INTERVIEW
SECRETARY GENERAL OF THE MINISTRY OF NATIONAL EDUCATION OF CHAD
CÔTE D’IVOIRE EDUCATION COUNTRY STATUS REPORT

FEATURE
DEVELOPING CAPACITIES

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A practical approach to capacities

BY GUILLAUME HUSSON - HEAD OF IIEP PÔLE DE DAKAR

If the global objectives for education have only too frequently been over-ambitious, this is very often because the ministries in charge of reforms are lacking in capacities, especially on the African continent. Consequently, the key question of each of our interventions should be: how to adapt our partners’ capacities to our common ambitions?

The wealth of our institute’s experience in terms of training has taught us that the development of individual expertise is not enough to develop the capacities of an organisation to fulfil its mission. International theory confirms this perception: for effective transformation, a number of dimensions must be taken into account, at individual, organisational and institutional levels.

At the Pôle de Dakar of the International Institute for Educational Planning, we are convinced that national actors are in need of practical training; as such, we strive to make training periods coincide with our technical interventions in a given country. With this approach, stakeholder commitment is key to the success of a capacity development programme. We consider that a sectoral approach such as ours is an essential starting point in initiating national dialogue among stakeholders for capacity development in the education sector as a whole.

Throughout the education policy cycle, from diagnosis to implementation of reforms, our vision is to intervene as a facilitator, helping national actors to determine the challenges they have to meet in terms of capacity development in the education sector.

This practical approach to capacities, which is based on the commitment of all and is an integral part of all our activities, is our method and our commitment.

CLASS 10 OF THE PSGSE EDUCATION SYSTEM MANAGEMENT TRAINING

The first group session of Class 10 of the training course in sectoral policies and education system management (PSGSE) took place from 11th to 19th October 2016 on the digital campus of the Francophone university agency in Dakar. This vocational training, organised jointly by UNESCO’s IIEP Pôle de Dakar and the Faculty of Science and Technology of Education and Training (FASTEF) of the University Cheikh Anta Diop, Dakar, enables its students, mainly ministry officials in charge of education management and monitoring in Africa, to acquire knowledge in education sector analysis. The face-to-face session provided a means of clarifying basic notions in statistics. Mr El Cantara Sarr, an inspector in basic education in Senegal, expressed his satisfaction at being a part of the course: “We study elements and situations that we believed we already knew but we improve our knowledge, making us all the more motivated to learn”. Ms Lucie Pamtaba, a school and university administration adviser in Burkina Faso also showed enthusiasm: “It’s very rewarding, I can already understand the concepts used in our work better from this first session”. According to the students, the face-to-face and virtual sessions, and the tutorials and practical work, result in a heavy yet stimulating workload. Since its introduction 10 years ago, PSGSE training has benefited over 350 executives from 23 African countries.

RETHINKING SUPPORT TO AFRICAN EDUCATION SYSTEMS

Should the adoption of the Education 2030 Framework for Action lead to rethinking support to African education systems? What form of international aid can secure the success of the 2030 agenda? These questions were central to the roundtable discussions devoted to the Education 2030 Framework for Action organised by the Pôle de Dakar of the International Institute for Educational Planning (IIEP-UNESCO), on 10th October 2016. The roundtables brought together approximately one hundred participants, representatives of African ministries and technical partners, who exchanged their views on: 1) the Education 2030 Framework for Action and needs in terms of analysis, planning and implementation of educational policies; 2) the Education 2030 Framework for Action and capacity development for African officials in charge of educational policy.

