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The Dakar Educational Sector Analysis Pole's newsletter - **JUNE 2011**

EDITORIAL

Pole Mag, the Pôle de Dakar's newsletter, is back after a brief interruption for technical reasons.

This issue revolves around the two key words concentrating the new action strategy of the Pôle de Dakar. The first one is the national leadership, which forms the basis for successful education policies in Africa. In this issue, we take up the experience of Cape Verde whose achievements in education are impressive in terms of regularity as well as quality. In my point of view, There are very useful lessons to learn from this experience in the area of national leadership with regard to designing and conducting educational policies.

The second key word concerns national capacity building, as it is the only way for the African countries to do away with their current dependence towards foreign technical assistance. This issue explains Pole's new strategy, Whose goal is to provide Africa with a platform of sustainable expertise and training based on local know-how in the field of education sector analysis. This initiative, if successful, will help professionalize the steering and management of African education systems.

To conclude, in my capacity as new coordinator of the Pole, I would like to pay tribute to my predecessor Professor Jean Pierre Jarousse for his thorough strategic work, reinforcing the foundations laid by Paul Coustere, the first coordinator of Pole de Dakar. Thanks to their strategic views and complementary actions, UNESCO is now able to provide member states with a continental platform of national capacity building and of expertise to support the reinforcement of national leadership in terms of educational policy.

Mohammed Bougroum
Pôle de Dakar Coordinator

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Pole de Dakar, platform of expertise and capacity building

Since its establishment, the Pole de Dakar has responded to more than 20 requests from its member states. The Pole's team, alone or in cooperation with other partners, has ensured the technical supervision of the national teams in the realization of sector diagnosis (RESEN), the elaboration of Financial Simulation Models in Education, the arbitration instruction of educational policies, the elaboration of programming and national strategy documents, as well as the construction of sector Mid-Term Expenditure Framework. In line with the objectives of EPT, all these actions facilitate the elaboration and implementation of national educational policies.

Having noted the lower level of the member states in educational policy analysts profiles able to manage the realization and the valorization of these activities, the Pole de Dakar decided to complete its direct technical support to these states with a program for national capacity building which ultimately would ensure a national leadership in a sustainable manner. This program, in partnership with the University Cheikh Anta Diop of Dakar (FASTEF), was launched in 2007 through a one-year master's program in the area of "Sector Policies and Management of Education Systems" (PSGSE). In part, with its distant-learning, the PSGSE training program gives the member states the opportunity to train ministry officials in sufficient numbers to appropriate the methodology of education sector analysis, apply it directly at the national level, and exchange and valorize the work at the international level.

Three years after its opening, 117 senior executives from 14 different countries have benefited from the PSGSE training. Good practices are observed in terms of appropriation of the methodology by the national teams (Mauritania) and in terms of national leadership strengthening (Benin, Burundi). The partnership with the University Cheikh Anta Diop of Dakar makes of this training a solution from within, and enhances its relevance and impact.

Reinforced with this experience, the Pole de Dakar wishes to reinforce the synergy between its main mission of direct technical support to countries and its training activities. The objective is to establish in Dakar a platform for national capacity building and expertise in education sector analysis which enables African countries to reduce their dependence on foreign technical assistance. On this platform, Pole de Dakar will provide leadership in direct support to countries, while African partner Universities will take over the training activity. To this end, three goals will have to be achieved: the consolidation of the experience with the University Cheikh Anta Diop, (ii) the extension of this experience to cover other language areas in Africa (English speaking, Portuguese speaking and Arabic speaking), (iii) the maintenance and development of political and financial support from UNESCO, development agencies, continental and regional organizations working in the field of education in Africa. ■

The Gambia wants to confirm progress

Gambia has a favourable economy despite low domestic revenues and a high external dependency. In terms of schooling and achievement, the results are among the best in the Sub-Saharan African countries of comparable wealth. Moreover, the state has committed itself to the universal basic education of 9 years.

The low proportion of the budget allocated by the State to education (18%) plays a role in maintaining a high financial implication of households, particularly at the basic education level. This affects schooling demand in the poorest families and favours the phenomenon of school attrition. According to a survey carried out in 2009, moreover the shortage of means which was mentioned once out of 4, almost half of the households surveyed advanced religion to explain the non-schooling of their children. Today, in Gambia, one out of four students do not complete primary school.

