of the need for collaboration resulting from participating in shared training, which continued through the inter-ministerial committee and the technical unit for budget and budget monitoring (*cellule technique pour le budget et le suivi du budget*): “that helped us to achieve the ESP” (int. 7)<sup>30</sup>. Likewise, the Director General of Secondary Education highlighted the contribution of participating in CIEP training and appreciating how to coordinate effective communication and collaboration across the Ministries in the development of the ESP:

“Up until now Madagascar has never had a sector plan like this, which involves the three Ministries. Because here in Madagascar the three Ministries are separate so there are three ministerial departments who are in charge of education. It was really necessary to sort of teach how to effectively coordinate the three Ministries. So, we created an inter-ministerial steering committee... So when I came back from the training we showed interest in creating an inter-ministerial steering committee to make sure there was coherence between the activities, between the policies that happen at the level of secondary teaching or general teaching, also including vocational training and of course higher education and scientific research.” (int. 8)<sup>31</sup>

This was also reinforced by the committee member from the MEETFP, who had participated in the UNESCO-IIEP Advanced Training Programme in Educational Planning and Management, who also went on to participate in the steering committee, highlighting: “I was a member of the technical committee for the ESP, a direct application of what I learnt in Paris” (int. 9)<sup>32</sup>.

Likewise, the fact that BACKUP Education provided funding for participants from different departments to undertake the same course together meant that links were fostered through the shared experience of training, whereas if participants had had to wait until funding became available within the Ministries, where a budget for staff training is lacking, they would not have been able to undertake the course at the same time, if at all. A respondent from the

Department of Education Planning at the MEN in Madagascar highlighted the benefits of sharing the experience of learning with staff of the Department of Administration and Finance, as being beneficial in building links between the two departments, especially as the staff members were working together on the Education Sector Review and therefore were able to share a common understanding of the process (int. 6).

30 Translated from original citation: « ça nous a aidé à réaliser le PSE » (int.7)

31 Translated from original citation: « Jusqu'ici Madagascar n'a jamais eu un plan sectoriel tel qu'il est, qui concerne les trois Ministères. Parce qu'ici à Madagascar les trois Ministères sont séparés donc il y a trois départements ministériels qui sont en charge de l'éducation. C'était vraiment nécessaire d'enseigner comme quoi coordonner efficacement ces trois ministères. Donc on a créé un comité de pilotage interministériel...Donc je reviens à la formation, nous avons montré l'intérêt de créer un comité inter-ministère de pilotage pour assurer une bonne cohérence entre les activités, entre les politiques qui se passent au niveau de l'enseignement secondaire, ou l'enseignement général, en passant par l'enseignement technique et bien sûr l'enseignement supérieur et la recherche scientifique. » (int.8)

32 Translated from original citation: « J'étais membre du comité technique du PSE, une application directe de ce que j'ai appris à Paris. » (int.9)



## Contributing to increased budgets for education

The relevance of learning about and how to perform models of simulation, which was a feature of courses undertaken with Fast Access Mode support, was also identified as supporting processes of financing through providing convincing evidence to petition the Ministry of Finance for increased budget allocation. This was particularly highlighted by

respondents from Burkina Faso (int. 17), the Democratic Republic of Congo (int. 28) and Madagascar (ints. 8 and 12).

In Madagascar, while budget for the implementation of the ESP remains a concern, particularly with the uncertainty surrounding elections in 2018 and potential political reshuffles, the Director General of Secondary Education highlighted the increased leverage that this tool had provided them:

“It’s an indispensable tool to explain what was essential in the sector plan - without this tool we could not advance with the action plan and the drafting of the sector plan, and it is also through this tool that we can then make the subsequent discussions, negotiations between the ministries and within the ministries and at the level of the Ministry of Public Service, more effectively to better justify our needs. Because we cannot say at the Ministry of Finance level that we need such means without justifying these means. So with the model we can say that this is what we plan to do and that’s what we need to really make all these activities happen. It was something that I found very important during the first days of training.” (int. 8)<sup>33</sup>

Additionally, the Director of Education Planning drew attention to the changing dynamics of discussions with the Ministry of Finance and Budgeting, which had improved since each had a better understanding of their mutual roles, with the result that he

had been able to argue for and receive an increase in the budget allocation for the implementation of the ESP (*Box 9: Extract from MSC 7: Increasing domestic budgets for the ESP implementation*)

### Box 9: Extract from MSC 7: Increasing domestic budgets for the ESP implementation

“In the past participation in training was kind of reserved for the directors of the departments and it was difficult, but now we are much more informed, for example of the different roles with regard to the Ministry of Education and the Ministry of Finance and Budget. We are much more informed about what the Ministry of Finance and Budget should do. And that’s a change for us. Before, even if I prepared the budget, I accompanied the director (I wasn’t the director at that time, I was head of service) in conferences and budget meetings, for example with IMF [International Monetary Fund], I would sit there without saying much. But afterwards, even this year when we were preparing the ESP, we discussed, it’s me who directs and we discuss with the Ministry of Finance, and we got almost everything we asked for, for example the 25% expenditure for education which is allocated to education over the 5 years of the ESP implementation.” (int. 12)<sup>34</sup>

33 Translated from original citation: « C’est un outil indispensable pour expliquer ce qui était indispensable dans le plan sectoriel – sans cet outil on ne peut pas avancer dans le plan d’action et la rédaction approfondie du plan sectoriel, et c’est aussi à travers cet outil qu’on peut faire les arbitrages par la suite, l’arbitrage entre-ministériel, interministériel, et au niveau du MFP [Ministère de la Fonction Publique], le plus efficace pour mieux justifier nos besoins. Parce qu’on ne peut pas dire au niveau du Ministère des Finances qu’on a besoin de tels moyens sans justifier ces moyens. Donc avec le modèle on peut dire que là c’est ce que nous envisageons à faire et voilà ce qu’on a besoin pour vraiment concrétiser toutes ces activités. Ça c’était quelque chose que je trouvais très important lors des premiers jours de formation. » (int. 8)

34 The full MSC story in the original French is provided in Appendix 4, ‘MSC 7: Histoire de changement le plus significatif’.

The nature of this study, relying on reporting directly from the recipients of Fast Access Mode support, makes such claims difficult to independently verify. Nonetheless, at least on the part of beneficiaries, BACKUP Education support is identified as contributing to consolidating an increase in the budget for education in the implementation of the ESP through

supporting the skills of key individuals both to negotiate for and to provide evidence of the need for this financial commitment. Such a finding also indicates the contribution of Fast Access Mode measures to supporting areas of GPE focus in increasing domestic financing to education.

## Summary of Key Findings

- Improved technical competence and motivation at an individual level has contributed to building a shared language and understanding at the organisational level resulting in improvements in planning and monitoring processes, especially in contexts where BACKUP Education responded to requests for several staff members to participate in the same training.
- Evidence from the Comoros Islands and Madagascar, where multiple beneficiaries participated in Fast Access Mode measures, suggest that sharing the experience of participating in training programmes has supported increased cooperation across departmental and ministerial lines, promoting greater cohesion and inclusivity in the processes of sectoral review and planning.
- As evidenced in Burkina Faso, the Democratic Republic of Congo and Madagascar, improved technical skills in simulation modelling and budgeting, as well as improved understanding and cooperation between stakeholders and departments, has contributed to Ministerial departments being successfully able to secure increased domestic financing to education in line with GPE priorities.

## Connecting to GPE processes

As the intention of BACKUP Education is to strengthen capacity within Ministries of Education and CSOs to implement GPE guidelines and standards, beneficiaries of Fast Access Mode measures have largely been supported due to their existing roles in contributing to GPE grant implementation as identified and verified through consultation with the LEG and development partners including the GPE grant coordinating authorities. Impacts at an individual and organisational level therefore have a natural connection to GPE

processes and improving a country's ability both to access and to implement their GPE grant allocations. Likewise, the training courses that beneficiaries have attended have had an intentional relevance to strengthening education sector analysis and planning processes in line with GPE guidelines. It is therefore unsurprising that respondents to the questionnaire indicated increased understanding and capacity to implement GPE guidelines and standards within their working practices, as indicated in Box 10 below.

**Box 10: Collated questionnaire responses, qus.3c, 3d and 6d.**

	Completely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Completely Agree	N/A
<b>3c.</b> I better understand the specific requirements for implementing GPE guidelines and standards because of the training I received	1	4	0	14	28	1
<b>3d.</b> I feel that since completing the training supported by BACKUP Education, I am better able to help my country to access and use its full GPE allocation	0	2	3	14	29	0
<b>6d.</b> Since completing my training, I am better able to implement policies that are supported through GPE funding with my colleagues	0	4	0	19	24	1

For example, participants from Burkina Faso drew attention to the relevance of the ATP course followed at UNESCO-IIEP for the review of the existing ESP and in the preparation of the new plan for 2017-2030.

The Director of Sectoral Statistics, also the national focal point for GPE, who had participated in the course highlighted:

“Moreover, during this training, the organisers focused a bit on the GPE process within the mandate of IIEP. When we returned, we were able to participate in the finalization of the request that was formulated, Burkina Faso was working on the requests from the ministry at that time, to integrate back into the team and make a contribution ... In the GPE, I am currently participating in the internal processes for the new grant request from the GPE. Working on documents, internally, discussions, and preparing the documents for the GPE grant request.” (int.17)<sup>35</sup>

Given the inherent interconnection between Fast Access Mode support and strengthening GPE processes, this section subsequently draws attention to additional dynamics of this relationship, beyond individual and organisational impacts.

## Complimentary support

As highlighted in the example of Burkina Faso above, Fast Access Mode measures have logically been

associated with those who are closely involved in GPE processes, including the country focal points and representatives for the DCPs, which the national focal point for Burkina Faso described as “a logical follow on from the training” (int.17)<sup>36</sup>. He continued to highlight the complimentary nature of BACKUP Education’s support to DCP representatives:

“With the support of BACKUP, they invited the country [representatives] to Addis Ababa, for a meeting to help the constituencies from the African countries to organise themselves and so, my colleague and myself, we were invited to this meeting [because] we had completed the training and [because of] the work that we have done too.” (int.17)<sup>37</sup>

The DCP representative and focal point for Madagascar, and alternate representative for the Africa 2 constituency, who participated in CIEP training through Fast Access Mode support in 2015 also highlighted

the mutual reinforcement of training and participating in GPE constituency meetings, as recounted in her story of most significant change:

### Extract from MSC 4: Being on the ground

“I think all of this, with the ESP training, being in the GPE, and having other relationships too, seeing other countries, has allowed me to really be in the context. For example, at the Ministry we mentor the regions – we have 22 regions in Madagascar and each director is assigned a specific region to be their mentor. For me, as a mentor, the relationships I have with other countries, especially at the GPE level, have allowed me to understand the role and the different parts to see how things can be changed. It’s all these points that are related.

The training really took place in a period when we were at the beginning of the process, because we had a lot of delay in starting – we had problems with the consultants, and also because it’s the first time the three Ministries are working together it was difficult to start. The training really brought us a lot (me and my general manager who also participated in the training), to know the processes of developing a sectoral plan, especially in the aspects of follow-up and piloting, because we were integrated in the ministerial steering →

35 Translated from original citation: « Plus, lors de cette formation, les organisateurs sont revenus un peu sur le processus PME avec l’édit d’IPE. Quand nous sommes rentrés, on a pu participer à la finalisation de la requête qui a été formulée, le Burkina Faso travaillait sur les requêtes du ministère à ce moment-là, réintégrer l’équipe et avoir une contribution... Dans le GPE, sur le processus à l’interne je participe, présentement, à une nouvelle requête pour le PME. Travailler sur les documents, à l’interne, discussions, et la préparation des documents de requête pour le PME. » (int.17)

36 Translated from original citation: « une suite logique de la formation » (int. 17).

37 Translated from original citation: « Avec le soutien de BACKUP, ils ont invité le pays à Addis Ababa, pour une réunion pour aider sur les circonscriptions pour les pays d’Afrique à s’organiser et donc mon collègue et moi nous avons été invités à cette réunion [parce que] nous avons suivi la formation et le travail que l’on a fait aussi. » (int. 17)

especially in the aspects of follow-up and piloting, because we were integrated in the ministerial steering team. It also allowed me to emphasise, sometimes also to anticipate, and to raise in the meetings points that had been defined in the processes we had learned about during the training.

So concretely, we shared this training that we had with the team of technical groups. The dissemination was not so formal, but it has really translated into the development of the sectoral plan, in the steering committee, to challenge the secretary generals to say that we must see this aspect because otherwise we will be late. This allowed us to play a steering role, because we understood the process and all the elements in relation to the development of the sector plan.” (int. 5)<sup>38</sup>

Participants from Guinea likewise underlined the interlinkages between complementary measures. The Technical Assistant for the Medium Term Expenditure Framework Unit (*Cadre des Dépenses à Moyen Terme*, CDMT) who had participated in the ATP course at UNESCO-IIEP with Fast Access Mode support in 2013 subsequently worked closely with the consultant who came to support the preparation of the GPE implementation grant (int. 31), supported

through a BACKUP Education Consultant Mode measure. Similarly, in Côte d’Ivoire, the Planning Manager at the Department of Human Resources for the MEN drew attention to the impact of his training in enabling him to better contribute to projects with other development partners such as AFD, the GPE grant coordinating agency, including through the construction of proximity colleges, a key component of the 2012–17 programme implementation grant:

#### **Extract from MSC 1: From Spanish teacher to education system planner**

“Thanks to the training I discovered how to do education system diagnostics, how to plan priority actions that guide educational policy. When I returned to the department, I gave an account to my superiors. Then I went to meetings with experts in the proximity colleges, I participated in many workshops, with technical and financial partners such as C2D [Debt Reduction-Development Contract, AFD] or MCC [Millennium Challenge Corporation] who are dealing with the construction of the proximity colleges. During these meetings, the training allowed me to not be distanced from the discussions. For example, when you have to look at project financing, my advantage was to make simulation models. Planning education in the future, we have to reach the targets, there is a whole mechanism that needs to be integrated. Training was a necessary asset for my work.” (int. 3)<sup>39</sup>

The impact of training on participants’ contributions to GPE process was also corroborated by the Education Specialist at UNICEF, the GPE grant coordinating agency, in Madagascar who underlined the effectiveness of BACKUP Education’s support to ministry participants in training on education planning, with those who had participated in the trainings at UNESCO-IIEP and CIEP being identified as particularly good counterparts for work on the ESP, and as making particularly valuable contributions (int. 43).

