Capacity Development for Education for All: Putting policy into practice

An International Forum

Summary of Outcomes

Bonn, October 8-10, 2007

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1 Introduction

Unlike other sectors, the education sector plays a particularly complex, double role in country-led social and economic development. The education sector presents a challenge and an opportunity for sustainable development. It is both producer (supplier) and consumer (demander) of capacity – at individual, organisational and institutional levels. Succinctly put by Richard Manning, Chair of the OECD’s Development Assistance Committee, in his opening remarks: "You need to have capacity to run the education sector and you need the education sector to build capacity."

Achieving the Education for All goals and Millennium Development Goal 2 and 3 requires increases in both external and domestic financing for education, it also requires using these funds efficiently and effectively. Resources need to reach classrooms and communities, and moreover need to be used for promoting quality teaching, school performance and improved learning outcomes. Increased financing for education must be embedded in a broader context of public sector reform. The challenge is to put equitable policies and the best formulated plans into practice.

Hosted by the German Federal Ministry for Economic Cooperation and Development (BMZ), the international forum “Capacity Development for EFA: Putting policy into practice” was held from October 8-10, 2007 in Bonn against the background of the on-going debate about CD and aid effectiveness in general and achieving EFA specifically. The forum discussions took the consensus enshrined in the Paris Declaration on Aid Effectiveness as a point of departure.

Capacity Development is indispensable to implementing the Paris Declaration principles of country ownership, alignment, donor harmonisation, managing for results and mutual accountability. The process of developing sustainable capacity has to be country-led and supported by coordinated donor assistance. While the Paris Declaration constituted the policy framework for the forum, the OECD-DAC GovNet paper “The Challenge of Capacity Development: Working towards good practice” served as the conceptual framework. Participants were asked to analyse their own experience and practice as well as that of others more holistically along individual, organisational and institutional (or societal) levels. Introductory presentations, workshops and open space discussions were organised to allow for sharing lessons, understanding international and country contexts and reflecting on delivering support.

Senior level officials from ministries of education and finance and training institutions, bilateral and multilateral donors and representatives of civil society organisations from Africa, Asia, Latin America and the Middle East were given a forum for sharing practical experiences on three topics: (1) Implementing EFA Plans, achieving better learning outcomes (2) Making the best use of more education finance and (3) Supporting Sustainability in CD. Together, participants reflected critically on the implementation of the Paris Declaration and learned from good practices on how to design and implement CD strategies, as well as meet CD needs in the education sector at national and decentralised levels. The forum aimed at (i) making concrete steps toward implementing the consensus achieved in the OECD-DAC GovNet paper on CD good practice in the context of EFA, (ii) bringing forward good practices from the education sector to other sectors and (iii) generating recommendations for implementing the commitments made in the Paris Declaration for the education sector.

This paper presents a summary of the discussions and final recommendations produced in the parallel workshops, a fishbowl discussion and open space sessions, each focusing on different aspects of CD for Education for All.

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2 Capacity Development for Education for All

2.1 Capacity Development for Implementing Education Sector Plans

2.1.1 Overview

Capacity Development is the process of strengthening the abilities of individuals, organisations and institutions, and societies, to make efficient and effective use of resources to achieve their goals on a sustainable basis. Good practice in the area of CD involves comprehensive, country specific approaches to foster the institutional environment and quality performance of organisations and to promote professional individual performance. Capacity needs in the education sector range from public expenditure management and procurement to programming, priority setting and monitoring and evaluation (M+E) to school and classroom management – as well as monitoring of quality in the classroom – to collaboration among ministries, local authorities, communities and donors.

In his introductory presentation, Desmond Bermingham, Head of the EFA-Fast Track Initiative (EFA-FTI) Secretariat, outlined three principles that should be followed in order for capacity development initiatives to be successful and sustainable. CD efforts should be 1) country-owned and country-led, 2) system wide and 3) incremental, i.e. take a step-by-step approach to evoke gradual changes. In accordance with these principles, partner countries should commit to integrating specific capacity strengthening objectives in national development strategies and to pursue their implementation. Donors should commit to align their analytic and financial support with partners’ capacity development objectives and strategies, make effective use of existing capacities and harmonise support for CD accordingly. The paramount aim of CD initiatives is to give every child access to a good quality education and to develop the skills, knowledge and capabilities of individuals at all levels of the education system to deliver this quality education. In effect, CD for the education sector will create capacity in all other sectors and society in general.