At the end of 2015, the international community adopted a new global programme to eliminate poverty and ensure prosperity for all: the Sustainable Development Goals on the 2030 horizon. Among the Agenda’s universal goals, one of them, Sustainable Development Goal 4, is primarily concerned with education: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. In order to achieve this goal, the global educational community, convened by UNESCO in Paris in November 2015, established a new roadmap: the Education 2030 Framework for Action. Capacity development is an essential aspect in pursuing the 2030 commitments. In this respect, IIEP Pôle de Dakar had the pleasure of receiving the students from the 10th class of its training in sectoral policies and education system management (PSGSE course) at the roundtables.
Further to the participative exercise on diagnosing the barriers to the operationalization of vocational training policies, which mobilised around one hundred national actors between May and July 2016, three territorialised sectoral action plans (PASET) were selected in Senegal: the building sector in the territory of Cap-Vert (Dakar and Thies), the tourism sector in the same territory (Dakar, Thies) and the agro-sylvo-pastoral sector in Casamance (regions of Kolda, Sédhiou and Ziguinchor).

In the framework of the agro-sylvo-pastoral PASET launch, the Pôle de Dakar team visited Casamance in early December 2016, to provide information on its content to a wide range of vocational training structures, enterprises and production units. The team met with more than 50 actors in order to foster ownership of the action plan at local level, and a kick-off workshop was organised on 8th December in Ziguinchor with a view to stimulating partnership possibilities in the region. The construction PASET was launched in Diamniadio on 30th November 2016 at the vocational training centre for public works and building trades. The tourism PASET will be launched during the first quarter of 2017.

With the support of IIEP Pôle de Dakar, Senegal aspires to greater corporate involvement in the design of training programmes better adapted to the needs of the economy but also to the involvement of professionals in the training courses themselves and to giving training centres corporate access. A public-private partnership specifying the roles and responsibilities of each sector will provide a framework for training with the different companies. In this perspective, the companies involved will also be stakeholders in the certification of training courses and in the follow up of those who have been trained in order to ensure that the latter do indeed have the skills required on the employment market.

With the aim of clarifying and developing the concept of innovative practice in vocational training, IIEP Pôle de Dakar convened around thirty actors from all over the African continent to participate in the workshop “Reinvigoration of the UNEVOC network and supporting innovation in TVET in Francophone Africa” in the UNESCO offices in Dakar from 14th to 16th December 2016.

With Péfop, IIEP Pôle de Dakar has extended its support to the operationalization of vocational training policies implying the development of new methodological approaches on the one hand and working with a wide variety of actors involved in the processes for renewed national vocational training policies on the other hand. Within this framework, Péfop intends to support innovative projects as vectors for the operationalization of renewed vocational training policies.

Discussions took place in a friendly atmosphere to identify and characterise innovative practice in the field of vocational training. The following perspectives were identified as priorities: ownership, public-private partnership actions, insertion on the job market of youth and marginalised populations, financial sustainability and anchorage with national priorities. The participants from different networks shared their experience in order to define these criteria, taking specifically into account the structures, activities and devices for the preparation of the call for projects for innovation in vocational training to be launched in the second half of 2017.

The Minister for Technical and Vocational Education and Training in Côte d’Ivoire, Paul Koffi Koffi, and IIEP Pôle de Dakar coordinator, Guillaume Husson, signed a framework agreement on Wednesday, 21 December 2016 to initiate the support process by UNESCO’s IIEP Platform for expertise in vocational training (Pefop). This framework agreement was also signed by the UNESCO representative in Côte d’Ivoire, Yao Ydo. The Minister expressed his wish to accelerate the process and stimulate the discussions initiated for the operationalization of vocational training reforms.

In early November, Mauritanian vocational training actors officially launched their agropastoral, fishing and construction territorialised action plans (PASET). These plans, elaborated with the support of IIEP Pôle de Dakar’s platform for expertise in vocational training (PEFOP), aim to stimulate the targeted sectors, especially by developing partnerships and steering the training on offer in line with the needs of the economy. While considerable effort is still required for effective communication on the PASETs, their launch benefited from the remarkable involvement of the Naval Academy and the National Federation for the Fishing Sector, the National Agricultural Training and Extension School and the federations for the agropastoral sector, as well as a representation of Mauritanian employers and the Federation of Services for the Construction Sector.