BACKUP Education can therefore be identified as supporting complementary efforts to strengthen GPE processes within the African constituencies through facilitating access to training for those who are involved in the process of applying for GPE grants and for those involved in implementation of existing grants.

38 The MSC story in the original French is provided in Appendix 4, ‘MSC 4: Etre dans le contexte’.

39 The full MSC story in the original French is provided in Appendix 4, ‘MSC 1: De professeur d’espagnol à planificateur du système éducatif’.

## Attention to conflict sensitivity, crises and vulnerability

BACKUP Education’s mandate to respond to the requests it receives rather than attempting to steer counterparts towards predefined thematic areas of work naturally reduces the extent to which such thematic areas can be prioritised. Nonetheless the alignment of training opportunities supported through the Fast Access Mode with GPE processes and focus

areas, as well as the context of the countries concerned, leads to a particular emphasis for some on conflict sensitivity and responding to vulnerability and emerging crises. The module at UNESCO-IIEP focusing attention on conflict and crises was identified as particularly helpful, with one respondent from Mali revealing that consideration of crises and conflict sensitivity hadn’t previously been integrated into the planning process (*Box 11: Applying learning on crisis management in Mali*).

### Box 11: Applying learning on crisis management in Mali

“There was a module on crisis management, social and economic crises, so everything really. The training helped me a lot because in Mali we didn’t have a plan for crisis situations, as everything had been going well and we’d never been confronted by crisis. But with the 2012 crisis that Mali has gone through, so that has changed a lot. So after the training, there are meetings that are done and in case a crisis comes up now we are [ready] ... This was really useful because before coming to this training I had no idea about these things. I did not know that we have to take crises into account when planning... Now, when [the trainer] started talking, I said to myself “ah okay,” we didn’t do all the steps. If all goes well [it’s okay], but once it does not work, we have problems. Now that’s mainstreamed into our planning policy today.” (int. 34)<sup>40</sup>

In such ways sensitivity to conflict and crisis is increasingly being incorporated into ESPs as well as sectoral analysis. Likewise, learning to interrogate statistics and better conceptualise indicators was also

highlighted as having a key relationship to addressing conflict sensitivity and inequalities, as one participant from Senegal highlighted:

“In conceptualising the indicators for analysis during the conflict course, I realised thanks to this training that we had also had problems there” (int. 37)<sup>41</sup>.

For those countries that host substantial refugee populations, such as Uganda, enhancing skills in analytical tools was identified as particularly relevant for documenting and assessing the impact of refugee communities on education systems and their corresponding needs. In Uganda three school inspectors participated in training with UNESCO-IIEP on

‘Projections and Simulation Models: Methods and Techniques’ in 2015. One, also the sector focal point for Conflict and Disaster Risk Management highlighted the impact of the training, which had included a focus on skills for analysis and reporting, in his MSC account:

40 Translated from original citation: « Il y avait un module pour la gestion des crises, crises sociales et économiques, donc tout. La formation m’a beaucoup aidé car au Mali on n’avait pas une planification pour un cas de crise, comme tout allait bien et qu’on n’a jamais été confronté à une crise. Mais avec la crise de 2012 que le Mali a traversée, donc ça a changé beaucoup de choses. Donc avec la formation, il y a des rencontres qui se font et au cas où il y aura quand même une crise car on y est quand même.... Cela a été vraiment utile car avant de venir à cette formation-là je n’avais aucune idée par rapport à ces choses. Je ne savais pas que l’on doit planifier tout en tenant compte des crises... Maintenant, quand [le formateur] a commencé à parler, je me suis dit “ah d’accord”, on ne faisait pas tous les contours. Si tout va bien, mais une fois que cela ne va pas, on a des problèmes. Maintenant cela fait partie de notre ligne de conduite en termes de planification aujourd’hui. » (int.34)

### Extract from MSC 10: The contribution of the training towards building capacities of education officials in Conflict and Disaster Risk Management

“The current situation in Uganda is very dynamic, it requires a lot of forecasting. Uganda hosts 1.3 million refugees, especially from South Sudan, Burundi and the Democratic Republic of Congo. Even now refugees keep crossing the borders. Resources are not readily available. Therefore planning is very useful. Of course, we work in partnership with humanitarian actors such as UNHCR or UNICEF.

Recently the Ugandan government hosted a refugee summit at the end of June [2017], also with international actors. Since I am the sector focal point for Conflict and Disaster Risk Management I was in charge of preparing the refugee summit document, in close collaboration with the Ministry of Education’s planning department. The summit document contains information on the situation of refugees, helps us to anticipate their numbers, etc. In general terms, it forms a basis for our future interventions. Skills acquired in the workshop were helpful in this work. As a result of the summit, USD 3.3m have been pledged by partners through the Education Cannot Wait fund. At the local level, we began disseminating guidelines on Conflict and Disaster Risk Management. These guidelines were developed about two years ago, for children in upper primary and secondary school, and for teachers and educational officials. The workshop helped me in contributing to these guidelines. They will be disseminated in 14 districts in Uganda.” (int. 15)

The impact of reinforcing capacity can therefore be seen at multiple levels of interaction, in the preparation of analysis and reporting for development partners at an international level in order to leverage funds as well as at a local level in the preparation of guidelines for use in schools.

Finally, Fast Access Mode measures were also reported to have promoted conflict sensitivity through the harmonisation of actors and processes within the education system in the case of the Comoros Islands as discussed below (*Box 12: Conflict sensitivity and collaboration in the Comoros Islands*).

### Box 12: Conflict sensitivity and collaboration in the Comoros Islands

In the two measures supported by BACKUP Education in the Comoros Islands, 12 staff members from the Ministry of National Education in the Comoros Islands participated in training in 2015 and 2016. Financing from BACKUP Education enabled two staff members to undertake the ATP in Educational Planning and Management at UNESCO-IIEP from September 2015 to September 2016 and 10 staff members to participate in SAMES offered by the *Faculté des Sciences et Technologies de l’Education et de la Formation* (Faculty of the Science and Technology of Education and Training, FASTEF) at the *Université Cheikh Anta Diop de Dakar* (Cheikh Anta Diop University, UCAD) and the *Pôle de Dakar* (UNESCO-IIEP) also in 2015-16. At the time the Comoros Islands were preparing their transitional education sector plan (*Plan de Transition du Secteur de l’Education*, PTSE 2017-2020) informed by the education sector review. As the Director of Educational Policy and Strategy highlighted:

“This training enabled me to: explore the different sectoral analysis activities of the education sector review [*Rapport d’Etat d’un Système Educatif National*, RESEN], its structure and its quintessence; identify key issues related to the challenges of educational planning and management, including the missions and roles of a planning unit; learn about methods for developing institutional analyses; and learning and mastering projections and financial simulation models.” (qu.25)<sup>42</sup> →

41 Translated from original citation: « Dans la conceptualisation des indicateurs pour l’analyse du cours sur le conflit, je me suis rendu compte que là aussi il y avait des problèmes grâce à cette formation. » (int. 37)

Participants were from different departments, and also critically from different islands. One participant highlighted the fact that even though they had worked together previously, and this contributed to their being identified to undertake the training as part of the team working in the education sector review (RESEN) and subsequently the PTSE, the act of participating in training together had strengthened their relationship (int. 24). This had additionally led to increased understanding of the varying needs and perspectives across union and island levels of administration and planning, summarising: “Before, we weren’t on the same page” (int. 24)<sup>43</sup>. In the context where tensions between the islands have historically resulted in political conflicts, this harmonisation of understanding and contributions from different ministerial levels and across the islands has a contribution to improved relations.

### Strengthening collaboration and links between Ministry of Education and CSOs

While this tracer study did not include participants from CSOs, who may have received support from BACKUP Education through Project Mode or Consultant Mode measures or participated in shorter training courses or workshops through Fast Access Mode support, nonetheless some indications were encountered amongst Ministry of Education respondents that relationships between Ministries and CSOs had improved as a result of Fast Access Mode measures.

In some cases, as in the context of Burkina Faso, there had already been collaboration between the ministry and CSO partners, and training, in this case the CIEP course in analysis and planning for education development, was identified as helping the process of collaboration and communication so that stakeholders could better understand each other when working on aspects of planning processes. As the Director of Sectoral Statistics outlined:

“I see a change because it’s been a while that I have been participating in the process and I can see the qualitative progress that we’ve had. In Burkina Faso, civil society is very developed and there is a very good partnership between the economic developers and the administration, so we collaborate a lot. When, for example, it is an important document, the ministry prepares it and we have a discussion with the partners to validate it. If they are not trained in some area, it’s difficult. Because some don’t understand very well or are not able to provide alternative answers but answers that are good because they know the context of the education system, but the documents were not very good quality because the participation on the national side was not optimal. But these last years with the different training that people have had, I think that makes it possible to reframe a bit compared to before. For example when there is a planning document to develop, people know what it is and how to develop it, how it is structured, what to put in it and so when there is a discussion with the partners who make proposals, we can better analyse the proposals to be sure that the proposals we are going to adopt are going to be good for the education system, so there is really a good progression from a qualitative point of view at the ministry level. If we compare with the educational system of ten years ago, we feel that now, the dynamic is much better.” (int. 17)<sup>44</sup>

42 Translated from original citation: « Cette formation m’a permis de: explorer les différentes activités d’analyse sectorielle de type Rapport d’Etat d’un Système Educatif National [RESEN], sa structure, ainsi que sa quintessence; cerner les enjeux essentiels liés à la problématique de la planification et de la gestion de l’éducation notamment les missions et les rôles d’une unité de planification; prendre connaissance des méthodes d’élaboration des analyses institutionnelles ; et l’apprentissage et maîtrise des projections et modèles de simulation financière » (qu.25)

43 Translated from original citation: « Avant, on n’était pas sur la même page » (int.24).



In other cases, such as in the context of Madagascar, there had not previously been a history of cooperation between Ministries and civil society partners in education sector planning, and there had been some hostility over the roles that each perceived the other to play. While BACKUP Education also provided financing for capacity building of the National Coalition of CSOs through a Project Mode measure, Ministry of Education participants in Fast Access Mode supported training also articulated a changing understanding of the need for CSO participation and consultation in sector review and planning processes.

This in part comes from the mandate of the GPE and the setting up of the LEG, but has also been reinforced by the participation of certain individuals in the education sector review and ESP steering committees in training at CIEP or UNESCO-IIEP. These training courses have included emphasis on participatory approaches, as highlighted in the sections above, and underlined the benefits of inclusive consultations. The Director General of Secondary Education drew attention to this emphasis in the CIEP training he had participated in and the inclusive approach adopted in the ESP:

“[In the training] we were also presented with the importance of an inclusive and participative plan. That it’s not only the Ministry, yes the Ministry is there on the technical side, but for the approval of the plan you have to do consultations. So they clearly explained that it is imperative that a sector plan be consultative, participatory and consensual. Because it is not the plan of the Ministry, it is the plan of a whole country so it is necessary that all the actors are informed and know the approval of their remarks, their observations, so it is really a plan for everyone not a plan that has been imposed by the Ministry, or the three Ministries.” (int. 8)<sup>45</sup>

As evidenced through the subsections above, Fast Access Mode measures can therefore be seen as complementary both to other measures supported by

BACKUP Education through Project and Consultancy Modes and to the priorities of GPE and wider development partners.

44 Translated from original citation: « Moi je sens le changement car cela fait un moment que je participe au processus et je peux voir la progression qualitative que nous avons eue. Au Burkina Faso, la société civile est très développée et il y a un très bon partenariat entre les développeurs économiques et l’administration, donc on collabore beaucoup. Quand, par exemple, c’est un document important, le ministère le prépare et on a une discussion avec le partenaire pour le valider. S’ils ne sont pas formés dans un certain domaine, difficile. Parce que certains ne comprennent pas très bien ou bien ne sont pas capables d’apporter des réponses contradictoires mais des réponses qui sont bonnes car ils connaissent le contexte du système éducatif, du coup les documents n’étaient pas de très bonne qualité parce que la participation de la partie nationale n’était pas optimale. Mais ces dernières années avec les différentes formations que les gens ont eues, je pense que ça permet de recadrer par rapport au départ. Par exemple quand il y a un document de planification à élaborer, les gens savent ce que c’est et comment l’élaborer, comment c’est structuré ce qu’il faut mettre dedans et donc quand il y a discussion avec les partenaires qui font des propositions, on peut bien analyser les propositions pour être sûr que les propositions que l’on va retenir vont être bien pour le système éducatif, donc il y a vraiment une bonne progression du point de vue qualitatif au niveau du ministère. Si on prend le système éducatif d’il y a dix ans, on sent que maintenant, la dynamique est meilleure, forcément. » (int.17)

45 Translated from original citation: « [Dans la formation] on nous a également présenté l’importance d’un plan inclusif et participatif. Comme ça ce n’est pas le Ministère seulement, oui le Ministère est là sur le côté technique mais sur l’approbation il faut faire des consultations. Donc ça on nous a aussi bien expliqué comme quoi il est impératif qu’un plan sectoriel doit être consultatif, participatif et consensuel. Parce que ce n’est pas le plan du Ministère, c’est le plan de tout un pays donc il faut que tous les acteurs soient informés et connaissent l’approbation de leurs remarques, leurs observations, donc qu’il soit vraiment un plan de tout le monde mais pas un plan qui a été imposé par le Ministère, ou les trois Ministères. » (int.8)

## Summary of Key Findings

- In line with the mandate of BACKUP Education, responses from beneficiaries of Fast Access Mode support indicate increased understanding and capacity to implement GPE guidelines and standards within their working practices.
- BACKUP Education measures have supported complementary efforts to strengthen GPE processes within the African constituencies through facilitating access to training both for those who are in the process of applying for GPE grants and for those involved in implementing existing grants.
- Fast Access Mode measures are identified as contributing to improved crisis management and conflict sensitivity, through the content of modules in training programmes and through the relationship building that results from shared experiences of learning. For example, in the case of the Comoros Islands shared participation in training by representatives from different islands with a history of political conflict has contributed to the harmonisation of actors and processes within the education system.
- Fast Access Mode measures have complimented BACKUP Education's Project and Consultancy Modes in strengthening collaboration between Ministries and CSOs through promoting, in the content of training, increased understanding of the mutual roles and contributions of varied stakeholders in policy planning and implementation and through engaging varied stakeholders through the LEG consultation processes.