2.1.2 Key Recommendations

In order to strengthen country ownership of education sector strategies and plans, national governments should ensure CD requirements are identified for and coordinated with the sector plan. Partnerships to strengthen education finance should be encouraged, bringing different governmental partners and civil society together, i.e. education and finance ministries and local government institutions. Development partners’ contributions should be predictable.

To ensure that civil society organisations can play appropriate roles in the formulation of education policies and monitoring and evaluation activities, a legal and administrative framework for their participation should be established. In addition, access to information needs to be ensured. Funding the engagement of civil society organisations could be supported by donors, by earmarking sector funds and/or through the EFA-FTI-Education Programme Development Fund (EPDF).

Decentralised financing and planning for education should build upon local government authority, with provisions for improving those systems as necessary. Bottom-up control to ensure the accountability of local planning and spending needs to be encouraged – for instance, by working with teachers organisations and parents associations. Decentralised planning and monitoring mechanisms can help identify and implement local solutions to local problems. In this context, community initiatives should be promoted to improve the functioning of schools. To fund such activities, donors should pledge to make available an agreed amount of their resources directly at the local level.

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2 www.education-fast-track.org
A dialogue between governments, local and national representatives of marginalised groups should be established in order to determine needs, priorities and solutions for inclusive learning environments and curricula as well as inclusive approaches to education planning and teacher training.

The support of teachers should be at the heart of CD initiatives to improve the quality of education. Among other measures, it is critical that teacher training programmes include experience-based and child-centred learning and value-oriented education that aims at respecting diversity, human rights, citizenship and democracy. School heads should receive continuous training in institutional development and management and cooperation with the community. Tools and procedures are needed to assess the quality of learning results and processes, as well as the quality of school management and supervision. Indicators for the quality of education in all education strategies and programmes need to be improved. To this end, an international exchange on M+E methods for education quality is necessary.

Capacity for the collection, analysis and use of education data needs to be improved. Data accuracy requires controlled data collection, good inspection, supervision systems and reward systems. To this end, advocacy programmes concerning the use of data for decision makers and the corresponding technical training programmes should be supported. A legal framework for Education Management Information Systems (EMIS), including budget allocations, should be established.

### 2.2 Capacity Development and Additional Education Finance

#### 2.2.1 Overview

The urgent question of how to make the best use of more education finance emerges from the following trends: Firstly, the education sector has enjoyed an increase in Official Development Assistance (ODA) as the 2007 EFA Global Monitoring Report notes for the period between 1999 and 2004. Secondly, this increase goes hand in hand with a change in modalities of providing external aid, redefining the international aid architecture with a strong focus on aid effectiveness. This change is characterised by a shift from project financing and fragmented aid to more programme-based approaches relying on the partner countries’ budgetary and administrative processes. Thirdly, new modes of aid delivery challenge existing national systems in their management capacity, technical skills and individual professionalism at national and decentralised level. Finally, these emerging trends in development assistance in the education sector have resulted in a general awareness of the need to develop national capacity, and moreover to assess bottlenecks limiting absorptive capacity.

Pauline Rose, Centre for International Education – University of Sussex, provided a useful definition of absorptive capacity in the education sector: “the pace at which new financial, human, and technical resources can be efficiently used in the educational system and allocated appropriately, so that there will be a sustainable improvement in educational outcomes.” Successful national CD strategies would logically increase this pace. CD strategies should be country-owned, supported by coordinated donor efforts and need to include competencies of the private sector as well as civil society. Gorgui Sow, Coordinator of the Africa Network Campaign for EFA, argued that the participation of the civil society in the implementation process of education policies needs to be strengthened. Civil society should play a monitoring role, yet information about targets, budgets and spending is very limited. He reminded participants that without proper monitoring, financial resources would not necessarily reach schools and hence hamper the improvement of learning conditions.
Partner countries need to develop their capacity to deal with development processes as well as macroeconomic constraints in order to strengthen country ownership. Among other measures, dialogue and collaboration between various government ministries, especially ministries of education and ministries of finance, need to be upgraded. This is to ensure that the financial planning for the education sector is in line with sound national macroeconomic policy and considered appropriately by ministries of finance, especially in light of national budget constraints.