The analysis of teaching quality in Gambia indicates weaknesses even during the early years of primary school. According to the EGRA / RTI study conducted in 2010, more than one out of four students in the third grade is unable to read a single word, which simply prevents him/her from following the other levels of studies in normal conditions. The non-optimal allocation of teachers and textbooks in schools, the challenges faced by some teachers mastering the basic skills, together with few links between school results and the resources invested in the schools, clearly demonstrate the existence of certain ineffective administrative and pedagogical practices threatening the Gambian education system quality.

PSGSE training: 3 years and 2 classes later

To overcome the shortcomings of the system which hinder the offer of an education of quality in Gambia, the report, among other things, recommends a better cover of Early Child Education, a reflexion around the introduction of local languages in primary school, a better-adapted training provided for teachers, a more optimal distribution of school textbooks, a school timing respect through the revision of the practice of double-shift schooling and the reduction of students' and teachers' absenteeism.

Finally, it is necessary to enhance the production and the quality of statistical data for all the educational sub-sectors, including technical and vocational training as well as non-formal education, in order to ensure an effective and in-real-time piloting of the policies implemented, be it at the central or local levels. ■

1 Source: Poverty Social Impact Analysis (PSIA), 2009.

2 Gove, A. and P. Cvelich. 2010. "Igniting Education for All. A Report by the Early Grade Learning Community of Practice." Research Triangle Institute.

3 Blimpo, M. P., and D. K. Evans. 2010. "The Whole School Development and School Grant Programs: A Prospective Impact Evaluation in The Gambia." Prepared with the collaboration of the African Programme for Education Impact Evaluation. World Bank.

117 students from 14 different countries have already benefited from the PSGSE training. A study carried out in 2010 helped draw up a first appraisal about the impacts of this training .

Reducing training costs and keeping ministry executives in office, coupled with the combination of face-to-face and distance learning, on the one hand, allows for a direct application in the countries and, on the other hand, makes targeting a large number of ministry executives possible. Thus it encourages national and international experts to meet with each other. Despite the intensity of work experienced particularly during the three gatherings in Dakar, the flexibility of the training device and the teaching quality are appreciated by the participants.

It seems that the secret behind the success of the PSGSE training lies in a good organization of the time devoted to learning, a good knowledge of the computer tool and regular teamwork, the public heterogeneity being an asset. According to the survey, almost all the participants have maintained professional contact with their team members and nearly half of them with those from the other countries. Partly thanks to international comparison, the maintenance of exchanges amongst the participants after the training would contribute to enhancing decision making within ministries.

The ministries staff concerned by the training affirms they better master their education system as a whole and understand the usefulness of an interaction between the different structures of the ministries. Better equipped, more critical they also feel more credible. The new skills acquired are essentially reused in the countries during particular works or workshops (NESER, sector plan elaboration, MTEF, EFA...). Reusing the modules depends on the specific needs linked to the function occupied, the new appointments resulting from the training dealing essentially with planning or evaluation. However, the staff trained within the departments they belong to can be highly efficient only if their potentials are effectively used by their ministries.

Donors who had a chance to work with the newly trained staff speak about a positive feedback from the teams, about an effective transfer of tools and techniques into the ministries, but also about better analysis capacities appreciable for a more valuable work and collaboration. Heads of the training beneficiaries explain that they have not yet had time to appreciate the new skills acquired by the trainees. However, they have already noticed their improved analysis capabilities and the added value brought about, and they intend to offer them new activities. ■

1 «Capacity building in the area of sector analysis in education in Sub-Saharan Africa - October 2010 – An internal study carried out by Aline Rousseau as part of a 2 Masters' traineeship in Sorbonne, Paris: Consultant Expert on Education / International Cooperation in Education and Training. The study is based on a survey conducted amongst the first two classes of students, the ministries officials in the countries in question as well as amongst the training operators and donors.

2 According to their responses, 25 out of the 38 participants surveyed have been promoted in their careers after the training.