## Networks, partnerships and knowledge exchange

Participation in training courses, particularly those involving residential stays overseas, were reported as building contacts with counterparts in different countries to support the exchange of learning and examples of practice. This section outlines the effects of these exchanges reported, and also begins with accounts of sharing learning on a domestic level within departments after having participated in training.

### Reinforcing impacts – sharing learning with others

The intention of Fast Access Mode measures is that beneficiaries will share their experiences of training with their colleagues and departments upon their return, and the majority of participants confirmed this process in their responses to the questionnaire, as indicated in Box 13.

**Box 13: Collated questionnaire responses, qu.6c.**

	Completely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Completely Agree	N/A
<b>6c.</b> I have been able to share what I learned from my training with others in my organisation/ department	2	6	0	14	0	26

One respondent from Côte d'Ivoire highlighted the benefit of this exchange even where he had been the only member of his department to attend the

training course at UNESCO-IIEP and where he had not initially felt much institutional support within the hierarchical structure of the department:

“I'm pushing for a change in the planning aspect, and the change was really sharing the knowledge of everything I learned in Paris with my colleagues” (int. 1)<sup>46</sup>.

However as is also evident in the responses to the questionnaire above, there was significant variation in participants' ability to share learning experiences with their colleagues, and exchanges took varied forms from simply reporting back to superiors, holding organised workshops or informal discussions with colleagues.

In Uganda, the three school inspectors who participated in UNESCO-IIEP training on 'Projections and

Simulation Models: Methods and Techniques' in 2015 with Fast Access Mode support drew attention to dual dimensions of benefitting from continued discussions while also encountering challenges. As two of the inspectors share an office, there was a natural tendency to share their work:

<sup>46</sup> Translated from original citation: « J'impulse un changement au niveau de l'aspect de planification, et le changement c'était vraiment de partager la connaissance de tout ce que j'ai appris à Paris avec mes collègues. » (int.1)

“On our return to Uganda we held several meetings to advise one another on how to put in practice the knowledge acquired in France. In the start meetings were very regular, now the meetings are not as regular. Especially to prepare meetings with DEOs [District Education Officers], and we also discuss and reflect on school visits, and share reports. We ask colleagues for advice. So team work has helped us a lot.” (int. 15)

The third inspector also recognised the importance of sharing skills, but also found that responses varied to her attempts to present simulation models:

“I try to share it with members of my department. I shared a model but some thought that ‘this model is very difficult’, others find it interesting, although it is very mathematical and can give people a headache. But you can make it part of your life and then it can be helpful. One day we are retired so we need to share it and continue sharing.” (int. 13)

Nonetheless, the acknowledgement was present that sharing learning with others was an important dimension of reinforcing and multiplying impacts,

despite challenges in doing so, as likewise indicated by a respondent from the Department of Sectoral Studies and Statistics in Burkina Faso:

“The challenge is [to ensure] that people returning from training can share the knowledge they have learned with others to the fullest. A challenge is finding the best way to do this when we come back, reporting back, in groups, trying to share. To see if, for example, people who come back from training can’t, those who have a certain capacity for training for example, form a critical mass of people at the country level and can try to see how we can disseminate more widely the knowledge we have learned during those sessions.” (int. 17)<sup>47</sup>

Finding effective strategies to support the sharing of learning with others therefore remains a challenge.

### Cross-country exchanges within training

At the level of cross-country exchanges, participation in international training courses offered opportunities to meet and learn from the experiences of counterparts in alternative contexts. While, as reflected below, participants tended to maintain contact and

share further examples and experiences via email and online communications, the initial point of contact was seen as more useful in person, and this personal dimension of being able to hear the experiences of others during residential courses was highlighted by multiple respondents as particularly valuable (ints. 1, 2, 8, 17, 20, 37). This form of collaborative exchange was facilitated by the structure of training courses, as one respondent reflected:

47 Translated from original citation: « Le défi c’est que les gens qui rentrent de formation la puissent partager au maximum les connaissances qu’ils ont apprises avec les autres. Un défi, trouver le meilleur moyen de le faire quand on revient, on raconte, on est dans des groupes, on essaye de partager. Voir si par exemple, les gens qui reviennent de formation ne puissent pas, qui ont une certaine capacité pour former par exemple, une masse critique de gens aux niveaux des pays et puissent essayer de voir comment on peut diffuser plus largement les connaissances qu’on a apprises durant ces sessions-là. » (int.17)

“On-site the structure of work allowed people to discuss and share experiences. And since we had to work together in small groups in a workshop, it allows people to share a lot. And then we shared the introductions. Collaboration has taken many forms.” (int. 17)<sup>48</sup>

For example the Head of Monitoring and Evaluation for the Strategic Development Programme for basic education at the Ministry of National Education and Literacy (*Ministère de l'Éducation Nationale et de l'Alphabétisation*) in Burkina Faso highlighted the

benefits of learning from the experience of participants from other countries who had already tried out piloting tools when developing their ESP during training at CIEP in 2013:

“They were there with us, participants from Côte d'Ivoire, Cameroon, Chad, and what we learned is the usefulness of piloting and piloting a sectoral plan in other countries and this tool has also helped us form the orientation of planning studies, that is, the planning studies and at the same time pilot the education sector plan.” (int. 20)<sup>49</sup>

Participants from the Democratic Republic of Congo similarly reported that the impact of learning how to formulate appropriate indicators had been reinforced by hearing the experiences of others who had gone through this process, or experienced the detrimental effects of attempting to evaluate progress with ineffective indicators (ints. 27 and 28).

The involvement of participants from varied departments and from varied levels, central or district, within the planning cycle was also indicated as

improving holistic understanding, as one participant from Kenya in UNESCO-IIEP training highlighted: “Because sometimes when you work there are things you think are only for other people to do, you have no idea what goes on” (int. 32). Similarly, learning from the differences in experiences as well as the similarities was also identified as important by a participant in Education Finance, Economics and Planning at the Wits School of Education in 2012–13:

“So at the time of the training, the exchange of experiences was very rich, because there were forums, or Skypes. Someone could analyse a situation in a certain way and another would come and say ‘yes but in my country ...’. And what was more interesting was that it wasn't only officials at the central level but also at the local level. It became much more concrete because we were told ‘for me for example in my district this is how that is perceived, how that happens, etc.’” (int. 37)<sup>50</sup>

48 Translated from original citation: « Sur place l'organisation du travail a permis aux gens de discuter et de partager les expériences. Et comme nous devons travailler ensemble dans un atelier en petits groupes, ça permet aux gens de beaucoup échanger. Et après on a partagé les adresses. La collaboration a pris plusieurs formes. » (int.17)

49 Translated from original citation: « Ils étaient là avec nous, des participants de la Côte d'Ivoire, le Cameroun, le Tchad, et ce que nous avons appris c'est l'utilité de pilotage et de piloter un plan sectoriel dans les autres pays et cet outil nous a aidé aussi de former la direction de l'étude de la planification, c'est-à-dire la direction de l'étude de la planification et en même temps piloter le plan sectoriel d'éducation. » (int.20)

50 Translated from original citation: « Alors au moment de la formation, l'échange d'expérience était très riche, parce qu'il y avait les forums, ou bien les Skypes. Quelqu'un pouvait analyser une situation d'une certaine manière et l'autre viendrait pour dire ‘oui mais moi dans mon pays ...’. Et ce qui était le plus intéressant c'est qu'on n'était pas seulement des fonctionnaires au niveau central mais aussi au niveau local. Cela devenait beaucoup plus concret car on nous disait ‘moi par exemple dans mon district voilà comment cela est perçu, comment cela se passe, etc.’ » (int.37)

The same respondent, at the time working with ADEA and now working as a consultant, continued:

“Coming from ADEA I had a macro approach to things, I knew a bit about what was happening in the different regions of the continent, I knew what is happening in certain countries, but I didn’t have the more detailed knowledge because I was coming from the central level. And suddenly, I was able to compare my knowledge of what is happening at the central level with what happens “on the ground” in a very specific district. So it was very enriching.” (int. 37)<sup>51</sup>

Additionally, the Director General of Secondary Education and Training at the Ministry of National Education in Madagascar, who attended a ten-day training at CIEP on developing and supporting an education sector plan in 2015, drew attention to the benefits of making contact with two representatives from Burundi during the course, who had also been financed through BACKUP Education’s Fast Access Mode (int. 8). Through being able to meet and discuss with the participants from Burundi the Director General was able to learn of their experiences in restructuring the years of compulsory basic education, which was also being considered in Madagascar in the development of the new ESP. After the training he had taken the opportunity to follow up with the Burundi participants to ask for more details and exchange documents, which further supported the re-organisation of basic education from seven compulsory years to nine, in three phases of three years,

with six years at primary (*primaire*) and three years at secondary (*colleges de suite*).

Such exchanges support the intention of BACKUP Education to contribute to increasing South-South learning and suggest that participating in overseas training may provide a context for shared learning that can facilitate inter-country knowledge exchange.

### Maintaining contact beyond training

In addition to sharing learning experiences within the dynamic of training, the majority of respondents reported staying in contact with other participants on their course, and viewed this opportunity for knowledge exchange with counterparts from other countries as beneficial, as also highlighted in the responses provided in the questionnaires indicated below in *Boxes 14 & 15*.

#### Box 14: Collated questionnaire responses, qus. 5a. & 5b

**5a.** Since undertaking the training, have you had any contact with other participants?

*No, not at all* 4      *Yes, once* 3      *Yes, 2–5 times* 16      *Yes, more than 5 times* 25

**5b.** If yes, what method have you used to be in contact? (select all that apply)

*Email* 34      *Phone* 10      *Meeting in person* 16

Other, please specify: Facebook: 7 ; Skype: 3 ; LinkedIn: 2 ; WhatsApp: 2 ; Viber: 2 ; Messenger: 1 ; ‘Internet’: 1 ; Social networks (not specified): 1

51 Translated from original citation: « Venant de l’ADEA j’avais une approche macro des choses, je connaissais un peu ce qui se passait dans les différentes régions du continent, je savais ce qui se passe dans certains pays, mais je n’avais pas de connaissances plus pointues car je regardais à partir du niveau central. Et là tout à coup, je confrontais mes connaissances de ce qui se passe au niveau central avec ce qui se passe « on the ground » avec un district très précis. Donc c’était très riche. » (int.37)

**Box 15: Collated questionnaire responses, qus. 5d. & 5e.**

	Completely Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Completely Agree	N/A
<b>5d.</b> As a result of attending the training, I have expanded my network of contacts with other professionals working on similar issues	4	2	0	14	28	1
<b>5e.</b> I feel that expanding my network of contacts is beneficial to my own work	3	4	3	14	29	0

For example, the Director of the Centre for Pedagogical Training in Mali, highlighted continued exchanges via email with fellow participants in the

UNESCO-IIEP course she attended in 2015 from Côte d'Ivoire, Kenya and Madagascar, summarising:

“We want to support these exchanges – yes, that can be improved for sure. Being in contact with other participants only enhances the way we do things, our practices and our differences in the educational system.” (int. 34)<sup>52</sup>

Amongst those who indicated benefits in continuing to share experiences with former participants in training the Director of Sectoral Statistics at the Ministry of National Education and Literacy in Burkina Faso highlighted the relevance of exchanges in the

preparation of the new GPE grant application for Burkina Faso, as well as reciprocal visits by representatives from Chad to share experiences in collecting data:

“In developing the GPE grant application, as I was in the GPE team, so I got back in touch with some participants. With others we stayed in contact. We exchange with the participants from Cote d'Ivoire, when someone has a concern, a document, he can write and ask, or phone. A Chadian participant contacted me about coming to Burkina Faso for a study tour, to see Burkina Faso's experience in collecting data. He wanted me to help him with that. These are some examples. Overall training has helped people to work collaboratively.” (int. 17)<sup>53</sup>

52 Translated from original citation: « Nous voulons soutenir ces échanges – oui, cela peut être amélioré c'est sûr. Être en contact avec d'autres participants cela ne fait qu'améliorer notre façon de faire, nos pratiques et nos différences dans le système éducatif. » (int. 34)

53 Translated from original citation: « Dans l'élaboration de la requête dans le PME, comme j'étais dans l'équipe du PME, donc j'ai retrouvé certains participants. Avec les autres on est resté en contact. Les participants de la Côte d'Ivoire, on s'écrit, quand quelqu'un a une préoccupation, un document, il peut écrire et demander, ou le téléphone. Un participant du Tchad m'a contacté pour venir au Burkina Faso pour faire un voyage d'étude, pour voir l'expérience du Burkina Faso en matière de collecte des données. Il voulait que je l'accompagne dans ça. Voilà des exemples. Globalement la formation a permis aux gens de travailler en collaboration. » (int. 17)

However, there was also some variation in responses to the questionnaires provided above, with 3 participants reporting that they had not expanded their network of contacts although they felt this would be beneficial to their work, and a further three participants reporting that they had expanded their

network of contacts but they had not found this to be beneficial to their work. Amongst those that expressed a desire to improve opportunities for knowledge exchange amongst participants and to continue to share experiences and learning, a respondent from Senegal indicated:

“And maybe it’s during the training itself that we need to start this dynamic instead of just having virtual encounters between students from the same group. Already during the training year we can say, for example, “once a month, we will group together all the alumni possible, with students of the current year so that they can also have a discussion” once a month, or once every two months, but in any case it triggers a dynamic. And that also broadens the exchanges because there are people currently in training who will interact with people who have already had the training and who can also benefit from how these people have implemented what they learned, how they were able to manoeuvre within their ministries to be heard more and more, etc.” (int. 37)<sup>54</sup>

Obstacles to sharing experiences and maintaining contact with other participants are explored further in the section on challenges to learning and applying training below.