Moreover, partner countries need to enforce that their public expenditure processes and programme management systems are supported, not hindered, by donors. Donors should concentrate on adapting their own systems and helping to improve existing national processes and systems and the national capacity to use them effectively. In order to better their understanding of national processes and to foster the dialogue with the partner government and other stakeholders, donors should maintain staff for a longer-term period in a partner country. This knowledge could help encourage a change in the aid rules and regulations that hamper effective investments for development. Staff also need to be better trained to deal with financial management instruments, harmonisation issues and sector dialogue. Donors should ensure that their financial assistance is accompanied by CD measures for resource management and public spending on the national and decentralised level. Participants also agreed that in order for donors to assist best in resolving absorptive capacity constraints, they must improve the predictability of aid, on-time disbursement and long-term commitment, e.g. regarding recurrent budgets.

Governments should take the lead to establish inclusive and balanced partnerships with key-stakeholders, apart from donors these include civil society and private sector organisations. Addressing the private sector as an important but still fairly neglected partner in implementing education plans, Tim Unwin, World Economic Forum, suggested creating better opportunities for the private sector to support the public sector regarding management, financing and service delivery. This should, for example, be enforced by increasing the number of Public Private Partnerships (PPP). Examples of such a PPP could be supporting procurement for text-books, school construction, etc. Such partnerships should also involve communities and local education initiatives in order to enhance already existing valuable, community-based capacity. Enhancing partnerships should be given priority instead of creating new institutions. Participants also suggested allocating three percent of ODA to reinforce the capacity of civil society organisations. Multi-stakeholder partnerships should be based on stable policy priorities and commonly agreed targets.
2.3 Sustainable Capacity Development

2.3.1 Overview
Effective and sustainable CD strategies should be based on actual demands identified through rigorous needs analysis and addressed by long-term, cross-sectoral and multi-stakeholder partnerships. CD strategies should focus on mobilising, utilising, strengthening and retaining existing in-country capacity rather than “gap filling” with external personnel and creating new capacities in an ad hoc way through external interventions. The approach to CD taken by ministries of education should be more inclusive. They should consult with central and local stakeholders inside and outside government and simultaneously promote a systemic approach to ensure the sustainability of CD initiatives.

Birger Fredriksen, World Bank Consultant, opened the third topic by focussing on three main challenges to ensuring the sustainability of CD strategies: technical capacity, political will and institutional systems. Technical capacity needs to be available to enable regular data collection and analysis for evidenced-based policies that can then be translated into CD programmes under the ownership of national and local stakeholders. Political will is needed for decision-making and adequate resource allocation. Institutional systems need to be strengthened and need to offer merit-based personnel policies, quality control, service delivery, and transparent communication of education policies. External agencies are required to support partner countries in coping with these challenges. Their responsibilities include providing funds, delivering quality technical support as well as supporting south-south knowledge exchange, regional efforts and cooperation for sustainable CD.

2.3.2 Key Recommendations
Participants agreed that cross-country and international cooperation are crucial for sustainable CD. Regarding coordination and collaboration, external partners should align their CD support with country priorities. Questions raised included (i) how to coordinate efforts across sectoral and technical, strategic and operational levels and (ii) how to fully integrate key stakeholders – from policymakers to teacher training institutions – in this dialogue.

Concerning cooperation with donors and operational steps for joint support to CD, there was agreement that donors need to change their behaviour. Both donors and partner countries need to avoid and reduce frustrations. This could be accomplished by adhering to the Paris Declaration principles as common consensus, by (i) engaging each stakeholder fully in planning, implementation and monitoring processes, by (ii) exchanging concerns and constraints in an open dialogue and by (iii) creating an atmosphere of trust. Donors should therefore improve their knowledge and understanding of country-specific social and cultural contexts, institutional and organisational structures as well as technical know-how. It was recommended that partner countries and donors together elaborate and enforce a “Code of Conduct” at country and headquarters level.

Regional institutions and networks like KIPUS, the Teacher Network of Latin America and the Caribbean, and the Association for Development of Education in Africa (ADEA) provide valuable regional forums for advocacy and policy dialogue. Through these, they share good practices on EFA and CD, training, academic studies and research and on the dissemination of information. The objectives of these regional networks include political advocacy, i.e. promoting educational issues on the national political agenda, as well as service delivery and knowledge management. Even though effective coordination of multi-stakeholder partnerships remains challenging, there are a number of good practice examples of
successful regional initiatives. These deserve more visibility and their efforts should be linked to state policies.