Cape Verde: on the way towards a 10-years' universal education



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Universal primary education is now a fact in Cape Verde. During the last decade, the country went through a very favourable macroeconomic and demographic context for its children's schooling, characterized by low population growth rates, close to European standards, and by an increase in national resources and expenditures allocated to the sector of education. These are all favourable indicators for the initiative aiming at extending the free and compulsory basic education from six to eight years, the plan which was formalized by the new Law of basic Education, published in the official newsletter (7 May, 2010). The abolition of secondary school first cycle² fees could later on be adopted at the second and then at the third cycle of secondary school for free and compulsory basic education ranging from 10 to 12 full years.

Cape Verdean educational system: facts and Priorities

The demographic transition observed in Cape Verde has brought about a gradual decline in the number of students to be schooled by 2020. This phenomenon has also brought a reduction of the necessary number of schools to be built and the new teachers to be trained by 2020³. Relieved of these indispensable preconditions, which represent a big part in most of the national sector budgets in sub-Saharan Africa, the education system in Cape Verde can now focus on quality issues. Enhancing the internal efficiency of the

Pole de Dakar - UNESCO / BREDA has been requested by the Cape Verdean National Ministry of Education to assist in assessing the physical and financial feasibility of school-fees abolition for the first cycle of secondary school. The sector analysis produced in close collaboration with the Cape Verdean national team, and equipped by the Financial Simulation Model (FSM), led to the elaboration of a strategic scoping paper¹ incorporating the policy of free secondary education planned by the ministry.

education system has thus become a high priority for Cape Verde during the period 2011-2020. Some of the measures envisaged include decrease in repetition rates, increase of the budget allocated to affording teaching materials, revision of curricula, increase of the administrative and pedagogical spending per pupil, a teachers' training in partnership with the University, etc.

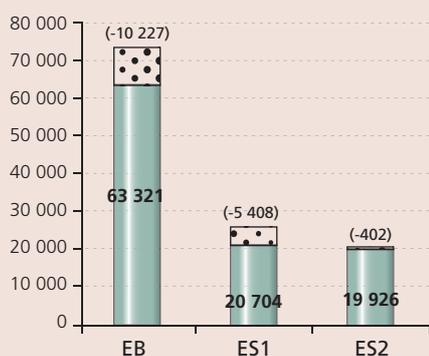
To be more specific, the school reception conditions of pre-primary school should be enhanced through increasing the number of specialist teachers. Currently, only one out of five preschool teachers has received appropriate training. As for strengthening the in-service training system for the actual primary school teachers, it is a necessity, given the fact that 13% of them have not received any training at all. Since 2010, the State has fully supported school canteens in primary education, national projects, run by the Social Action School, having gradually taken over the management of the activities of the World Food Programme (WFP). This support could also cover students in secondary school first cycle starting from 2014 as soon as this level of education becomes free and compulsory. It would contribute to achieving the universal education objective of 8 years by 2015, through keeping students in the educational system.

¹ For realistic reasons, estimates of the cost of compulsory basic education from 6 to 8 years and its extension to 10 years have been planned for 2015 and 2020 respectively.

² The term "first cycle of secondary education" refers to the first two classes of the secondary level, the "second cycle" to the 3rd and 4th classes, and the "third cycle" to the 5th and 6th classes.

³ Nevertheless, keeping up with the maintenance of existing buildings and enhancing the capabilities of teachers in post are important activities.

Chart: Estimation of the change in the number of the schooled pupils per level of education between 2009 and 2020.



Reading: Figures in bold / plain colour area = Number of pupils in 2020. in parentheses=the fluctuating number of pupils between 2009 / 2020.

The demographic transition phenomenon observed in Cape Verde progressively reduces the number of school-aged children by 2020. Moreover, projections suggest that all children of a particular age group will complete the second cycle of secondary education by 2020, thus accomplishing 10 full years of schooling. Hence, the basic education and the first two cycles of secondary education would be universal.

The graph shows that if all the school-aged children are schooled until the end of the second cycle of secondary school in 2020, the number of students in the system would be smaller than it is now, this is despite of the fact that not all the children who complete the 6 years of basic education today do actually follow their studies in secondary school.

Regarding the third cycle of secondary education, a fairer redistribution of students between the general and technical⁴ disciplines should better meet the requirements of the work market. The development of this sub-sector will be carried out partly by the private system, which will now be supported by the state. Similarly, in order to overcome the shortage of qualified intermediate workers, secondary education will be completed by vocational education training in the areas of hospitality industry, banking and renewable energies. The first step consists of standardizing diplomas and adapting qualifications in order to validate the practical skills. The gradual generalisation of access to vocational education training for secondary education third cycle school-aged students by 2020 would also contribute to a better management of the training system.