54 Translated from original citation: « Et peut être que c’est pendant la formation même qu’il faut commencer cette dynamique-là au lieu qu’il n’y est que des rencontres virtuelles entre les étudiants d’un même groupe. C’est déjà pendant l’année de formation que par exemple, « une fois par mois, on va regrouper tous les alumni possibles, avec les étudiants de l’année en cours qu’ils puissent aussi avoir une discussion » une fois par mois, une fois tous les deux mois, mais en tout cas que cela enclenche une dynamique. Et que cela permet d’élargir aussi les échanges parce que là ce sont des gens en formation qui vont échanger avec des gens qui ont déjà eu la formation et qui peuvent aussi profiter de comment ces gens-là ont mis en application ce qu’ils ont appris, comment est-ce qu’ils ont pu manoeuvrer au sein de leurs ministères pour se faire entendre de plus en plus, etc. » (int. 37)



## Summary of Key Findings

- The majority of respondents confirmed that they were able to share the skills they had acquired during training with others in their organisations, although there was variation in the form and extent to which participants were able to transfer learning.
- Participation in training courses, particularly those involving residential stays overseas, was reported as providing a beneficial opportunity for cross-country exchanges and building contacts with counterparts in different countries to support the continuation of learning and the exchange of examples of practice.
- The majority of participants maintained contact with fellow course participants after the completion of the training and sought to maintain collaboration through discussion forums and study visits.
- Networks of exchange were found to be most beneficial when seeking to learn from the experiences of others in undertaking a similar process, such as the preparation of a new GPE grant application for Burkina Faso and Côte d'Ivoire, representatives from Chad expanding data collection implements, or representatives from Burundi sharing their experiences of restructuring the years of compulsory basic education with counterparts in Madagascar.



# Challenges to learning and applying training

Participants also drew attention to challenges that they had experienced both in undertaking the training itself and then in applying the skills they had learned. This section presents these challenges as

they were described in relation to individual experiences and practice, to organisational dynamics and structures, and to knowledge exchange.

## At an individual level

Challenges were reported in participating in training at a personal level, particularly regarding balancing work loads and existing obligations. This was particularly emphasised by those respondents who had undertaken training online or during the distance learning components of blended learning courses (ints. 6, 7, 24, 25, 26) indicating that attending residential training may provide a more conducive environment for learning. Participants in the Comoros Islands additionally drew attention to the lack of resources available to them when completing the online elements of the UNESCO-IIEP *Pôle de Dakar* course on Sectoral Analysis and Management of the Education System as they did not have personal computers to work on the course during their own time. Instead participants resorted to going to cyber cafés to complete the online components of the course (int. 24), demonstrating a substantial commitment to participating in the training despite logistical constraints.

However, beyond difficulties in the process of learning, participants also indicated challenges in

applying the skills they had learned. While, as outlined above, 13 respondents highlighted an increase in their standings and their responsibilities as a result of having participated in overseas training, attention was also drawn by some participants to the fact that this had not happened, and that they did not feel institutionally supported in pursuing efforts to improve their contributions to education sector planning (e.g. int. 1, 27, 28). This also led to a frustration on their return from training that their newly acquired skills were not being put into practice to maximum effect (int. 1).

Similarly, respondents from Togo who had participated in year-long training at the *Pôle de Dakar* and UCAD drew attention to the effect of training which through developing skills and perspectives at an individual level could also create differences within departments especially where hierarchies limited the extent of influence (ints. 38, 40 and 41). One participant indicated:

“There are those who don’t have a clear understanding of what we did in the training and we don’t have the opportunity to explain it clearly.” (int. 38)<sup>55</sup>

Likewise, a fellow participant in the same training but from a different department similarly indicated the need to bridge this gap, commenting:

55 Translated from original citation: « Il y a ceux qui n’ont pas la connaissance claire de ce que nous avons fait en formation et nous n’avons pas l’opportunité d’expliquer ça clairement. » (int. 38)

“We don’t always have the same understanding of things. There is work to do in terms of pedagogy so that other colleagues can understand what we are saying.” (int. 40)<sup>56</sup>

There are therefore evident limitations to the extent to which the training of individuals can contribute to overcoming system weaknesses where there is not

the pre-existing will within the hierarchy responsive to institutional change, as further explored below.

## At an organisation/institutional level

Extending the discussion above, several respondents drew attention to the challenges that persisted at an organisational or institutional level despite having had the support of their departments to participate in the training, reflecting the slow, incremental process of effecting institutional change. For example, in the Democratic Republic of Congo, the head of Strategic and Operational Planning at the Ministry of Higher and University Education who had attended training in Sectoral Analysis and Management of the Education System at UNESCO-IIEP *Pôle de Dakar* stressed that: “At the institutional level the challenges are really huge.” (int. 27)<sup>57</sup>. Similarly, a fellow participant in the same training from the Ministry of Infrastructure and Public Works further indicated that entrenched institutional hierarchies can hamper the

application of skills as staff can be transferred to work on other projects or in other areas according to shifts in political climate rather than the relevance of their technical skills. As the respondent astutely summarised “it’s all about politics” (int. 28)<sup>58</sup>.

Likewise, while in Togo, as highlighted above, participation in training was identified by beneficiaries as supporting channels of communication with multiple partners across education management and delivery, the Section Chief of School Projects at the Department of Preschool and Primary Education (*Direction des Enseignements Précolaire et Primaire*) also reported that institutional hierarchies nonetheless continue to limit the possibilities that suggestions will be listened to, even if discussion is more common:

“We are not at the level of imposing decisions, we have our directors and their bosses and their policies. But we have our management which we share our opinions with. It can be taken into account or not. We discuss, we make our suggestions, but the difficulty is that we are not at the level of decisions.” (int. 38)<sup>59</sup>

Another beneficiary from the Ministry of Primary, Secondary and Vocational Education similarly reported that on a personal level it was easier for the five individuals who had shared the experience of training to discuss and share ideas across

departmental lines, this had not translated to the organisational level. When asked if there had been significant organisational changes since attending the training the participant replied:

56 Translated from original citation: « Nous n’avons pas toujours la même compréhension des choses. Il y a un travail de pédagogie à faire pour que les autres cadres puissent comprendre ce que nous disons. » (int. 40)

57 Translated from original citation: « Au niveau institutionnel les défis sont vraiment énormes » (int. 27).

58 Translated from original citation: « c’est la politique quoi » (int. 28).

59 Translated from original citation: « Nous ne sommes pas au niveau d’imposer des décisions, nous avons nos chefs et leurs patrons et leurs politiques. Mais nous avons nos gestions auxquels nous faisons nos avis. Ça peut être pris en compte ou non. Nous discutons, nous faisons nos suggestions, mais la difficulté c’est que nous ne sommes pas au niveau des décisions. » (int. 38)

“In reality at the organisational level I can’t say yes, but there are things nonetheless – work, collaboration is easier.” (int. 41)<sup>60</sup>

This can also have a demotivating effect, so while participants articulated being able to apply their skills to their own work and within their own teams,

institutional barriers limiting the opportunities to work across departmental lines rapidly eroded their enthusiasm:

“In reality, no, we don’t work together. We had planned after the training to form a team for education skills, but since we returned we don’t see each other much, and we are not in positions of leadership in our service, so it’s a bit like that ... after [our return] everyone was in his own office like before. It’s a shame but it’s the reality.” (int. 38)<sup>61</sup>

The influences of both changes in political climate and the personalities of those in key ministerial positions was similarly highlighted by Educational Inspectors at the Ministry of Education and Sport in

Uganda who had participated in UNESCO-IIEP training in Projections and Simulation Models, commenting:

“The permanent secretary was not very interested, the new one looks more interested in looking at these issues, even the director here is very interested so it will come up at ministerial level.” (int. 14)

Similar changes in political dynamics were also encountered in Madagascar, which affected the ability of individuals to effectively apply the skills they had developed depending on their roles and positions within the institutional hierarchy. In this case the Director of the Department of Education Planning attended two training courses with BACKUP Education support on Budget Execution and Public Accounting as part of the Reform of Public Finances and Financial Programming, Medium term Expenditure Framework and State Budget at the *CIFOPE Institut de Formation pour le Développement* (CIFOPE Training Institute for Development) in June 2013. As the MEN was one of seven ministries working together piloting budget reforms, the training courses were particularly relevant for the Director who was

closely involved in this process. He also encouraged the head accountant of his department to go on the same training the following month. In this case however, after the change in Minister the government did not accept the budget reforms and the department ultimately did not resume control of budgeting as had been expected, meaning that while the Director was able to apply his skills in his cross-departmental roles, the head accountant was not able to apply the skills she had learned in the training. This, she confessed, she had found embarrassing and “didn’t dare to ask for any more training because of not using this one” (int. 10). Political obstacles therefore remain which can limit the impact of training and, at least in this case, can prove barriers to further developing skills. These accounts therefore highlight the

60 Translated from original citation: « En réalité au niveau organisationnel je ne peux pas dire oui, mais il y a quand même des choses – le travail, la collaboration est plus facile » (int. 41)

61 Translated from original citation: « En réalité non, on ne travaille pas ensemble. On avait prévu après la formation de former une équipe pour la compétence à l’éducation, mais dès notre retour on ne s’est pas retrouvé, et on n’a pas de direction dans notre service, donc c’est un peu ça... après [notre retour] chacun se retrouvait dans son bureau comme avant. C’est dommage mais c’est la réalité. » (int.38)

obstacles that can impede changes at an institutional level and reinforce the importance of a supportive environment to integrating the learning in a way that contributes to organisational change.

However, while several participants highlighted the challenges for those not in senior positions in effecting institutional change, others also drew attention to the benefits of including younger and less senior members of departments in training. This was particularly apparent during the research visit to Madagascar, where the head of the Department of

Education Planning had been motivated to ensure that younger members of his team participated in international training in order to reinforce capacity across the department and support the sustained integration of developments in working practices despite the approaching retirement of senior members, including himself (int. 12). Concern over the loss of institutional knowledge due to retirement was also highlighted by respondents from Guinea (int. 31), Mali (int. 34) and Uganda (int. 13), stressing the need for the transferal of competence to younger staff members.

## Obstacles to exchanging knowledge through extended networks

Finally, challenges were also reported in maintaining networks of contact established during training courses and making use of such networks for continued knowledge exchange. For some, the challenge

existed simply in finding relevance in the experiences and contexts of other countries, as one respondent summarised:

“Countries don’t have the same realities, administrative configurations, not the same ways of dealing with problems, so we exchange in relation to our professional goals.” (int. 34)<sup>62</sup>

Those participants who had drawn attention to difficulties in completing online components of training (ints. 6, 7, 24, 25, 26) likewise indicated similar obstacles to maintaining contact with other participants. Consequently, in the Comoros Islands, where the lack of computer resources and adequate connections impeded participation in the training online,

difficulties were similarly reported in sustaining contact with participants from other countries citing not only limited internet access but also poor telephone connections and frequent power cuts (ints. 24 and 26). The representative for the Commissariat for Education on the Island of Ngazidja commented:

“During the training we saw what we can learn from other countries, but it is difficult with the difficulties of connection and phone calls are expensive.” (int. 26)<sup>63</sup>

Challenges may therefore be compounded in constraining the extent to which participants are able to maximise the learning experience of participating in

training and subsequently continue to build on this experience.

62 Translated from original citation: « Les pays n’ont pas les mêmes réalités, configurations administratives, pas les mêmes façons de gérer les problèmes, donc nous échangeons par rapport à nos objectifs professionnels » (int. 34)

63 Translated from original citation: « Lors de la formation on voyait ce qu’on peut apprendre d’autres pays, mais c’est difficile avec les difficultés de connexion et les appels téléphoniques coutent chers. » (int. 26)

## Summary of Key Findings

- The nature of low-resource environments has meant that some beneficiaries have encountered logistical challenges in completing online learning components of blended training courses and subsequently maintaining effective networks of communication with fellow course participants.
- The ability to effectively apply the expertise acquired in training remains subject to political and institutional constraints. In some cases this resulted in impacts being more acutely realised on an interpersonal level than at the institutional level.
- Nonetheless, there are indications that even where political or institutional obstacles may impede immediate organisational change, changes in personnel or in political will may occur over time creating further opportunities to draw on the skills developed through training measures.



# Reflections on the current and future role of Fast Access Mode measures



In addition to the impacts and challenges noted above, a number of other issues were raised during interviews with beneficiaries which relate to the current and potential contribution of Fast Access Mode

measures and BACKUP Education more broadly. These are reflected on here, particularly in relation to issues of inclusion and equality.

## Diversifying participants and promoting inclusivity in ESPs

As highlighted in the section above on networks, partnerships and knowledge exchange, respondents identified benefits in learning from others at different positions in the education planning cycle, at different levels and across different departments. BACKUP Education is in a position to facilitate access to training opportunities for those who may be outside the scope of other development partners’

attention and where ministerial departments have few financial resources to contribute to capacity building. In one such case, an early childhood development trainer from Kenya, who had participated in the ATP training at UNESCO-IIEP, spoke of her experience in the course (*Box 16: Perspectives on early childhood development and sector planning*).