Participants agreed that more attention should be given to the monitoring and evaluation of CD. However, problems regarding the establishment of a suitable monitoring process and the identification of adequate indicators need to be solved. Different capacity areas need to be monitored: sector level outcomes, institutional and organisational performance as well as individual learning and training. In order to make monitoring effective, an agreed set of definitions, objectives and targets have to be set. CD monitoring also needs to be integrated in the sector plan, part of the joint annual review and include external stakeholders.

State fragility is complex and country specific; hence there is no one-size-fits-all solution. Capacity challenges in fragile environments were considered to be similar to those in other developing countries, although they might vary in intensity and call for a different set of interventions. Depending on the degree of political and systemic instability, donors might work through different mechanisms and with different in-country partners. It was recommended (i) to support evidence-based research to identify ways in which early investments in CD for education can help to promote a “turnaround” in fragile surroundings and (ii) to develop education strategies, with clear and attainable targets aligned with a holistic, local and national CD strategy addressing the unique aspects of fragile states.
3 Summary and Outlook

During the course of the forum, participants developed over 30 recommendations for various stakeholders on how best to ensure sustainable capacity development for achieving Education for All. Recommendations were aimed at enhancing international cooperation, public institutions, local authorities, civil society, community organisations and schools. Discussions and recommendations shared a common concern with the critical importance of the following key issues. (A complete list of recommendations is provided in the annex.)

**Strengthening Country Ownership**
- Country ownership and leadership are critical for sustainable capacity development. The implementation of the Paris consensus requires a more concerted effort on the part of partner countries and donors alike.
- Partner countries need to take the lead in planning **CD strategies** in cooperation with and with the support of the donor community and other stakeholders. Ministries of education are called upon to lead **multi-stakeholder dialogues**.
- Donors are required to change their behaviour if they are to truly **harmonise** around and align behind the national education sector plan (one country – one plan).

**A comprehensive approach to sustainable Capacity Development**
- Capacity Development encompasses the enhancement of individual, organisational and institutional/ societal capacities at the national and decentralised levels regarding education policy options and priority setting as well as planning, implementation and cooperation.
- Capacity Development includes, but is more than training; it involves advocacy and legal frameworks and other means to create enabling environments for organisations and individuals to thrive. For example, **merit-based personnel policies** that provide incentives regarding payment and career planning to young and qualified staff will enhance CD efforts in the public sector. There also need to be clear definitions of **roles, responsibilities and decision-making powers** at all levels.
- A systematic and detailed assessment of capacity needs and constraints is a necessary prerequisite for all strategic CD planning. **Existing capacity**, including local and community knowledge, should be recognised and used as a valuable basis for capacity development programmes.
- **External support** to CD as a long-term, country-owned process should enhance, not replace, existing capacities. It should be based on principles of partnership and cooperation.

**Strengthening partnerships**
- Partner countries as well as donors should follow a **multi-stakeholder approach**. This encompasses (i) stronger involvement of and **consultations** with in-country stakeholders, in particular civil society, including the private sector (ii) improved cooperation with external stakeholders such as bi- and multilateral donors and implementation agencies. For donors this requires more flexibility and alignment behind country processes and priorities. Donors should also better coordinate activities and provide effective technical support according to their comparative advantages.
- Also strengthened partnership dialogue will lead to a **better convergence of CD and EFA strategies** based on mutual learning. This will provide a basis for **complementary action** with government, donors, civil society actors and private sector and a **common commitment to align to national priorities**. These factors will provide a basis for the more effective use of resources.
- Partner countries need to take the lead in building stronger **regional networks** to share good practices on CD and EFA. Donors should support more regional and cross-regional efforts.
Achieving Education for All

- Communication and coordination among ministries of education and ministries of finance need to be improved.

- Sectoral CD strategies should be based on comprehensive sector-wide strategies and plans and on identified constraints in achieving them on time. Attention needs to be given to capacity needs in education sub-sectors beyond primary education.

- A national CD strategy should include CD for civil society to further develop competencies to engage in national EFA processes as well as critically follow the implementation of education policies.

- Qualified teachers and effective schools are at the core of the education systems. CD at school level also goes beyond necessary training. Training systems themselves in many countries require urgent reform. Teachers and directors need to be given incentives and career opportunities in order to motivate them to work in places where they are needed most.