The new policy of free State education does not at all threaten Private education, where State grants for the disadvantaged students could be increased further. Assistance provided for families facing difficulties in the State educational system would be further intensified too.

Compulsory education with no enrolment fees until the end of the first cycle secondary school: financial impacts and mechanisms

The additional total cost incurred by the abolition of school fees in the first cycle of secondary education is estimated to amount to US \$39.9 Million⁵ between 2011 and 2020, which would cost an average of nearly U.S. \$4 million per year.

In 2009, household's spending on education in Cape Verde accounted for 12.1% of the total expenditures on the sector, almost two-thirds of which being absorbed by school fees. Relieving families of this burden in the first cycle of secondary

education should promote education for all, particularly for children coming from the most disadvantaged families. Another most important areas of spending for households is purchasing school uniforms (which can amount up to one third of spending in the first cycle of secondary education). Abolishing these costs could have a great impact comparable to that of school fees with a view to offering schooling for all children until the end of this level of education.

The mechanism of abolishing enrolment fees provides a gradual integration of all secondary education first cycle school-aged students between 2011 and 2015, with 20% extra per year. The policy could then be extended to cover the second cycle of secondary education between 2016 and 2020. During these transitional years, assistance for the disadvantaged families will have to be intensified.

To maximize the reception capacity of schools and avoid unnecessary construction of new secondary schools, an outline of geographic planning has also been taken into consideration. The plan provides the affiliation of 40% of secondary school first cycle classes to primary schools in rural areas where a decrease in the number of pupils there offers seats for new comers. Transport support would then be provided for the disadvantaged second cycle-students who would have to go to school in far away areas. Finally, in order to compensate for the revenue gap brought about by the abolition of enrolment fees, and in order not to affect the functioning of these schools, the State will transfer credits to these educational institutions.

The scoping paper submitted to the authorities last January recommends the scenario described here. Once selected, the options preferred by the government of Cape Verde will have to be outlined in an action plan before being developed in the educational system be it at the central or local levels. ■

⁴ The objective is to increase the number of students enrolling in technical education from 12% in 2009 to 25% in 2020

⁵ In total 3.1487 billion Cape Verdean escudos (ESC CV), making an average of 315 million ESC CV per year.

Interview with Mr. Brito, Director-General of the Planning, Budget and Management in the Ministry of Education in Cape Verde



When did the ministry consider the idea of extending the Cape Verdean education system?

Up to the 1990s, compulsory basic education covered only the first four grades. The educational reform, which was launched in 1992 and completed in 1994, led to the generalization of a six years' Basic Education. At that time, the Cape Verdean education system attracted the largest number of pupils ever reached, with about 92,000 students enrolling in basic education from 1994 to 2000. Later on, the number of students went into a stagnant stage and then began to significantly decline with about 3000 students per year. Thus, the demographic transition enabled a natural regulation of the number of students to be schooled. Today, we have already nearly reached the generalization of eight years' Basic Education, with 95% of students completing primary school (Editor's note: 6th grade) and enrolling in the first cycle of secondary school (Editor's note: 7th grade). The new basic Law, issued May 7, 2010, has formalized the extension of free and compulsory basic education from six to eight years.

What has the sector analysis conducted in 2010 by the national team, supported by Pole de Dakar/Breda, brought to the government of Cape Verde?

The implementation of the new basic law was conditioned by being acquainted with the needs for human and financial resources. The sector analysis made it possible for us, among other things, to estimate the number of teachers to be trained, both in terms of quantity and quality, and to assess the amount of the financial compensation to provide schools with. Available local resources were also identified. As for the budget required for an effective implementation of the new law, it amounts to approximately 160 millions Cape Verdean escudos per year until 2015. The report also provides us with comparable data with other countries with equivalent level of GDP per capita (between 2000 and 6000 USD / capita), indicating the relative position of Cape Verde according to indicators of schools, equipment or access. These data enable us to make the adjustments necessary to maintain performing indicators for a sustainable and quality education.

What are the specific measures and adjustments needed for the education of all students in the first cycle of secondary school?