### Box 16: Perspectives on early childhood development and sector planning

“My trainers would say ‘we’ve never had somebody from early childhood.’ Because they only have pupils from the education offices and higher education, people who work in planning and directorate departments. So they really found it very interesting. So I think it’s important for me to go out there, so that I can encourage other people to go for this course. Not for us to think it’s just a course for people in planning and higher education.” (int. 32)

Several respondents alluded to the prioritisation of planning or statistics departments (ints. 1, 25, 38) and that it could be difficult for those outside these departments to thoroughly engage and participate in planning processes. However, steering committees for education sector reviews or ESPs are commonly made up of representatives from varied departments and in some contexts also varied ministries, who may not have had previous opportunities to engage in such extensive planning processes. Participating in training was therefore identified as making a double contribution to expanding inclusivity in planning processes, both by improving the technical skills of those from diverse departments to enable them to participate on an equal footing and also by providing opportunities for individuals from planning and statistics departments to share the experience of learning and collaboration with other colleagues (int. 40).

### Supporting gender equality

During the application process, BACKUP Education draws attention to the importance for applicants to consider gender equality in their requests for Fast Access Mode support. However, there remains a general concern that gender inequalities are still not being sufficiently considered in education sector planning and programme implementation, and several participants drew attention to their desire to see more support in this area, especially moving beyond equating parity with equity and ensuring attention to the different learning *experiences* for girls and boys as well as to learning outcomes (ints. 32, 35 and 37). In addition, respondents drew attention to the continued need to address barriers to girls’ full participation in education requiring cross-sectoral engagement, including efforts to reduce early marriage (int. 37),

reducing stigma around menstruation and promoting menstrual hygiene and Water, Sanitation and Hygiene (WASH) facilities (int. 35).

Female respondents similarly drew attention to the continued need, despite acknowledged improvements, to support women to access positions of leadership in ministerial departments and sector planning processes.

For BACKUP Education this presents a challenge: the demand-driven nature of BACKUP Education's approach makes it more likely that requests for support will come from men if they are holding the majority of positions, especially senior positions, within planning departments and steering committees, as one female participant from Kenya outlined:

“Because the majority, in the offices you will find they are men. The district education officers, most of them will be men. When you come also at the ministry level, most of the time with departments, like even for policy and planning, most of them are headed by men. The females would be put in areas like Basic Education, just directors of Basic Education. But mostly, even, like right now in our Ministry of Education, the cabinet secretary's a man, the principle secretary's a man. So we have those issues that, I think gender is still a problem in our country.” (int. 32)

The respondent also saw this dynamic reflected in participation during the training course, as she revealed:

“The males were the ones who dominated. Because I think we were about 21, and we only had six ladies and 15 men. So maybe it's a global issue.” (int. 32)

However, to promote equity in educational planning and practice, and to support the achievement of global development priorities on achieving greater equality, as reinforced through the focus areas of

the GPE and the Sustainable Development Goals, it is crucial to support women to access positions of leadership within education departments and ministries. The same respondent continued:

“In my country we have women who would like to further their education and be able to prosper and even to add value to our education system. Because as they say, ‘when you educate a woman you educate a whole community.’ But then, in most departments, you find that women will not be in the leadership in the administrative department, most of them will be just working behind there ... And also, I request you, if, especially these African countries, if they actually, can be able to fund more women, so they are able to better their career. Especially this advanced training programme, I think it would be really a good move towards even achieving our SDG. So it would be very nice if we had more women trainers, and women who are able to go for the training.” (int. 32)

Amongst the Fast Access Mode measures under consideration in this study, 20 of the 79 participants were female with 10 female respondents agreeing to be interviewed as part of the study. While some did not report major concerns regarding gender equality (int. 11), the majority of those interviewed raise concerns with gender disparity in education within their country contexts and/or with the need for greater participation of women in decision making roles (ints. 9, 13, 18, 32, 34, 35, 37). Additionally, in a small

number of cases it remains a challenge for women that they are not in a position to directly apply the skills that they learned in training, and three of the 10 women interviewed indicated that they had not yet been able to capitalise on their training experiences (ints. 10, 18 and 32). This was due not only to institutional barriers but also to changing personal circumstances, and indicates the multiple challenges faced by women who are working in senior positions in Ministries of Education.

## Continuity of training

Many respondents were keen to capitalise on the training they had had and to continue their learning process. This was found to particularly be true of those who had undertaken training at UNESCO-IIEP which is broken down into modules, and those that had followed the first module saw the advantage and possibility of continuing to the second module, and ultimately progressing to complete the Masters qualification (ints. 24, 30, 34). Some participants particularly stressed the importance of receiving an academic qualification as a result of their endeavours rather than simply a certificate of participation as important for their standing within their departments (ints. 6, 30, 34). While it may be seen as beyond the

mandate of BACKUP Education to finance academic qualifications, this need is worth noting as having an impact for many participants in being able to influence institutional change within the hierarchies of their departments, as also highlighted in the challenges outlined above.

However, in a small number of cases, participation in training with BACKUP Education support had opened the door to receiving further funding to continue studies, as was reported in the questionnaire of a respondent from the department of teacher training at the Ministry of Education in Chad:

“I have been guided by the GPE Secretariat lead for Chad, Mr. [---] to UNICEF which paid the fees for my Master’s degree in Educational Systems Management at Senghor University in Alexandria, Egypt, and I’m continuing my studies at the moment.” (qu.45)<sup>64</sup>

The head of programmes at the Permanent Technical Secretariat for the ESP in Togo had also gone on to complete the Master’s programme after having attended UNESCO-IIEP training at the *Pôle de Dakar*

with Fast Access Mode support and highlighted the further advancement in skills that resulted from extending his training:

64 Translated from original citation: « J’ai été orienté par le secrétariat du GPE Tchad, M. - , à l’Unicef qui a bien payé mes frais d’inscriptions au Master 2 en Gestion des Systèmes Educatifs à l’Université Senghor d’Alexandrie en Egypte et je continue mes cours actuellement. » (qu.45)

“From the training I had in Dakar, I was able to enrol in the Master 2 that I’ve been doing since the training ... The Master’s that I did after that helped me because I manage much more vocational training in my work. The question of professional development for young people and sectoral plans, with all the tools to develop school capacity to facilitate training and employment. It helped me develop my skills, I was able to deal with the question with much more precision and more analytical tools.” (int. 40)<sup>65</sup>

Such accounts, although not commonly encountered in the research study, do indicate the potential for initial training to be capitalised on and for other partners, being development organisations or Ministries of Education, to see the value of continuing learning opportunities.

65 Translated from original citation: « A partir de la formation que j’ai eue à Dakar, j’ai pu m’inscrire en Master 2 que j’ai géré depuis la formation ... Le Master que j’ai fait après ça m’a aidé car je gère beaucoup plus la formation professionnelle dans mon agenda. La question de l’insertion professionnelle des jeunes et les plans sectoriels, avec tous les outils pour développer le pouvoir scolaire qui facilite la formation et l’emploi. Ça m’a aidé à développer des compétences, j’ai pu traiter la question avec beaucoup plus de précision et plus d’outils d’analyse. » (int. 40)

## Summary of Key Findings

- Extending opportunities to participate in training to individuals from a range of educational departments was identified as making a double contribution to expanding inclusivity in planning processes: through improving the technical skills of those from diverse departments to enable them to participate on an equal footing and also through providing opportunities for individuals from planning and statistics departments to share the experience of learning and collaboration with other colleagues.
- Addressing gender inequalities and barriers to women's participation remains a priority at the level of leadership in many ministerial departments and sectoral planning processes as well as being a priority at the school level.
- There continues to be demand amongst beneficiaries to expand their learning, demonstrating commitment and motivation to build on initial experiences of training. In a small number of cases, participation in training supported through Fast Access Mode measures has subsequently led to financing being secured through other development partners or through domestic budgets to continue training programmes.



# Conclusion

Through the Fast Access Mode, BACKUP Education has responded to requests from individuals within ministries of education and civil society organisations in Africa to participate in training courses, workshops and conferences that are relevant for GPE

processes within their country. The tracer study of beneficiaries sought to identify the impacts in the medium to long term of participation in training courses lasting longer than a week and to test the underlying hypothesis that:

By building the capacity of qualified education ministry staff, they are able to better implement GPE guidelines, standards and consequently make better use of GPE funding. This in turn helps to initiate sustainable changes at the organisational and system level by significantly improving the quality of processes as well as their outcomes (e.g. education sector analysis and plans, action plans).

Funded measures have responded to the need for capacity development by filling gaps in immediate financing to enable key personnel from ministries of education and civil society organisations to participate in specialised training that has strengthened the technical skills needed for education sector analysis and planning. The timeliness of this support, when alternative sources of financing were not available, has facilitated the effective participation of these key personnel during education sector analysis, planning and implementation processes that support the effective use of GPE grants. Key areas of the impact of Fast Access Mode measures were identified:

- At the individual level;
- At the organisational or institutional level;
- In providing complimentary support to strengthen GPE processes;
- Through expanding networks, partnerships and knowledge exchange.

At the individual level, beneficiaries reported improvements in their technical skills that had directly supported their capacity development in areas including developing indicators, analysing and applying statistical data, and learning how to make projections and simulation models, enabling them to more effectively implement GPE guidelines and standards. These technical skills were identified as **supporting the development of strong national education sector plans**, and **strengthening education sector planning and policy implementation** at the country-level as well as promoting improved collaboration within and across departments and strengthened internal ministerial processes. Individual impacts are therefore closely related to supporting improvements at an organisational level, even if in some cases this change occurs more incrementally. Improved technical competence and motivation at an individual level have contributed to building a shared language and understanding at the organisational level resulting

in improvements in planning and monitoring processes, especially in contexts where BACKUP Education responded to requests for several staff members to participate in the same training. Additionally, in the cases of Burkina Faso, the Democratic Republic of Congo and Madagascar, strengthened capacity in technical skills to formulate robust sector analysis and planning has provided an evidence base to justify increased national budget lines, supporting GPE intentions to promote **data-driven decision making**, and **increased domestic financing to education**.

Fast Access Mode measures have contributed to strengthening collaboration between ministries and CSOs through promoting increased understanding of the mutual roles and contributions of varied stakeholders in policy planning and implementation and through engaging varied stakeholders through the LEG consultation processes. In this, participation in appropriate training courses can be identified as complimenting BACKUP Education's Project and Consultancy Modes in promoting **inclusive and effective reviews of national education sector plans** through strengthening the capacity of varied actors in the education sector.

Additionally, facilitating participation in specialised training has supported complementary efforts to strengthen GPE processes within the African constituencies both for those who are in the process of applying for GPE grants and for those involved in implementing existing grants. BACKUP Education's association with GPE African constituency representatives through facilitating pre-Board constituency meetings has led them to be well-positioned to respond effectively to identified needs for capacity development by GPE focal points and representatives. This has had a multiplier effect, whereby GPE focal points or those who have previously attending training with BACKUP Education support have encouraged members of their departments to apply for

training measures, further strengthening the capacity and expertise of ministerial departments to contribute effectively to GPE processes and likewise **strengthening the role and functioning of Developing Country Partners (DCPs) in GPE global processes.**

Finally, participation in training courses involving residential stays overseas enabled contact and opportunities for exchange with counterparts from diverse country contexts **promoting South-South learning and knowledge exchange** which in several cases has supported continued interaction including study

visits and sharing experiences of grant applications, data collection or implementing reforms. BACKUP Education's support through Fast Access Mode measures can therefore be identified in contributing to strengthening access to and implementation of GPE grants through supporting improved networks of exchange, and enhanced technical skills at the individual and organisational level contributing to more inclusive and more effective processes of education sector analysis, planning and implementation.



# APPENDIX 1: Tracer Study Interview List

## In-country interviews with Fast Access Mode beneficiaries<sup>66</sup>:

### Côte d'Ivoire

- Ministry of Higher Education and Scientific Research (*Ministère de l'Enseignement Supérieur et de la Recherche Scientifique*)
- Ministry of National Education, Technical and Vocational Education and Training (*Ministère de l'Education Nationale, de l'Enseignement Technique et de la Formation Professionnelle*) (3 separate individuals)

### Madagascar

- Ministry of National Education (*Ministère de l'Education Nationale*) (6 separate individuals)
- Ministry of Higher Education and Scientific Research (*Ministère de l'Enseignement Supérieur et de la Recherche Scientifique*)
- Ministry of Employment, Technical and Vocational Education and Training (*Ministère de l'Emploi, de l'Enseignement Technique et de la Formation Professionnelle*)

### Uganda

- Ministry of Education and Sports (3 separate individuals)

<sup>66</sup> The same individuals are also noted above in the country studies but referenced differently as they were often interviewed in two capacities

## Remote interviews (by phone and skype) with Fast Access Mode beneficiaries:

### Burkina Faso

- Ministry of National Education and Literacy (*Ministère de l'Education Nationale et de l'Alphabétisation*) (5 separate individuals)

### Burundi

- Ministry of Higher Education and Scientific Research (*Ministère de l'Enseignement Supérieur et de la Recherche Scientifique*)
- Ministry of Education (*Ministère de l'Education*)

### Chad

- Ministry of National Education and Civic Promotion (*Ministère de l'Education Nationale et de la Promotion Civique*)

### Comoros

- Ministry of National Education (*Ministère de l'Education Nationale*) (3 separate individuals)

### Democratic Republic of Congo

- Ministry of Higher and University Education (*Ministère de l'Enseignement Supérieur et Universitaire*)
- Ministry of Infrastructure and Public Works (*Ministère des Infrastructures et Travaux Publics*)

### Ghana

- Ministry of Education

### Guinea

- Ministry of Education (*Ministère de l'Education*)
- Ministry of Pre-University Education and Literacy (*Ministère de l'Enseignement Pré-Universitaire et de l'Alphabétisation*)

### Kenya

- City Centre for Early Childhood (CICECE) Nairobi County, Education Dept.