- All stakeholders need to focus on quality in the classroom. This includes measuring learning outcomes. Decentralised education management plays a crucial role in allocating resources according to school needs and in order to improve education quality. In this context CD for school management on the local level is central to a CD strategy for the education sector. Additionally, the engagement of civil society, in particular parents, will increase ownership, accountability and responsibility at this level. Increased capacity in data collection, analysis and use is particularly important at this level.

These recommendations bring together internationally accepted principles of aid effectiveness and a comprehensive approach to Capacity Development to provide common ground for further concrete action toward putting policy into practice and achieving EFA.

After over thirty years of experience in technical and financial cooperation with developing partner countries, this international forum was also a learning event for German Development Cooperation. The initial idea for the forum grew out of Germany’s work at country and global levels with the EFA-FTI and with the Task Team on Capacity Development. The findings will continue to inform German policy interventions, most immediately as EFA-FTI Co-Chair for 2007 and as a Steering Committee member until June 2008.

Forum recommendations will be presented by Germany to the UNESCO Education for All Working Group in November in preparation for the Meeting of the High Level Group on EFA in December 2007. The final forum report will be made available to the EFA-Fast Track Initiative Partnership for further deliberation on how to increase the effectiveness of the Partnership in terms of supporting CD at country level. The forum conclusions will also be integrated into further multi-stakeholder cross-sector discussions leading up to the Third High Level Forum on Aid Effectiveness in September 2008.
Annex

I Complete List of Recommendations

During the course of the forum, participants developed over 30 recommendations for various stakeholders on how best to develop and implement different aspects of comprehensive CD strategies aiming at public institutions, local authorities, civil society, community organisations and schools. The recommendations have been edited for linguistic and technical consistency and clarity. Authorship remains with forum participants.

I. Implementing EFA Plans, achieving better learning outcomes: Capacity Development for what?

Recommendations from Workshops 1-6

**Workshop 1 – Country Ownership**

1. Governments, together with cooperating partners, should ensure that CD requirements are identified for and coordinated within each activity of the sector plan.
2. Governments, supported by cooperating partners, should implement EFA plans by tapping into and building onto existing national capacity, specifically by cooperating with higher education and research institutes, as well as civil society organisations and the private sector.
3. Governments and civil society should build consensus around EFA by putting in place national consultation mechanisms with systematic monitoring of agreed indicators.

**Workshop 2 – CD for Quality in the Classroom**

1. Reinforce school leadership for quality assurance, through training for school heads and community engagement in school management.
2. Develop the culture, tools and procedures to assess the quality of learning outcomes and support research on the factors that influence learning achievements.
3. Enhance teacher training to include experience-based, active and child-centred pedagogy and value-oriented education (which aims at respecting diversity, human rights, citizenship and democracy).

**Workshop 3 – CD for Decentralisation**

1. Donors should pledge to make available an agreed amount of resources directly at the local level. This requires, for instance, that schools keep accounts which are transparently supervised by the local communities.
2. Decentralised financing for education should use, rather than bypass, systems of government authority. This should strengthen national systems at all levels.
3. Clarify functions and decision-making powers at decentralised levels, based on school- and classroom-level needs. This should be backed up with capacity, funds and appropriate accountability mechanisms.

**Workshop 4 – CD for Civil Society**

1. Clarify the roles and responsibilities of all civil society organisations for better accountability and the division of labor between the different stakeholders of civil society.
2. Establish a legal and administrative framework for civil society participation in education policy dialogue, planning and monitoring and evaluation processes. Ensure access to transparent information for civil society.
3. Allocate sufficient resources – at least three percent of the total aid for education – for civil society to develop capacity and to participate in education policy planning and dialogue. In particular the EFA-FTI Education Program Development Fund (FTI-EPDF) should provide resources to civil society organisations to enhance their participation in these national processes.
### Workshop 5 – CD for Planning and Financial Management

1. National governments have the responsibility to strengthen partnerships between ministries of education and ministries of finance to align public financial management reforms and new planning and budgeting instruments across sectors.

2. National governments should find ways and means, in consultation with donors, to attract (including from diasporas) and retain qualified staff for planning and finance.

3. Develop national capacity for planning and financial management through pre- and in-service training by specialised national/ regional institutions, and sharing good practices across countries.