We are currently working to create the conditions to put forth a policy to accommodate students in a more optimal manner in terms of both access and quality. For example, if all first cycle secondary education students are received and taught in the current secondary school buildings, those schools will become too overloaded. Therefore, we are trying to find out how to integrate first cycle secondary new students into certain primary school buildings where a number of free seats could be available. The advantage is that we have a big number of primary schools and that the distances students must cover are reduced; most students at the level of basic education in Cape Verde (92%) have less than 3kms to walk from home to school. Similarly, schools could operate with school fees. Therefore, it is essential that the State provides schools with additional funds in order to function properly. Shortage of internal resources remains the biggest problem facing the implementation of adopted policies.

Finally, could you tell us about the measures undertaken to benefit the most disadvantaged students?

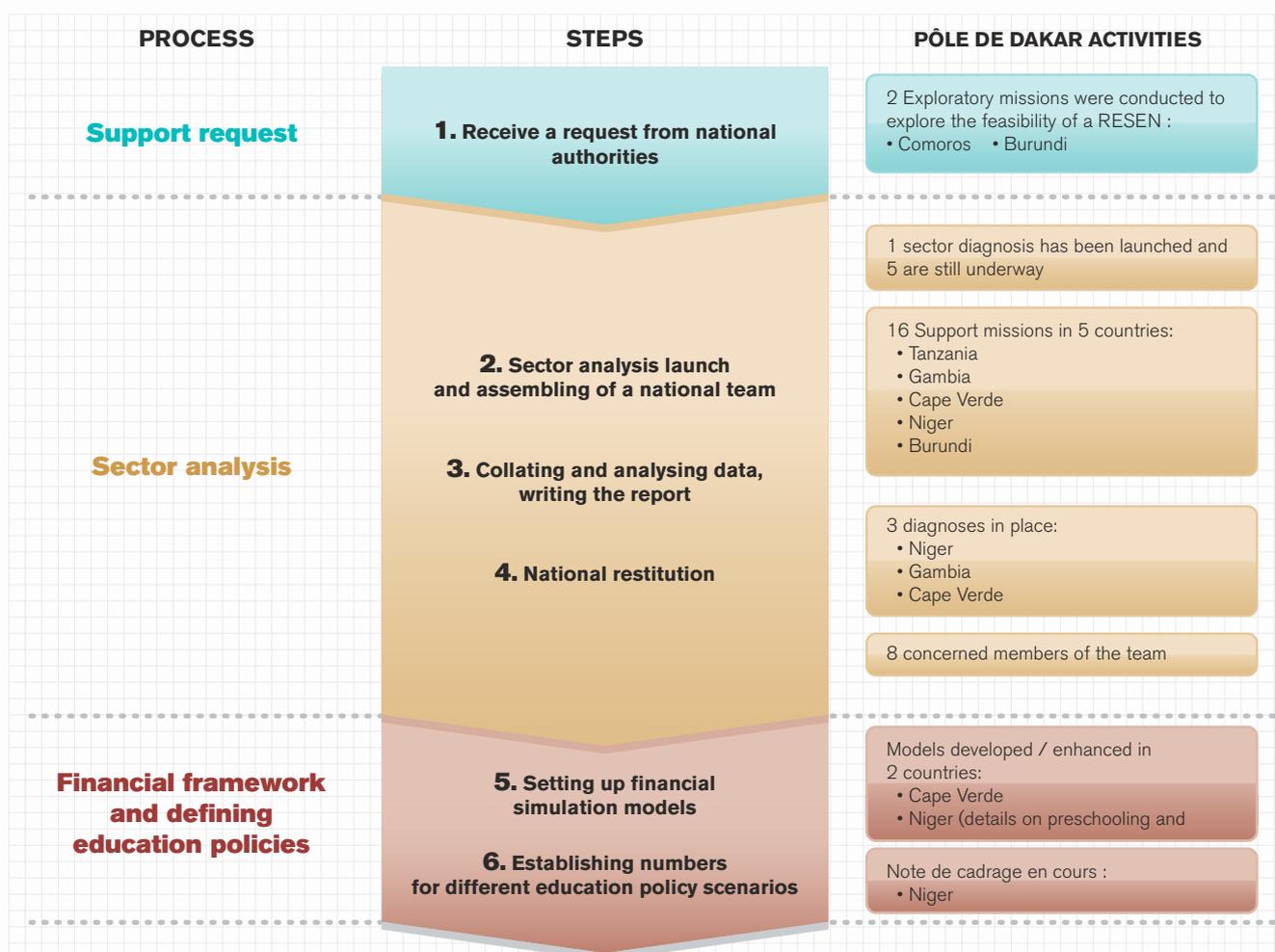
We have a State Foundation working in the area of School Social Action (Editor's note: FICASE) which prevent the social disadvantaged areas students' families from expenses such as school fees, uniforms and school kits. This helps balance the social differences and facilitates access to school for all. Every year, the Foundation provides these students in primary school with free uniforms and school materials. Regarding secondary education level, school fees are calculated on the basis of family income. Something else is that as part of implementing the new basic law and the abolition of school fees, we are currently looking into assisting families with regard to school uniforms, as it is an area of very heavy expenditure. ■