### Malawi

- Mulanje District Council

**Mali**

- Ministry of Education (*Ministère de l'Éducation*)

**Niger**

- Ministry of Primary Education, Literacy, Promotion of National Languages, and Civic Education (*Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la promotion des Langues Nationales, et de l'Éducation Civique*)  
(2 separate individuals)

**Senegal**

- Consultant

**Togo**

- Ministry of Primary and Secondary Education and Vocational Training (*Ministère des Enseignements Primaire, Secondaire et de la Formation*)  
(3 separate individuals)
- Permanent Technical Secretariat of the Sectoral Plan for Education (*Secrétariat Technique Permanent du Plan Sectoriel de l'Éducation*)

**Additional interviews:**

- Ministry of National Education, Technical and Vocational Education and Training (*Ministère de l'Éducation Nationale, de l'Enseignement Technique et de la Formation Professionnelle*), Côte d'Ivoire
- UNICEF, Madagascar

**Questionnaires (not interviewed):**

- Ministry of National Education and Civic Promotion, Chad (*Ministère de l'Éducation Nationale et de la Promotion Civique, Tchad*)

# APPENDIX 2: Questionnaire Responses (collated)

## BACKUP Education – Tracer study online survey

Completed Questionnaires received: 48

Anglophone: 6

Francophone: 42

### 1. Your information

- 1a. Name \_\_\_\_\_
- 1b. Gender    male 37    female 11
- 1c. Country    Togo 6; Madagascar 7; Comoros 6; Burkina Faso 6; Côte d'Ivoire 4; Burundi 2;  
Guinee 2; Kenya 2; Niger 2; DRC 2; Chad 1; Ghana 1; Mali 1; Mauritania 2;  
Senegal 1; Malawi 1; Uganda 2
- 1d. Training course attended \_\_\_\_\_

### 2. Your work

- 2a. Job position at time of undertaking training                      Unchanged: 27
- 2b. Current job position if different from above                      Changes: 19 ; of which were promotions: 12  
Additional roles taken on : 1

Since undertaking the training, to what extent have you worked on:

	Not at all	To a small extent	To a moderate extent	To a large extent	?
<b>2c. Education sector analysis</b> (e.g. content analysis, analysis of existing policies, analysis of cost and finance, analysis of education system performance, analysis of system capacity)	0	7	14	26	1
<b>2d. Policy formation</b> (e.g. setting policy priorities and key strategies)	2	9	14	23	
<b>2e. Programme design</b> (e.g. definition of goals, specific objectives and activities)	4	9	15	19	1
<b>2f. Plan costing and financing</b> (e.g. financial simulation models)	10	11	9	17	1
<b>2g. Action plans</b> (e.g. development of multi-year or yearly action plans, medium term expenditure framework)	4	7	6	31	
<b>2h. Implementation arrangements and capacities</b> (e.g. definition of responsibilities and accountability, analysis of the capacity for plan implementation)	9	9	17	12	1
<b>2i. Monitoring and evaluation mechanisms</b> (e.g. results framework, M&E indicators, routine monitoring, periodic reviews, reporting, annual reviews, mid-term and final evaluations)	5	6	11	25	1
<b>2j. Moderation of dialogue and consultation with stakeholders</b>	6	11	14	16	1
<b>2k. Other</b> (please specify):					
Analyse et production des données statistiques (annuaires, tableau de bords ...);				1	
Elaboration des nouveau curricula et rédaction des nouveaux manuels et guides des enseignements primaires ;				1	
Renforcement des capacités des acteurs sur la planification et la gestion de l'éducation ;				1	
Developing program of works (POW) for the sector;				1	
Development of the district education plan (DEP) and implementing it;				1	
Mise en œuvre de la transition scolaire dans les camps des refugies ;				1	
Elaboration du cadre des dépenses à moyen terme (CDMT), production des documents d'indicateurs du système éducatif.				1	

Please use this space for any additional comments you have:

### 3. Individual impact: technical expertise

To what extent do you agree or disagree with the following statements?

	Completely Disagree	Somewhat Disagree	Don't know	Somewhat Agree	Completely Agree	N/A	?
<b>3a.</b> I have been able to apply the skills I learned during the training/course in practice	0	4	1	11	31	1	
<b>3b.</b> My technical skills (e.g. Education sector analysis, costing, action planning) have improved since undertaking the training	0	3	0	4	40	0	1
<b>3c.</b> I better understand the specific requirements for implementing GPE guidelines and standards because of the training I received	1	4	0	14	28	4	
<b>3d.</b> I feel that since completing the training supported by BACKUP Education, I am better able to help my country to access and use its full GPE allocation	0	2	3	14	29	0	

Please use this space for any additional comments you have:

### 4. Individual impact: managing skills and working with others

To what extent do you agree or disagree with the following statements?

	Completely Disagree	Somewhat Disagree	Don't know	Somewhat Agree	Completely Agree	N/A
<b>4a.</b> Improving my managerial skills (e.g. communication, moderating or facilitating dialogue) was a priority for me before undertaking the training	6	6	1	19	15	1
<b>4b.</b> I feel that my managerial skills have improved since undertaking the training	2	3	3	16	23	1
<b>4c.</b> I feel more confident in coordinating consultation processes relating to education sector analysis or planning	1	2	1	11	31	2

Please use this space for any additional comments you have:

## 5. Networks

5a Since undertaking the training, have you had any contact with other participants?

No, not at all	4
Yes, once	3
Yes, 2-5 times	16
Yes, more than 5 times	25

5b. If yes, what method have you used to be in contact? (select all that apply)

Email	34
Phone	10
Meeting in person	16
Other, please specify	Facebook: 7; Skype: 3; LinkedIn: 2; WhatsApp: 2; Viber: 2; Messenger: 1; 'Internet': 1; Social networks (not specified): 1; 'Dans le réseau des anciens': 1

5c. What countries are the participants you have had contact with from?

Own country: 9

Other African countries:

Burkina Faso 11; Côte d'Ivoire 12; Madagascar 7; Senegal 7; Mali 6; Ghana 7; DRC 5; Niger 6; Mozambique 6; Benin 3; Togo 4; Burundi 3; Chad 4; Kenya 2; Liberia 2; Cameroon 3; Guinee 1; Guinee Bissau 1; Mauritania 1; South Africa 1; Namibia 1; Tanzania 1; Sudan 1; South Sudan 1; Malawi 1; Nigeria 1; CAR 1; Seychelles 1; Zambia 1; Congo Brazzaville 1; Gabon 1

Other (non-African): 10 (Afghanistan, Cambodia, Sri Lanka, Pakistan, USA, France)

To what extent do you agree or disagree with the following statements?

	Completely Disagree	Somewhat Disagree	Don't know	Somewhat Agree	Completely Agree	N/A
5d. As a result of attending the training, I have expanded my network of contacts with other professionals working on similar issues	4	2	2	11	29	0
5e. I feel that expanding my network of contacts is beneficial to my own work	3	4	1	11	29	0

Please use this space for any additional comments you have:

## 6. Organisational impact

**6a.** Have there been any changes in the ways your organisation/department operates because of the training you participated in with BACKUP Education’s support?

No	7
Yes, minor changes	9
Yes, substantial changes	25
Don’t know	6
No response:	1

**6b.** If yes, please provide examples of the changes in practice in your organisation/department:

To what extent do you agree or disagree with the following statements?

	Completely Disagree	Somewhat Disagree	Don’t know	Somewhat Agree	Completely Agree	N/A
<b>6c.</b> I have been able to share what I learned from my training with others in my organisation/ department	2	6	0	14	26	0
<b>6d.</b> Since completing my training, I am better able to implement policies that are supported through GPE funding with my colleagues	0	4	0	19	24	1
<b>6e.</b> Processes (such as education sector planning) have become more inclusive because of the training I participated in with BACKUP Education’s support	1	5	3	15	21	3
<b>6f.</b> I feel that the skills I have developed because of the training I participated in have been recognised by others	1	3	1	12	31	0

Please use this space for any additional comments you have:

## 7. BACKUP Education

**7a.** Have you or your organisation applied for further support from BACKUP Education (e.g. under Project or Consultancy Mode)?

No	14
Yes	26
Don’t know	8

**7b.** If yes, what support did you or your organisation apply for?

Fast Access Mode:	20
Project Mode:	4
Not sure:	4

*Thank you for your participation*



# APPENDIX 3:

# Tracer Study

# Interview Guide

## Tracer Study: Interview guide for Fast Access Mode beneficiaries

Interviews to be conducted with beneficiaries of Fast Access Mode support, in country and remotely, who have already completed the Tracer Study Questionnaire. Questions will be adapted based on the responses provided in the questionnaire, and not all questions outlined will be applicable to all respondents.

### A) **Most Significant Change** [asked only to participants in person during country visits]

*Explain process and rationale.*

1. What have been the changes which have resulted from the project? (*Brainstorm and document, make clear changes can be positive or negative*)
2. Which do you think has been the most significant change? Why?
  - a) What were things like before?
  - b) How did the change happen?
  - c) What is different now?

*Type out story in sequential order and then read back, checking and clarifying anything.*

*Add in any further details and ensure the reason this change has been most significant to the storyteller is captured*

3. Can you give the story a title?

### B) **Individual impact**

1. How did you find out about the opportunity to access GIZ funding for training?  
*Follow-up: In what ways have you supported/encouraged others to access training? (can ask later depending on flow of interview)*
2. Have you been involved in other BACKUP projects? How have these projects informed each other/how have the skills you learned in training been implemented in other projects?  
*Based on response to questionnaire section 2 - follow up on disparities in areas of work and focus of training:*

3. Were there topics not covered in the training that you would like to have more support in?

*Based on response to questionnaire section 3 – follow up on application of skills:*

4. What factors have been an obstacle in applying the skills that you developed in training?

*Based on response to questionnaire section 4 – follow up on participation consultation processes where indicated:*

5. Can tell me more about the consultation processes you have been involved in?
  - a. Involvement with LEG?
  - b. Increased cooperation with civil society?

### **C) Networks & Partnerships**

*Based on response to questionnaire section 5:*

1. Can you tell me more about the subsequent contact you have had with other training participants? Can you give a concrete example of how this has been beneficial for your work?
2. Beyond fellow training course participants, have you been able to strengthen networks or partnerships with others working on education sector processes through the support received through BACKUP? With whom and how?

### **D) Organisational impact**

*Based on response to questionnaire section 6 – follow up on changes in organisational practice:*

1. (If applicable) What factors have affected changes in operation within your department (positively/negatively)?
2. What benefits have you encountered in sharing your learning with others?
3. What challenges have you faced in sharing your learning with others in your organisation/department? And beyond your organisation (e.g. LEG)?  
*Particularly where several participants attended the same training:*
4. How have dynamics changed a) within your department, b) in working across departments since a group of you from the same department/organisation participated in this training? Do you see any particular benefits to the fact that a group of you attended the training together?

### **E) Future needs/support**

*These questions would need to be asked to all, in line with the broader study objectives*

1. At present, what are the significant capacity gaps and needs you or your organisation face?
2. What are some of the current challenges you or your organisation faces in engaging with GPE processes and activities? Do you see a role or function for BACKUP Education in this and if so what?
3. What are some of the emerging concerns and issues facing the education sector in your country/organisation/institution moving forward?

# APPENDIX 4:

# MSC Stories

## Côte d’Ivoire

### **From Spanish teacher to education planner [translation from French original]**

My story begins with my decision to undergo training. For six years I worked as a high school Spanish teacher. After six years of work I joined the Ministry of Education and was assigned to several departments. My job is in planning related to high school teachers and it includes the collection of statistical data on teachers, to establish the state of affairs, and to forecast the needs in the future. This work requires knowledge at the statistical level and at the application / software level. You have to know how to identify the indicators.

I signed up for an online introductory training on statistics in education run by the International Institute for Educational Planning (IIEP). IIEP sent me a link for another course, an in-depth training programme on the management and planning of education systems and informed me about BACKUP’s work. Thanks to this, I was able to take part in the IIEP programme, which involved three months’ online training followed by three months’ residential training in Paris.

Thanks to the training I discovered how to do education system diagnostics, how to plan priority actions that guide educational policy. When I returned to the department, I gave an account to my superiors. Then I went to meetings with experts in the proximity colleges, I participated in many workshops, with technical and financial partners such as C2D [Debt Reduction-Development Contract, AFD] or MCC [Millennium Challenge Corporation] who are dealing with the construction of the proximity colleges. During these meetings, the training allowed me to not be distanced from the discussions. For example, when you have to look at project financing, my advantage was to make simulation models. Planning education in the future, we have to reach the targets, there is a whole mechanism that needs to be integrated. Training was a necessary asset for my work. I am now an in-house trainer in administrative practice in the national education system. I provide training on management and administrative planning to the directors of studies in secondary schools. We are about to begin training 180 directors and educators.

### **De professeur d’espagnol à planificateur du système éducatif [French original]**

Je commence mon histoire par l’importance de la motivation à la participation d’une formation. Pendant six ans j’ai travaillé en tant que professeur d’espagnol au lycée. Après six ans d’activités je suis entré au ministère de l’éducation et j’étais affecté dans plusieurs services. Mon travail c’est la planification des enseignants du secondaire et il comprend le recueil de données

statistiques sur le personnel enseignant, d'établir l'état de lieux, et de prévoir les besoins au futurs. Ce travail nécessite une connaissance au niveau du niveau statistique et au niveau des applicatifs/logiciels. Il faut savoir dégager les indicateurs.

Je me suis inscrit à une formation en ligne sur « l'initiation à la statistique sur l'éducation » auprès de l'IIEP. Puis l'IIEP m'a envoyé un lien pour une autre formation. Il s'agissait d'un programme approfondi sur « la gestion et la planification des systèmes éducatifs ». Ensuite l'IIEP m'a informé du travail de BACKUP, ce qui m'a permis de participer à cette formation auprès de l'IIEP. La formation a lieu pendant trois mois moyennant un cours en ligne et ensuite par un séjour de trois mois ciblant le cours résidentiel à Paris.