### Workshop 6 – CD for Better Data Collection, Analysis and Use

1. Develop a training program to enhance capacity for improved education statistics (collection, analysis and use of data).

2. Organise advocacy programs concerning the use of data for decision-makers and the corresponding technical training programs.


### II. How to make the best use of additional education finance?

#### Panel Recommendations

**Panel Members:**

Dr. Akoto Osei, Minister of State, Ministry of Finance, Ghana; Tim Unwin, World Economic Forum; Bruno Wenn, KfW, Senior Vice President Sub-Sahara Africa; Gorgui Sow, Coordinator of the Africa Network Campaign for EFA; Dr. Pauline Rose, University of Sussex

1. Create opportunities for the private sector to support the public sector (ministries of education) in relation to management and financing.

2. Understand where the bottlenecks are, based upon more evidence, work collaboratively (integrated approach), plan according to needs and monitor.

3. Allocate three per cent of total official development assistance (ODA) to reinforce the capacity of civil society organisations.

4. Tap into existing local capacity based on systematic assessment of constraints and obstacles reducing absorptive capacity.

5. Invest in innovative ways of enabling teachers to learn and share understanding.
III. How to support Sustainability in CD?

Recommendations Workshops 7 – 10

**Workshop 7 – Coordination and collaboration in order to support CD**

1. The quality of coordination mechanisms depends on the capacity of national structures to steer the process inside the sector program. Partner countries need to tell donors clearly what they expect from them.

2. Establish a system for the monitoring and evaluation of CD coordination in order to make sure it is functioning well and contributes to CD efficiency.

**Workshop 8 – Sustaining CD: The role of regional institutions and networks**

1. Ministries of education should organise coordination between government, civil society and donors to reach commitment for CD. In this context, the efforts of regional networks should be linked to state policies.

2. Beyond advocacy, networks should generate concrete responses to the specific EFA-related needs of the population, by working on policies, recommendations for implementation, training and research.

3. EFA partners should explore effective mechanisms for making financial support available for sustainable regional networks/cooperation in support of CD.

**Workshop 9 – Monitoring and Evaluation of CD**

1. Collectively develop a shared vision of core business (i.e. classroom performance), identify binding constraints and prioritise those with maximum impact and define change objectives in operational terms as a basis for monitoring CD.

2. CD monitoring needs to be integrated in the sector plan, part of a Joint Annual Review and include external stakeholders (critical friends).

3. Existing experiences of collaborative CD monitoring should be systematised and disseminated for wider use.

**Workshop 10 – CD in Fragile Environments**

1. Support evidence-based research to identify ways in which early investments in CD for education can help to promote “turnaround”.

2. Education CD should be included in humanitarian interventions and funded, and there should be better bridging to sustained and flexible long-term development interventions.

3. Education strategies, with clear and attainable targets, should be aligned with holistic, local and national CD strategies that address the unique aspects of fragility.

IV. Recommendations – Open Space Workshops

**Open Space – Operational steps for joint support to CD**

1. Make the CD strategy part of the sector plan. If this framework is given, mechanisms can be developed on how to support CD.


4. Find ways to use local expertise, if appropriate, around joint planning and implementation of CD.

5. Document country experiences in Honduras, Pakistan and Mozambique for public use (e.g. LenCD).

6. Ensure availability of expertise to accompany CD efforts (clearing house/ supply).

7. Do not be dogmatic about modalities – just make it work (be consistent with plan).

**Open Space – How to deal with frustrations on donor and partner country sides**

1. Avoid and/ or reduce frustrations on donor and partner country side.

2. Engage each partner fully from the beginning and exchange on each others’ constraints.
3. Adhere to the Paris Declaration.
4. If relationships worsen, it might be important to engage resource persons with experience in providing advice on how to regain trust on both sides.

Open Space – CD for equitable education
1. CD to provide inclusion should focus particularly on teachers, head teachers and parents, and especially school management committees (SMC). Such CD will reach more people and will be a more efficient use of limited resources, if it is integrated into core CD structures and processes. For example, building inclusive approaches into pre- and in-service teacher training; supporting SMC to mobilise for the inclusion of vulnerable children as part of core SMC training programs. Civil society organisations can provide valuable examples of good practices. N.B. Teachers need to see inclusive practice as well as study theoretically. Also, budgeting for flexible development funds linked with SMC could lead to increased access and quality education for excluded learners.