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Analysis for the definition of true priorities

The 3rd diagnosis of Côte d’Ivoire’s education system was carried out with the help of a multi-sectoral team of 30 supported by the Sectoral Task Force you belong to. What were the advantages of this configuration in conducting the analysis?

The advantage of this multi-sectoral approach is twofold. Firstly, it calls upon technicians from the ministries and the structures identified for data mobilisation thus contributing diversified and specialised skills to our analyses. In addition, with this approach, the diagnosis becomes a means of dialogue between ministries facilitating decisions on trade-offs to be made when formulating the 2016-2025 education sector plan. My role in this process was precisely to ensure facilitation and the mobilisation of resource persons.

How were the diagnosis results used in developing the 2016-2025 education sector plan?

We had carried out a diagnosis of the education system in 2010 on the basis of the 2007 data. At that time, the shortcomings observed, such as access to school, the quality of education and the inequalities in the education system were conveyed in policies. However, the scheduled 3-year horizon was not sufficient for the implementation of the different proposed reforms even if a number of innovations were successfully developed. This was the case, for example, for the community approach experiment for the development of small lower secondary schools locally in rural areas. While conducting the 3rd diagnosis, we observed some progress, an improved access to school in particular. Even so, at the present time, special attention should be paid to system retention, the reduction of inequalities and the improvement of quality. For instance, the disparities between boys and girls according to area and wealth need to be reduced and measures taken to limit repetition. These observations from the analysis enabled us to define the true priorities for the 2016-2025 ten-year education plan.

How could IIEP Pôle de Dakar improve the support provided in the future?

Four of our team members benefited this year from training in sectoral policies and education system management (PSGSE). Nevertheless, this could be followed up more closely with short training sessions on precise subjects such as the processing of household survey data. Aside from the diagnosis, other questions are raised: how to achieve our objectives? What measures should be taken to boost the system? Pôle de Dakar could assist us through to education policy implementation and help with experience-sharing on education policies that have proven successful in order to find solutions to the targeted issues.

Côte d’Ivoire education country status report, for a more inclusive and effective education policy

Côte d’Ivoire has been adversely affected by a series of post-election crises with a direct impact on the education sector, both on the budget and on the functioning of schools. However, as a general rule, the government has been able to take the necessary steps to check the drop in enrolments and to implement structural reforms in order to be in a position to make the system more effective. Expenditure on education has continued to grow, rising from 4.1% of GDP in 2006 to 4.7% in 2013. This places Côte d’Ivoire amongst the countries investing the most in their education system in the sub-region.

Ambitious objectives have also been set in the perspective of the emergency plan for the 2020 horizon, such as compulsory schooling until the age of 16. This measure was introduced in Côte d’Ivoire in a marked context of strong inequalities in school access. In 2014, around 1.45 million youngsters aged 6 to 15 were not in school, mainly girls and children from poor families living in the northern rural regions. Even so, in order to reach the criteria of emerging countries in terms of education, sustained efforts will be required of Côte d’Ivoire. Indeed, upon comparison, the proportion of uneducated working population is 44% in Côte d’Ivoire compared to 5% in emerging countries; the share of the working population trained beyond basic education is 12% compared to 45%; the proportion of learners registered in TVET related to those registered in secondary education as a whole is 5% compared to 40%.

The third sectoral diagnosis in Côte d’Ivoire, published in November 2016, as well as the financial simulation of the principal policy directions conducted in parallel, should not only facilitate thinking by decision makers on the necessary trade offs, but also provide solid factual elements for the elaboration of the 2016-2025 education sector plan.

Zié Silue

Zié Silue is an economics education specialist and a member of the Sectoral Task Force of the Côte d’Ivoire education/training sector. He works for the Basic Education Emergency Support Project in the Project Management Unit.