IN THE COUNTRIES

From August 2010 to March 2011

Assessment Report of the National Education System (RESEN)

The main task of Pole de Dakar is to offer direct support for African countries in the areas of sector analyses on education, financial framing and in formalizing educational policies. The support process pursued by the Pole de Dakar and the activities undertaken by the team since August 2010 are presented below.



Other activities of the Pole de Dakar include:

The Quality Initiative (GLQA) promotes mobilization of actors around the production of indicators on school education quality aiming at developing a regular local management of learning achievement quality. The three steps are (I) existing context diagnosis, (II) estimation of performance indicators, (III) development of a strategy for quality management at the local level based on the indicators developed.

The TTISSA project assists countries in developing a diagnosis of the teaching issue. Pole de Dakar's team, equipped with a methodological reference guide, follows the technical exercise in the countries it is in charge of.

5 support missions in 3 countries
• Cameroun (analysis phase)
• Cap-Verde (analysis phase)
• Senegal (activities carried out in Dakar - analysis phase)

7 support missions in 3 countries:
• Benin (validation phase of the diagnosis)
• Guinea, Uganda (Launching and analyzing phases)

Under publication

Available online: www.poledakar.org

Status Report on national education systems.

Reports on sector analyses in three countries are still in preparation (Tanzania, Gambia, Cape Verde). The sector analyses education related reports will provide a clear image of the education system in question. They will point out the recent successful aspects of the system as well as the main challenges it will be confronted with in coming years.

Team

New coordinator of the Pole



Mohammed Bougroum, a former head of the Research Team on Social Economy and Solidarity and professor at the University Cadi Ayyad in Marrakech, has taken over as coordinator of the Pole de Dakar in February 2011. With his rich expertise as a professor at the university and as a manager and consultant in the fields of education, labour market and social development, he is better equipped to carry out Pole's mission to assist member states to develop their capacities in the area of education sector analysis.

Mohammed Bougroum has replaced **Jean Pierre Jarousse**, who served as a coordinator of Pole de Dakar since 2006. Within the framework of the PSGSE's training initiative, Mr. Jarousse spearheaded the drafting of the Dakar +7 report.

He managed to perfectly carry out all the Pole's proposed activities to fulfil the mandates he was assigned by UNESCO and other partners. He currently holds the position of professor of Education sciences at the University of Rennes II. Finally, it's worth noting that he remains an important resource person of Pole de Dakar.



Fatoumata Bamba joined the Pole de Dakar in February 2011 to hold the position of administrative and financial assistant. She previously worked for UNESCO's CapEFA Project in Abidjan.

Recruitment:

A Statistician-Economist specializing in the area of Technical and Vocational Training and/or labor market is currently under recruitment. The team will also be reinforced by a second Statistician. For more details about the position and the

application deadline, kindly visit the website by clicking on the link below: www.poledakar.org.

TTISSA Bénin

Pole de Dakar's assistance in developing a teaching question diagnosis for the government of Benin ends after one year of work. The final report of the exercise is in the process of internal validation. The upcoming activities to be included in the policy agenda are as follows:

- (2-6 May) - Presenting the diagnosis for sector Review
- (May) - National Technical Workshop on Validating the teaching diagnosis
- (June) - The official national launch of the report

Pôle de Dakar

EDUCATION SECTOR ANALYSIS

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