2. National governments should integrate inclusive education measures into long-term sector plans and policy frameworks. This requires linkages and dialogue between governments and local and national representatives of marginalised groups (both within and outside the education system) in order to determine needs, priorities and solutions.

3. Better knowledge and capacity is needed to help governments predict the investment implications of moving towards more equitable schools.

Open Space – CD for donors regarding better donor coordination
1. Broaden awareness of donors on country-specific social and cultural context, institutional and organisational structures and contexts as well as existing or insufficient technical expertise.
2. Change donor behaviour in the following identified areas: alignment, real harmonisation (instead of “window-dressed” harmonisation), overcome tendency towards “micro-management” and accountability.
3. Donors should become genuine partners for development.
4. Elaborate and enforce a “Code of Conduct” at country and headquarters levels.
5. Start implementing division of labour among donors.
6. Organise and coordinate a “knowledge management system” among all stakeholders.
7. Involve partner governments in donor CD.
8. Tap into the diverse expertise inside donor countries but ensure harmonisation and alignment.

Open Space – Means to improve the quality of education
1. CD for teachers must be tackled as a holistic process involving the selection of teachers, pre-service training and deployment. Therefore, continuous professional/ career development is required which is based on standards of quality performance.
2. Continue the exchange process on quality of education.

Open Space – CD in post-primary education
Create an active Task Force within Education for All to support countries in developing strategies to include capacity development and knowledge enhancement in post-primary education as part of the education systems. (Link up with existing bodies, e.g. Secondary Education Initiative for Africa)

Open Space – Sustainable capacity reinforcement: attracting and retaining trained staff
The dialogue between national senior leaders and donors should be directed towards the requirements of sustainable CD which involves ensuring the availability of technical trained staff, merit-based personnel policy and the liberation and strengthening of local capacity.

Open Space – Voice – Inclusion/ Participation – Accountability
1. Review the Paris Declaration Indicators 1 (on ownership) and 12 (on mutual accountability).
2. Identify local solutions to local problems, e.g. community-based distance education to develop capacity and prevent migration/ brain drain.
**Open Space – How to develop capacities on the community level for education**

Put in place participatory structures for schools and reinforce the capacities of their members. Promote community initiatives which intend to improve the functioning of the schools. Help to clarify roles and responsibilities of different community actors.

**Open Space – Data Accuracy**

Data accuracy can only be achieved if (1) there is awareness of data and demand for improved data collection; (2) good inspection and supervision systems are in place and (3) disciplinary and rewarding systems are properly installed.
II Forum Programme

Capacity Development for Education for All: Putting policy into practice
An International Forum, Bonn, October 8-10, 2007
(Gustav Stresemann Institut, Langer Grabenweg 68, 53175 Bonn)

Monday, 8 October, 2007

9:00 Opening Remarks by
- Dr. Michael Hofmann, Director General BMZ
- Richard Manning, Chair of OECD-DAC

10:15 Coffee Break

10:45 Overview of the Forum; Defining desired outcomes

11:45 Topic 1: Introductory Remarks
Implementing EFA Plans, Achieving Better Learning Outcomes: Capacity Development for what?
(Desmond Bermingham, Head of the EFA-FTI Secretariat)

12:30 Lunch Break

13:45 Breakout Session: six parallel workshops:

Workshop 1  Country Ownership – Approaching CD strategically
Moderator: Bruno Laporte, World Bank Institute
Input: Dr. Marlon Brevé, Minister of Education, Honduras

Workshop 2  CD for Quality in the Classroom
Moderator: Mamadou Ndoye, Executive Secretary, ADEA
Input 1: Anthony Livuza, Principal Secretary, Ministry of Education Malawi
Input 2: Dr. Aboubakar Yattara, EFA Coordinator, Guinea

Workshop 3  CD for Decentralisation
Moderator: Bernd Hoffmann, Dep. Director General of Planning and Development Department, GTZ
Input 1: Dr. João Assale, Ex.Sec. of the Strategic Plan, MEC, Mozambique and Claudia Lange, InWEnt
Input 2: Jumanne Sagini, Deputy Director for Primary Education and Coordinator for the Primary School Development Programme, MoEVT, Tanzania