The Côte d’Ivoire country status report was published in November 2016. It was drawn up by the Government of Côte d’Ivoire, with the technical and financial support of the World Bank (via the Emergency Basic Education Support Project – EBESP), UNICEF (via the West and Central Africa Regional Office and the Abidjan office) and UNESCO (via IIEP Pôle de Dakar and the UNESCO office in Abidjan).
DEVELOPING THE CAPACITIES OF AFRICAN EDUCATION SYSTEMS:
10 YEARS OF EXPERIENCE AT IIPE PÔLE DE DAKAR
Constrained resources and heavy demographic pressure represent two major challenges for African countries committed to national, regional and international calendars in a process of democratisation, extension and improvement of their education systems. In this perspective, and to optimise the use of resources devoted to education, having national analytical, management and monitoring capacities is of key importance. While some progress is observed in the availability of personnel trained in these tasks within the ministries and, to a lesser extent, in their decentralised structures, this progress is made very fragile by frequent transfers, unattractive remuneration and the mobility of highly qualified officials.

Aware of the importance of capacity development since its creation in 2001 and in order to help the countries and the international community in their efforts to expand the education systems, IIEP Pôle de Dakar set up short training courses targeting its field of expertise, the economic and financial analysis of education systems. These courses came in addition to the methodological support and on-the-job training of national teams in charge of the analysis of education systems as well as a series of primarily methodological publications.

In 2007, considering these measures as inadequate (sparse provision of training, incomplete content, high mobility of personnel, etc.), Pôle de Dakar set up a long training course accompanied by an academic validation (equivalent to a full year of a Master’s degree) aimed at passing on the knowledge and practices needed for the analysis of an education system: Sectoral policies and education system management (PSGSE). The ambition of this training launched in October 2007 and organised jointly with the Faculty of Science and Technology of Education and Training (FASTEF) of the University Cheikh Anta Diop, Dakar, Senegal, was to provide more comprehensive content (exploring all the facets of education system analysis), be better adapted to in-service training (organised mainly as distance learning) and provide better coverage (enabling national teams of around ten people to join each year). In 2011, drawing from its experience, Pôle de Dakar also launched an English version of the PSGSE training, named Sectoral Analysis and Management of the Education System (SAMES), delivered in cooperation with the University of the Gambia to candidates from Anglophone Africa.

Considering its own (human, financial and material) capacities, Pôle de Dakar has set itself the objective of training five national teams per year, i.e. fifty people. Almost ten years on from the launch, it seems appropriate to look at the impact of the PSGSE training in terms of capacity development.

Very satisfactory results at the individual level…

The results registered to date for the eight PSGSE training courses that have already taken place are quite encouraging at the individual level. Between 2007 and 2015, Pôle de Dakar trained 267 people (taking into account only those students who completed the training) from 22 African countries. In total, 225 of the 267 successfully validated the training and obtained 60 ECTS’ credits corresponding to the year of the Master (84% success rate), 35 obtained partial validation (13% partial success) and 7 failed (2.5% complete failure). The on-the-spot satisfaction surveys (at the end of each module and at the end of the training) and those carried out later (several months, or even several years after training) enabled us to look further into those results and see if the students had been able to improve their professional practices after the training. They show equally satisfactory returns:

• while they are not always interested in the subjects on offer (81% to 59% of interested participants in one of the on-the-spot surveys), the students are virtually unanimous in considering that what they learn is important for their professional life (100% to 94%) and that they learn to improve their professional practice (100% to 94%);

• a survey conducted later by independent experts indicated that 71% of students considered themselves more effective in their work as a result of the training.

The SAMES training also showed good individual results: between 2011 and 2016, SAMES trained 49 people (again only taking into account the students who completed the training). The complete validation rate was 94%, partial validation was 6% and the failure rate was zero. More mixed results appear however on the organisational and institutional levels.

... but training individuals is not enough!