Grâce à la formation j'ai découvert comment faire des diagnostics du système de l'éducation, comment planifier les actions prioritaires qui guident la politique éducative. En rentrant au ministère, j'ai donné un compte rendu à mes supérieurs. Puis je suis allé à des rencontres avec des experts de collèges de proximité, j'ai participé à beaucoup d'ateliers, avec des partenaires techniques et financiers tels que C2D [Contrat de Désendettement et de Développement, AFD] ou MCC [Millennium Challenge Corporation] qui s'occupent des constructions des collèges de proximité. Pendant ces rencontres, la formation m'a permis de ne pas être étranger aux discussions. Par exemple quand on doit voir les financements des projets, mon avantage était de faire des modèles de simulations. Planifier l'éducation au future, il faut qu'on arrive aux cibles, il y a tout un mécanisme qu'il faut intégrer. La formation était un atout nécessaire pour mon travail. Aujourd'hui je suis formateur interne sur la pratique administrative de l'éducation nationale. Je forme les directeurs d'études des collèges sur la gestion et la planification administrative. Bientôt on commencera à former 180 directeurs et éducatrices.

### **My vision after the IIEP training [translation from French original]**

I work in higher education and was fortunate enough to have the opportunity to take part in the UNESCO General Conference and then to attend in-depth training at the International Institute for Educational Planning (IIEP). Continuing my training was a personal ambition beset by all manner of personal, institutional and financial difficulties. This was perhaps because no-one in my office had previously trained at the IIEP.

I wanted to make a difference in cooperation. That was what really motivated me to continue my training, but office politics made it difficult. Money was also a problem, as no institutional funding was available.

I faced further problems at a professional level as my superiors refused to support me, and at institutional level because there was no funding available on this scale.

During the training, I worked with a professional team at the IIEP-UNESCO, with teachers and others. I already had some management skills as I was president of the auditors association. I was supervised by Michaela Martin who gave me a great deal of help and support.

Since my return, I have been sharing my vision for change with respect to planning. The real change has been in sharing the knowledge I acquired in Paris with my colleagues.

My colleagues are now more aware of the importance of planning and international support in higher education, and this prompted me to take a master's degree in university development and management at *Université Paris-Est Créteil* (UPEC). I intend to continue and step up efforts

to promote networking and contacts with other colleagues and countries by setting up a knowledge platform on subjects relating to education.

### **Ma vision après IPE [French original]**

Je suis à l'enseignement supérieur et j'ai eu la grâce d'avoir pu participer à la conférence générale à L'UNESCO, et ensuite d'avoir pu suivre la formation approfondie à l'IPE. Ma formation était une ambition personnelle, marquée par pleines de difficultés. Ces difficultés étaient de tout ordre, personnelles, institutionnelles et financières, peut-être parce qu'au niveau de l'enseignement supérieur il n'avait personne diplômé déjà de l'IPE.

En matière de coopération, j'ai voulu apporter plus. Alors c'était vraiment ça, qui m'a amené à la formation. Malheureusement des difficultés de la part de ma hiérarchie de bureau m'ont rendu le défi plus difficile que prévu. Un autre handicap se trouvait au niveau financier, vu le fait que mon poste ne disposait pas de financements institutionnels.

Ensuite, j'ai connu des difficultés d'ordre professionnel quand mes responsables m'ont refusé leur soutien. Et puis en niveau institutionnel il n'y avait pas ce niveau de financement institutionnel.

Pendant la formation j'ai travaillé avec une équipe professionnelle de l'IPE, enseignants etc. et j'ai pu travailler sur d'autres compétences en matière de gestion, que je possédais déjà comme j'étais président de l'association des auditeurs. J'ai travaillé sous la supervision de Michaela Martin qui m'a beaucoup aidé et soutenu.

Depuis le retour, je partage assez, j'impulse des changements au niveau de la planification, et le changement obtenu consistait vraiment dans le fait de partager la connaissance avec mes collègues sur tout ce que j'apprends à Paris.

Maintenant mes collègues ont une oreille attentive envers la matière de la planification, et de l'aide internationale dans l'enseignement supérieur, ce qui m'a conduit à faire un master à l'Université de Paris Est Créteil, en développement et management des universités. Ensuite j'ai l'intention de continuer et intensifier le réseautage et continuer les contacts avec les autres collègues et d'autres pays, en mettant en place la plateforme de production scientifique sur des thématiques en matière d'éducation.

### **Profile of education planners [translation from French original]**

I started with a free distance learning course run by IIEP from 2009 to 2012. I took the course with seven other members of the Ministry involved in planning, but I was the only one from my department. Although training is normally reserved for people in the planning department, I was included in the training because of our good working relationship and the fact that I had conducted qualitative research on schools.

In 2013, I signed up for another IIEP training (with a colleague, who has since passed away) funded by the World Bank. I spent two weeks in Paris doing the first module. I completed part of the course and wanted to continue. In 2014, thanks to BACKUP, I received the funding to continue my training. However, just before I was due to leave, I was promoted to assistant director, and my director asked me to postpone my studies for a year. I decided nevertheless to go on the course and I learned a lot about different areas, such as planning, management and finance.

When I returned to Côte d'Ivoire, in December, I took up the position of deputy director. I felt much better equipped and more at ease regarding human resource management and technical aspects, so the training was really very effective in several ways. Now it is my responsibility to direct the meeting notes in our cabinet meetings. I submitted a report and the director of the cabinet called me to ask me about the findings, because I added my own interpretation. After I explained everything, I gained the cabinet's confidence. In the end, not only did I complete my training but I also became a planner.

### **Profil de planificateur en matière d'éducation [French original]**

J'ai commencé par le cours à distance. C'était un cours gratuit, à l'IPE de 2009 à 2012. C'était une équipe de 7 membres du Ministère de l'Education ; tous impliqués dans la planification, mais j'étais le seul de mon département. Normalement, la formation est réservée au département de planification, mais comme il régnait une bonne ambiance chez nous et que j'ai travaillé sur la recherche qualitative des écoles, je faisais aussi partie de la formation.

En 2013 j'étais inscrit pour suivre la formation à l'IPE (avec mon collègue qui est décédé), facilité par le financement de la Banque Mondiale. J'ai passé deux semaines à Paris en suivant le premier module. Donc, j'avais déjà fait une partie de la formation, et j'avais envie de continuer. En 2014, grâce à l'Initiative allemande BACKUP, j'ai pu obtenir le financement pour continuer les études. Mais juste avant de partir, j'ai été nommé sous-directeur, et mon directeur m'a demandé de décaler mes études d'une année. Pourtant j'ai quand même entamé la formation. J'ai vraiment appris beaucoup de choses, dans les domaines différents, en planification, en gestion, en gestion financière.

Quand je suis revenu en Côte d'Ivoire, en décembre, j'ai pris la poste de sous-directeur. Et là je me senti beaucoup plus armé et plus à l'aise en la gestion de ressources humaine et les aspects techniques, donc la formation a vraiment était très utiles dans tous les domaines. Maintenant c'est moi qui a la responsabilité diriger les carnets de réunion au cabinet : j'ai soumis une étude et le directeur du cabinet m'appeler pour m'interroger sur le rapport, parce que j'ai fait un peu de mon propre interpellation. Après j'ai expliqué ça, j'ai gagné la confiance du cabinet. Donc, non seulement, j'ai réalisé les études, mais du coup je suis devenu un vrai planificateur.

## **Madagascar**

### **Being on the ground [translation from French original]**

For me, the most important thing is to be on the ground. I used to be a consultant – in fact, since graduating, I have worked extensively as a consultant in several areas. The last consultancy job I did was in early childhood education, and I took over as head of pre-school education to overhaul the curriculum. That was when I was drawn into the field of education. I was given responsibility for setting up systems to inspect upper secondary schools. In 2014, I was asked to join the Ministry of Education, and I started working full-time in public administration. My work is not confined to pre-school, primary education or school inspections; I am interested in the education system as a whole and I think that having experience in other areas benefits the system. Being on the ground has helped me to take on greater responsibility, be involved in the steering and be a coordinator for GPE.

I think all of this, with the ESP training, being in the GPE, and having other relationships too, seeing other countries, has allowed me to really be in the context. For example, at the Ministry we mentor the regions - we have 22 regions in Madagascar and each director is assigned a specific region to be their mentor. For me, as a mentor, the relationships I have with other countries, especially at the GPE level, have allowed me to understand the role and the different parts to see how things can be changed. It's all these points that are related.

The training really took place in a period when we were at the beginning of the process, because we had a lot of delay in starting - we had problems with the consultants, and also because it's the first time the three Ministries are working together it was difficult to start. The training really brought us a lot (me and my general manager who also participated in the training), to know the processes of developing a sectoral plan, especially in the aspects of follow-up and piloting, because we were integrated in the ministerial steering team. It also allowed me to emphasise, sometimes also to anticipate, and to raise in the meetings points that had been defined in the processes we had learned about during the training.

So concretely, we shared this training that we had with the team of technical groups. The dissemination was not so formal, but it has really translated into the development of the sectoral plan, in the steering committee, to challenge the secretary generals to say that we must see this aspect because otherwise we will be late. This allowed us to play a steering role, because we understood the process and all the elements in relation to the development of the sector plan.

#### **Etre dans le contexte [French original]**

Pour moi, l'impact le plus significatif fût le lien direct avec le contexte. Auparavant j'étais consultant – en fait j'ai toujours travaillé en tant que consultant depuis que j'avais terminé mes études. J'ai travaillé dans plusieurs domaines. Et ma dernière consultance se focalisait sur le thème de la petite enfance. J'avais à cet instant pris la direction de préscolaire pour le démontage de curriculum. Là, j'étais impulsé dans l'éducation. Ensuite, j'étais en charge de la mise en place des mécanismes et activités dans cadre de la structure de l'inspection en charge des lycées. Et puis en 2014, le Ministère m'a invité à travailler avec lui. Donc depuis, je suis complètement intégré dans le secteur de l'administration publique. En fait, je m'occupe désormais et du préscolaire, du primaire et de l'Inspection. Je me suis intéressé à l'ensemble du secteur. Je pense que c'est un avantage d'avoir eu d'autres expériences auparavant par rapport au système. Etre intégré dans le contexte de l'Éducation, m'aidait à avoir plus de responsabilités aussi, d'apporter des atouts au niveau du pilotage, et même d'être désigné point focal pour le GPE.

Je pense que tout ça, avec la formation sur le PSE, être dans le GPE, et avoir d'autres relations aussi, voir les autres pays, ça m'a permis d'être dans le contexte. Par exemple, au Ministère on coach les régions – nous avons 22 régions à Madagascar et chaque directeur est assigné une région spécifique pour être son coach. Pour moi, en tant que coach, les relations que j'ai avec autres pays, surtout au niveau du GPE, ça m'a permis de comprendre le rôle et les différentes parties prologues pour voir comme on peut changer des choses. C'est tous ces points qui sont liés.

La formation a vraiment été inscrit dans un période où nous étions dans le démarrage du processus, parce que nous avons eu beaucoup de retard en démarrage – nous avons eu des problèmes des consultants, et aussi comme c'est la première fois que les trois Ministères travaillent ensemble c'était difficile à démarrer. La formation nous a vraiment beaucoup apporté (moi et mon directeur général qui a participé aussi dans la formation), pour connaître les processus d'élaboration d'un plan sectoriel, surtout dans les aspects de suivi et de pilotage, parce que nous étions intégrés dans l'équipe ministérielle de pilotage. Ça m'a permis aussi d'insister, parfois

aussi d'anticiper, de lancer dans les réunions des points qui étaient déjà définis dans les processus qu'on avait acquis lors de la formation.

Donc, concrètement, cette formation que nous avons eu nous l'avons partagé aussi avec l'équipe des communautés techniques. La dissémination n'était pas tellement formelle, mais ça s'est vraiment traduit dans l'élaboration du plan sectoriel, dans le communautaire de pilotage, d'interpeller les secrétaires généraux de dire qu'il faut voir cet aspect-là parce que sinon on va tarder. Cela nous a permis de jouer le rôle de pilotage, parce qu'on a compris le processus et tous les éléments par rapport à l'élaboration du plan sectoriel.

### **Making an effective contribution to improving the education system [translation from French original]**

Any significant change in Madagascar's education system must start with young people. The aim is for all young people entering the system to recognise the value of education and, after nine years of basic education, to have the knowledge and skills required to continue their studies in secondary education (with general or technical focus) or to pursue vocational training and then find employment. All young people, without distinction – girls and boys, rich and poor – should be fully equipped, after nine years of education, to work or go on to upper secondary school. This is at the heart of the Education Sector Plan (ESP), which has the fundamental goal for young people to be productive at the end of their nine years of basic education.

Thanks to this training I was able to really fulfil my role as coordinator of the ESP for the Ministry of National Education and I was able to lead the team, both at the planning level, and at the design level of the programme itself, I was able to lead the team effectively thanks to this training. At that time we did not have a sector plan and we were in the process of preparing the Education Sector Review, so we were really in the preliminary planning phase. Without this training, I could not say that I was competent to lead this team because I myself am not a planner. I had experience in IT and as a logistician. But thanks to this training I can fulfil my role as coordinator. Now I can say that I understand planning and people are impressed that I am really involved in all these aspects of the sector plan.

It just so happened that the trainers who taught the course at the International Institute for Pedagogical Studies (CIEP) in France were the consultants who conducted the external evaluation here in Madagascar. [Name of colleague who attended the training] and I worked with them throughout their stay here, which meant that they were able to judge the results of their training. They witnessed first-hand the real impact that the training has had on the education sector plan development in Madagascar. We very much appreciated their objective comments and feedback given their extensive experience in formulating education sector plans.