Workshop 4  CD for Civil Society
Moderator: Gorgui Sow, Coordinator the Africa Network Campaign for EFA
Input 1: Janice Dolan, Save the Children
Input 2: Maria L. Khan, Secretary General, Asia South Pacific Bureau of Adult Education

Workshop 5  CD for Planning and Financial Management
Moderator: Mark Bray, Director, UNESCO – IIEP
Input 1: Dr. Manuel Rego, National Director of Planning, MEC, Mozambique
Input 2: Albert Dupigny and Reginald King, Ministry of Education, Sierra Leone

Workshop 6  CD for Better Data Collection, Analysis and Use
Moderator: Dr. Herbert Bergmann, Team Leader Basic Education Improvement Programme, GTZ Yemen
Input 1: Jamal Gheilan, Director General for Communications and Systems, MoE, Yemen
Input 2: Asela Luena, Head of EMIS Section, MoEVT, Tanzania

17:00 Plenary Session

18:00 Closing of the day
Tuesday, 9 October, 2007

8:30   **Topic 2: How to make best use of additional education finance?**
       Question and Answers with Panel Members
       - Dr. Akoto Osei, Minister of State, Ministry of Finance, Ghana
       - Gorgui Sow, Coordinator the Africa Network Campaign for EFA
       - Tim Unwin, World Economic Forum
       - Bruno Wenn, Senior Vice President Sub Sahara Africa, KfW
       - Dr. Pauline Rose, University of Sussex

10:30  **Coffee Break**

11:00  **Fish Bowl Discussion** *(participatory exercise)*

12:00  **Panel Discussion**

13:00  **Lunch Break**

14:00  **Topic 3: Introductory Remarks**

   **How to Support Sustainability in CD?** *(Birger Fredriksen, Consultant)*

14:30  **Breakout Session:** four parallel workshops:

Workshop 7  **Coordination and Collaboration in order to support CD**
    Moderator: Soumana H. Diallo, EFA Coordinator, MoE, Niger
    Input 1: Christian Barrier, AFD
    Input 2: Dr. Nath Bunroeun, Under-Secretary of State and Secretary-General for EFA, Ministry of Education, Youth and Sports, Cambodia

Workshop 8  **Sustaining CD: The Role of regional Institutions and Networks**
    Moderator: Dr. Ingrid Jung, Head of Education Division, InWEnt
    Input 1: Stella Etse, ADEA WG on Early Childhood Development
    Input 2: Rebeca Zevallos, RED KIPUS, Education & Training Network Latin America

Workshop 9  **M+E of CD**
    Moderator: Rebekka van Roemburg, NL, FTI Co-Chair
    Input 1: Niels Keijzer, ECDPM, M&E of Capacity and Performance
    Input 2: Bruno Laporte, World Bank Institute

Workshop 10 **CD in Fragile Environments**
    Moderator: Dr. Alpha Wurie, Former Minister of Education, Sierra Leone
    Input 1: Dr. Susan Wardak, Director Primary Education, MoE, Afghanistan
    Input 2: Peter Buckland, World Bank

18:00  Plenary Session

19:00  Closing of the day

19:30  Dinner by Invitation of the BMZ
### Wednesday, 10 October, 2007

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30</td>
<td><strong>Open Space</strong>: small working groups with specific topics identified by participants</td>
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<tr>
<td>10:15</td>
<td>Coffee Break</td>
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<tr>
<td>10:45</td>
<td>Open Space Workshops</td>
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<td>13:00</td>
<td>Lunch Break</td>
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<tr>
<td>14:00</td>
<td>Remarks by Nicholas Burnett, Assistant Director General for Education at UNESCO</td>
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<td>14:20</td>
<td>Plenary Discussion (refining recommendations)</td>
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<td>15:15</td>
<td>Coffee Break</td>
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<td>15:45</td>
<td><strong>Reflections</strong> by</td>
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<td>- Dr. Marlon Brevé, Minister of Education, Honduras</td>
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<td>- Phil Rose, Head of Education Policy Team, DFID</td>
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<td></td>
<td>- Rebekka van Roemburg, NL, FTI Co-Chair</td>
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<td>- Mamadou Ndoye, Executive Secretary, ADEA</td>
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<td>16:30</td>
<td><strong>Closing Remarks</strong> by Bernhard Kühn, Division of Education, Health and Population Policy, BMZ</td>
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