Most development organisations agree (OECD, 2006; UNDP, 2008; UNESCO, 2012) that any capacity development activity should target three levels at once in order to be effective: the institutional level, the organisational level and the individual level.

Diagram 1 - The different levels of capacity development
The development of individual capacities alone does not as such strengthen the capacities of an organisation. It is essential to draw upon new capacities in order to reach the targeted objective and to ensure, at institutional level, the recognition of the individuals and teams contributing to the achievement of the said objective. This is where Pôle de Dakar comes up against a number of problems...

Indeed our experience over the last eight years of training courses has shown us that a country aiming at autonomy in the field of sectoral diagnosis must have the necessary political will to internalise the capacity to carry out sector analysis at national level. The country must invest with a view to developing individual capacities in this area and then make the best use of the investment on an organisational level by bringing together and using the individual capacities to carry out the tasks for which training has been delivered. It is therefore necessary to carry out sectoral diagnoses in order for capacity development to be complete and sustainable.

The following two examples, with around the same number of people trained, will help to indicate how the skills gained by African Officials trained by Pôle de Dakar are actually used.

In Mauritania, after two sectoral diagnoses carried out principally by external consultants, eleven students joined the first training course in 2007. The aim of the ministry was to establish a team capable of handling the update of the sectoral diagnosis. Further to this participation, nine members of the team conducted the 2010 sectoral diagnosis and then the 2015 diagnosis with the scientific support of Pôle de Dakar.

In Benin, ten students also joined the first training course further to an initial sectoral diagnosis carried out almost exclusively by national and international consultants. In 2009, nine of these students participated in the second diagnosis but only five of them in the third diagnosis in 2012. The reduction in the number of those already trained in sectoral tasks has to be balanced against the arrival of newly trained individuals.

Thus, it appears that the skills gained by African Officials trained by Pôle de Dakar are put to good use in several countries. However, consultation of the list of diagnoses showed that there were 6 years on average between an initial and a second diagnosis and over 4 years between a second and a third diagnosis. Unless a number of diagnostic tools are included in the annual evaluations of the education system, it is as such difficult to maintain, and further develop skills used every four years at the most; this constitutes a limiting factor.

As for institutional obstacles, students have reported, in practically all the countries, real difficulties in obtaining the necessary data to carry out a sectoral diagnosis, whether population data or, as one example among many others, exam results.

Finally, aside from the high mobility of personnel within the ministries and unattactive remuneration, the specificity of investment in education is that once the investment is made, it is part of an individual and is therefore mobile: if the trained individual decides to leave their job or is transferred, the acquired skills are lost. Generating national teams, which should enable a critical mass of experts to be created in the different countries and teams to be available in those same countries with sectoral diagnosis steering capacity, seems to be the most appropriate solution.

Pôle de Dakar’s experience goes to show that the training in sectoral analysis does indeed develop individual capacities, more particularly through training in internal coefficient calculation, the notion of economy of scale and the analysis of public expenditure breakdown in education. Moreover, trained individuals declare using their new skills immediately on an everyday basis. On the other hand, it is up to the countries to generate teams devoted to sectoral analysis if they consider that internalising these capacities represents a plus for the development of their education system. Besides, such a team will only be effective once the institutional hurdles have been raised and its expertise recognised.

IN FIGURES

IIEP PÔLE DE DAKAR TRAINING IN MANAGEMENT OF THE EDUCATION SYSTEM

A HIGH SUCESS RATE

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>(%)</th>
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<tbody>
<tr>
<td>FRANCOPHONE TRAINING</td>
<td>84.3%</td>
</tr>
<tr>
<td>ANGLOPHONE TRAINING</td>
<td>93.9%</td>
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<table>
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<tr>
<th><em>PARTIALLY SUCCESSFUL</em></th>
<th>13.1%</th>
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<tbody>
<tr>
<td><em>FAILURE</em></td>
<td>2.6%</td>
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Students from 22 African countries

Country teams of variable size:
- from 14 (Chad - Class 1) to 2 (Sao Tomé and Principe - Class 6)

PARITY GAPS

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<tbody>
<tr>
<td>18%</td>
<td>82%</td>
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</table>

A QUESTION MARK AS TO SUSTAINABILITY

In some countries, the trained teams decrease in numbers in the course of the sectoral diagnoses, a phenomenon sometimes linked to the expatriation of highly qualified personnel.