### **Contribuer à façon efficace à l'amélioration du système éducatif Malgaches [French original]**

Si on cherche le changement significatif pour le système d'éducation au Madagascar, on peut dire que c'est vraiment chez les jeunes qu'il faut le trouver. Objectif nationale poursuit le but que tous ces jeunes qui rentrent dans le système, reconnaîtront la valeur des études, et qu'après 9 ans d'enseignement de base, ils vont au moins avoir le bagage nécessaire pour soit continuer leurs études dans le cycle secondaire (général ou technique), soit, et surtout, s'insérer dans le monde de travail. Tous les jeunes, sans distinction, filles, garçons, pauvres, riches, après 9 ans d'études disposeront



vraiment de la capacité de travailler soit de continuer leurs études au lycée. C'est vraiment le but fondamental du PSE, pour que les jeunes puissent être productifs dès qu'ils ont terminé le cycle des 9 ans

Grâce à cette formation j'ai pu vraiment assurer mon rôle de coordinateur de PSE pour le Ministère d'Education Nationale et j'ai pu piloter l'équipe, que ce soit au niveau de la planification, que ce soit au niveau de la conception du programme lui-même, j'ai pu diriger l'équipe d'une façon efficace grâce à cette formation. A cette époque-là nous n'avons pas de plan sectoriel et nous étions en train de préparer le RESEN, donc nous étions vraiment dans la phase préliminaire de planification. Sans cette formation, je ne pouvais pas dire être compétent pour diriger cette équipe parce que moi-même je ne suis pas planificateur. J'avais d'expérience en informatique et comme logisticien. Mais grâce à cette formation je peux assurer mon rôle de coordonnateur. Maintenant je peux dire que je connais la planification et les gens sont impressionné que je suis impliqué vraiment dans tous ces aspects du plan sectoriel.

En outre, les formateurs qui ont suivi la formation en France auprès de la CIEP étaient par hasard les mêmes consultants qui ont fait l'évaluation externe ici au Madagascar. Moi et [collègue assistant à la formation] nous travaillions tout le temps ensemble et nous étions toujours leurs interlocuteurs pendant qu'ils étaient ici. Ils pouvaient donc apprécier un peu les résultats de leur formation. Ils peuvent témoigner que la formation a vraiment eu un impact sur l'élaboration du plan sectoriel au Madagascar. De notre côté, nous avons apprécié leurs commentaires, leurs perspectives et objectifs, car ils ont beaucoup d'expérience dans l'élaboration des plans sectoriels.

### **How good planning helps to improve the employability of vulnerable people [translation from French original]**

The most significant change for me has been on a personal level, in my way of working and technical skills. For example: I participated in a project for young people who have dropped out of school in the eastern part of the country. The goal was to build their capacity and their professional development. So I started by applying a participatory approach, involving all stakeholders, before the project was developed. Before, we didn't really take into account the needs of everyone involved in planning a project. So, there were not many partners interested in our training and internship projects.

We learned what they wanted, their needs in terms of the skills required by businesses and the world of work. Given that in the eastern part of the country there is a lot of forest, there is logging which is really a potential for this region. It is from this that we worked out with all the participants that we would train these people in woodworking (like as a lumberjack, to use wood materials etc.). So, we developed the project with the participation of the companies, the community, and the authorities. They were very motivated in the project and for that we managed to integrate all the participants in local companies. It was the result of the participatory process that everyone was motivated from beginning to end.

Apart from the participatory process, there were also all the elements of planning and development, for implementation and monitoring, where I had the opportunity to apply the planning skills that I also learned to IIEP. This method has since been applied in all other training projects that we do.

### **La contribution d'une bonne planification à l'insertion professionnelle de gens vulnérables [French original]**

Le changement le plus significatif que je remarque moi, se situe, dans la méthode de travail et dans les compétences techniques. Pour donner un exemple: j'ai participé dans un projet des jeunes déscolarisés dans la partie Est du pays. Le but c'était de renforcer leur capacité et puis les insérés professionnellement. Donc ça a commencé par appliquer l'approche participative, impliquant tous les acteurs concernés, avant de l'élaboration du projet. Avant, nous ne tenons pas compte vraiment des besoins de tous les acteurs concernés en planification d'un projet. Alors, il n'y avait pas beaucoup de partenaires intéressés dans nos projets de formation et d'insertion professionnel.

Nous avons appris ce qui était leur souhaits, leur besoins en tant que compétences requises par les entreprises et le monde de travaille. Etant donné que dans de partie est du pays il y a beaucoup de forêt, donc il y a l'exploitation de bois qui est vraiment une potentialité pour cette région. C'est de la que nous avons tiré avec tous les participants qu'on va former ces gens en en travail de bois (comme le bûcheron, utiliser les matières à bois etc.). Donc nous avons élaboré le projet avec la participation des entreprises, la communauté, et les autorités. Ils étaient très motivés dans le projet et pour ça nous avons réussi à insérer tous les participants dans les entreprises locales. C'était le résultat du processus participatif que tout le monde était motivé du début jusqu'à la fin.

A part le processus participatif, il y avait aussi là tous les éléments de la planification et l'élaboration, pour la mise en œuvre et le suivi, ou j'avais l'occasion d'appliquer la planification que j'ai apprise aussi à IPE. De suite cette méthode a été appliquée dans tous les autres projets de formation que nous faisons.

### **Most significant change story [translation from French original]**

*--- MSC process was interrupted by other members of his team (they had come into the office on the public holiday to prepare for a meeting with the World Bank the next day and he was needed to join them) and also by the arrival of the Education Specialist from UNICEF, so the MSC was a bit rushed at the end and a title was not given.*

First of all, there are offices and organisations devoted to education. That was a plus when we first heard about BACKUP. There was a very significant change in the support provided to the education system. When we were seeking funding, there was the GPE but it started to lay down conditions. With donors, receiving support is always conditional on meeting their requirements. This makes it difficult for associations that are more fluid. GPE and other donors try to impose restrictions. BACKUP, on the other hand, does not enforce requirements; it explains clearly what it will finance. When we need funding for training, we turn to BACKUP; it plays a really important role. It offers guidance, for example on GPE strategic planning.

The training has allowed us significantly to improve the way we do things. Here, I am referring in particular to the budget for programmes in the medium-term expenditure framework (MTEF), budget tables and the government budget. In the past participation in training was kind of reserved for the directors of the departments and it was difficult, but now we are much more informed, for example of the different roles with regard to the Ministry of Education and the Ministry of Finance and Budget. We are much more informed about what the Ministry of

Finance and Budget should do. And that's a change for us. Before, even if I prepared the budget, I accompanied the director (I wasn't the director at that time, I was head of service) in conferences and budget meetings, for example with IMF, I would sit there without saying much. But afterwards, even this year when we were preparing the ESP, we discussed, it's me who directs and we discuss with the Ministry of Finance, and we got almost everything we asked for, for example the 25% expenditure for education which is allocated to education over the 5 years of the ESP implementation. We have had no problems in these areas.

### Histoire de changement le plus significatif [French original]

D'abord, il faut mentionner qu'il y a des bureaux et des organisations qui s'occupent vraiment d'éducation. Quand on a été informé sur l'existence de BACKUP, nous l'avions considéré comme une valeur ajoutée. Tout à coup, nous avons constaté un changement très significatif dans l'appui au système éducatif. Lors de nos recherches de financements, le Partenariat Mondial de l'Éducation était disponible, mais ce dernier commence désormais à poser certaines conditions. Les bailleurs exigent toujours de notre part la prise en compte de certaines conditions en vue de l'octroi d'appui. Donc pour les associations un peu souples, c'est difficile. Le GPE, et d'autres bailleurs, tentent d'imposer leurs restrictions. Mais BACKUP n'impose pas ; il explique clairement ce qu'il finance. Quand on est bloqué dans nos demandes de financements pour une formation, on se tourne vers BACKUP ; c'est vraiment un rôle très important. Ils donnent le guide, lié à la planification stratégique de GPE par exemple.

Les formations nous ont permis d'améliorer beaucoup de ce qu'on avait fait avant. Je parle surtout de la budgétisation des programmes et des cadres des dépenses à moyen terme (CDMT), des tableaux, du budget de l'état. Dans le passé la participation dans les formations était plutôt réservé aux directeurs du département et ce n'était pas évident, mais maintenant nous sommes beaucoup plus informés, par exemples aux rôles différents quand on parle du Ministère de l'Éducation et du Ministère de Finance et de Budget. On est beaucoup plus informé ce que doit faire le Ministère de Finance et de Budget. Et là c'est un changement pour nous. Avant, même si je préparais le budget, j'accompagne le directeur (je n'étais pas directeur à ces temps-là, j'étais chef de service) dans les conférences et les réunions budgétaires, par exemple avec le FMI, et je restais là (sans dire grand-chose). Mais après, même cette année quand on a préparé le PSE, on discute, c'est moi qui dirige et on discute avec le Ministère de Finance, et on a presque obtenu tout ce que nous avons demandé, par exemple le 25% des dépenses de l'éducation, qui sont alloué à l'éducation, sur les cinq années de la mise en œuvre du PSE. Donc nous n'avons pas eu de problèmes.

### How I applied the financial management module

Before IIEP, I was new in the department and had little experience so I incorporated what I learned into my work. The training had sections on education sector planning and financial management of education. As I had little previous experience in planning, I learned a lot from these modules and from examples in other countries.

When I returned to Madagascar, I was part of the team responsible for preparing the Education Sector Analysis (ESA) and was assigned to the chapter on education financing. Although I was not the lead, I had the opportunity to play a significant role in preparing this chapter, which features international comparisons and sections on macroeconomic factors relating to education sector financing in Madagascar, staffing numbers and pay.

During the training, I learned about techniques that have never been used in Madagascar. For example, Côte d'Ivoire has developed a teacher registration scheme. We tried to implement the same scheme to manage teachers as civil servants, register them and identify training needs (many teachers do not have basic or teacher training). The scheme will start this year and aims to increase the teachers' motivation.

### **Comment j'ai appliqué le module sur le financement [French original]**

Avant d'arriver à l'IPE, et comme j'étais vraiment nouvelle dans le département, je n'avais pas beaucoup d'expérience, et donc, une fois de retour, j'ai vraiment intégré ce que j'ai appris dans le travail. Lors de la formation, on a été informé sur la planification au niveau du secteur de l'éducation et sur le financement. Comme je n'avais pas beaucoup d'expérience avant en tant que planificateur, j'ai beaucoup appris à travers les modules d'un côté et aussi à travers les exemples d'autres pays.

Quand je suis revenue au Madagascar, je faisais partie de l'équipe qui se concentrait sur la conception de RESEN. On m'avait octroyé la partie sur le financement du secteur de l'éducation. Même si je n'étais pas le chef, j'ai eu l'occasion de jouer un grand rôle dans ce chapitre – il y a des comparaisons internationales, des parties macro-économiques à Madagascar liées au financement d'éducation, et la partie sur les soldes et l'effectif de personnel.

Aussi lors de la formation, j'ai pu découvrir des techniques qu'on n'a jamais intégrées chez nous. L'exemple de la Côte d'Ivoire m'a inspirée en découvrant que dans ce pays un projet d'immatriculation des enseignants avait été installé. On a essayé de réaliser un même projet, on a ainsi tenté de mieux gérer les enseignants dans leurs fonctions de fonctionnaires, de les matriculer, et de les identifier en vue d'éventuelles formations, (car la plupart des enseignants n'ont pas eu de formation initiale ou pédagogique). Ce projet désormais va commencer cette année. L'intention fût d'accroître la motivation des enseignants.

## **Uganda**

### **Addressing school enrolment expansion in Ugandan schools**

I am an inspector for pre-primary, primary and secondary schools. I visit schools as a general component of my work or I am being invited specifically to talk about modelling and planning. I then discuss issues such as numbers of classrooms, latrines, desks, playgrounds, etc. I had knowledge on educational planning before the IIEP-workshop in France, but the training made me a better performer. I am attributing my improved capacities as an inspector to the workshop.

At times, I am invited by District Educational Officers. For instance, in Luuka, a District Educational Officer invited me to discuss educational planning. The district is experiencing rapidly expanding rates of enrolment due to a prosperous economic environment. In particular there's a model high school, it is expanding at a very high rate, last year there were 500 students, this year there are 1000 students. When I visit such schools, I talk not only to head teachers, but also teachers and students. They all give me their own views on what they want their schools to be

in the future. As a result, school heads are enabled to understand the facilities of the schools that they need, communicate with the board of governance and plan and budget these facilities. As a result of my work, students in for example the RHINES secondary school in in Wakiso district have been able to obtain adequate facilities, such as more dormitories and beds in a border school. This lead to a reduction of congestion in the dormitories. Parents are also empowered as they can build on my propositions to look ahead and share their ideas in school performance review meetings. Furthermore, whenever I go to visit schools as an inspector I always also chip in on simulation and modelling. As another result of my visits, DEOs have new ideas and share them in their constituencies.

### **The contribution of the training towards building capacities of education officials in Conflict and Disaster Risk Management**

In the workshop in Paris there were modules on planning, forecasting and projections and similar issues. We debated and explored concrete questions around classroom infrastructure, learning material, number of teachers, etc. Also, we discussed specific questions and scenarios, up to five years into the future. I certainly had knowledge on these issues before, but the training added a great deal and was very grounding.

The current situation in Uganda is very dynamic, it requires a lot of forecasting. Uganda hosts 1.3 million refugees, especially from South Sudan, Burundi and the Democratic Republic of Congo. Even now refugees keep crossing the borders. Resources are not readily available. Therefore, planning is very useful. Of course, we work in partnership with humanitarian actors such as UNHCR or UNICEF.

Recently the Ugandan government hosted a refugee summit at the end of June, also with international actors. Since I am the sector focal point for Conflict and Disaster Risk Management I was in charge of preparing the refugee summit document, in close collaboration with the Ministry of Education's planning department. The summit document contains information on the situation of refugees, helps us to anticipate their numbers, etc. In general terms, it forms a basis for our future interventions. Skills acquired in the workshop were helpful in this work. At the local level, we began disseminating guidelines on Conflict and Disaster Risk Management. These guidelines were developed about two years ago, for children in upper primary and secondary school, and for teachers and educational officials. The workshop helped me in contributing to these guidelines. They will be disseminated in 14 districts in Uganda. Also, as a result of the summit, USD 3.3m have been pledged by partners through the Education Cannot Wait fund.



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