OF THE 10 BENINESE OFFICIALS TRAINED BY PÔLE DE DAKAR IN 2007, 9 PARTICIPATED IN THE COUNTRY’S 2009 EDUCATION SYSTEM DIAGNOSIS, WHILE ONLY 5 PARTICIPATED IN THE 2012 DIAGNOSIS.

HIGHLY QUALIFIED POPULATION AMONG EXPATRIATES LIVING IN THE OECD COUNTRIES

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>%</th>
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<tbody>
<tr>
<td>BENIN</td>
<td>43.2%</td>
</tr>
<tr>
<td>CAMEROON</td>
<td>43.2%</td>
</tr>
<tr>
<td>BURUNDI</td>
<td>38.6%</td>
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<tr>
<td>BURKINA FASO</td>
<td>38.6%</td>
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<tr>
<td>CONGO</td>
<td>36.6%</td>
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<tr>
<td>CÔTE D’IVOIRE</td>
<td>27.5%</td>
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1 Information on the PSGSE training is available on the IIEP Pôle de Dakar website: www.iipe-poledakar.org
2 European Credits Transfer System
4 Capacity development Practice note, UNDP, 2008.
6 The reduction in the number of those already trained in sectoral tasks has to be balanced against the arrival of newly trained individuals.
Secretary General of the Chadian Ministry of National Education and in 2010 you followed the 3rd PSGSE training course delivered by the Pôle de Dakar and the University Cheikh Anta Diop of Dakar. What were your motivations in joining the training course and, with hindsight, what has been its impact for you?

In 2009, at the time of the call for applications for the PSGSE course I participated in, I was Deputy Director of Human Resources in the Ministry of National Education. The government was working on a ten-year education development plan that had been interrupted due to a lack of statistical information and to the politico-military crisis affecting the headquarters of the ministry. In 2010, it was decided to develop an interim strategy for education and literacy (SIPEA). Our work at the time was fuelled by the diagnosis of our system (CSR) that had been conducted in 2005 with the support of Pôle de Dakar. For my participation in the process to be more effective, I wanted to develop my capacities in order to gain a better understanding of the different facets of our education system, especially those that are not always obvious such as internal effectiveness, the analysis of enrolments or inequality issues. I also had a more personal motivation to join the PSGSE training course since some of the weaknesses identified in the CSR directly concerned the human resources department for which I had responsibility, more precisely the significant randomness in teacher allocation and the lack of connection to pupil numbers. Consequently, it was crucial for me to understand the information contained in the CSR in order to reform our methods and improve the way in which my department operated. With the benefit of hindsight, the training has also had a direct impact on my career since it enabled me to become the rapporteur of the SIPEA technical team and supervisor of the second CSR finalised in July 2014. It was also decisive for my appointment as Director General of Administration and Planning, and then Secretary General of the Ministry, in charge of SIPEA implementation. Completing the training course has therefore enabled me to contribute greater skills to my administration and to take on new responsibilities.

Twelve officials from the ministries in charge of education in Chad were trained in 2010 at the same time as yourself. Why did the Chadian authorities decide to train their teams in large numbers at that time? And why do the authorities continue to provide their officials with the PSGSE training today?

For many years, in Chad, education system management positions were assigned to teachers who did not always have adequate technical skills in science of education, statistics or financial simulation. The authorities employed a clear strategy to address this situation: train a pool of officials in specialised technical skills in order to give new momentum to running the system. Participating in PSGSE was a true challenge for many of us. Taking into account the intellectual demands of the training, the problems of Internet connections and group work outside working hours, our officials had to be fully mobilised. Since we soon noticed some very positive initial results, we decided to pursue the strategy of “a reservoir of expertise” and capacity building for our administration to develop credible development policies vis-à-vis our partners. We are also striving to widen our base of qualified agents, by training officials in both central and decentralised structures, particularly for information management and data production in the regions. The new skills will be put to the service of the future ten-year education development plan for 2017-2026.

Since the PSGSE training was initiated 10 years ago, 33 Chadian executives have been trained. As Secretary General of the Ministry of National Education, have you observed a change of practice and a development of the capacities of the Ministry to fulfil its role? How can improved individual skills be transformed into collective skills?

There have been evident changes in practice within the ministries in charge of education policy since we participated in the first training courses. We have considerably improved system monitoring for example, moving from an annual budget lacking direction to a multi-annual objective-based plan. Our departments have also gained a greater degree of autonomy in data processing for statistical analysis. In the field of human resources, we were not in a position to distinguish between community teachers who had received pre-service training and those who had been recruited directly by the parents with no pedagogical training. Thanks to the PSGSE training, our agents have adopted the techniques of data processing and analysis learnt in the course in order to identify community teachers in need of upgrade training. This information has been taken into account by the Ministry and a training plan for 15,000 primary school teachers has been launched for a period of 5 years. We thus genuinely strive to apply what we learn in the training course to the way our structure operates. Since it is not possible for all our agents to benefit from the training course, we also seek a multiplier effect from the investment in capacities. We intend, through the practical application in situ of the tools from the training course in our daily activities, to influence all the officials in charge of managing the system and so improve the capacity of our ministries to conduct the country’s educational policy.
**PUBLICATIONS**

Rapport d'état du système éducatif national de la Côte d’Ivoire

Report on the analysis of public expenditure on education in Zimbabwe

Guinea-Bissau - Technical handbook on data processing

Guinea-Bissau
Country note n°26
A major overhaul of the Guinea-Bissau education system is well overdue.

Find IIEP Pôle de Dakar Publications on www.iiep-poledakar.org
and all IIEP Publications on http://publications.iiep.unesco.org/

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**WORK AT THE COUNTRY LEVEL**

**MISSIONS FROM JULY 2016 TO DECEMBER 2016**

**CÔTE D’IVOIRE**
Relaunch of support to the operationalization of VT reform

**TOGO**
School scoreboards

**MALI**
Sectoral analysis

**MAURITANIA**
- Validation of PROCOR
- Launch of agricultural and fishing PASETs

**SENEGAL**
- PSGUE Group Sessions
- Teacher allocation workshop
- Education 2030 Framework for Action round tables
- UNEVOC network TVET innovation workshop
- Validation of PROCOR
- Launch of Tourism, Construction and Agriculture PASETs

**GUINEA-BISSAU**
Finalisation of the three-year action plan

**CENTRAL AFRICAN REPUBLIC**
Identification mission – Sectoral analysis

**BENIN**
- Sectoral analysis note

**COMOROS**
- Sectoral and institutional analysis note
- Interim education plan and three-year action plan

**ZIMBABWE**
- Technical handbook on data processing
- Focus on equity and efficiency.

**GLOBAL PARTNERSHIP FOR EDUCATION**
- Education 2030 Framework for Action round tables
- UNEVOC network TVET innovation workshop
“Capacity development strategies, building upon a country’s own resource base and emerging from multi-stakeholder dialogue, are the key to modernizing the way in which international development assistance is planned and governments receive, engage in, and coordinate support from their technical partners.”

UNESCO - CAPACITY DEVELOPMENT FOR EDUCATION FOR ALL, TRANSLATING THEORY INTO PRACTICE, THE CAPEFA PROGRAMME.