

support for countries to collaborate among themselves for peer learning and to bring in short-term external expertise as needed is effective capacity building.

**Kazuhiro Yoshida (Hiroshima University, Japan)**

We tended to focus on education in your questions as well as some of the issues which are marginalized and how the international community and individuals like us can work on this and the effectiveness when we talk about that as individuals as well as organizations. I am sure there are more questions but the two experts will be available in the session at the end of the day. Therefore we can have a question and answer session at that time as well. This concludes the morning session and the afternoon session will start at 1:30, and we would appreciate it if you could come back about 10 minutes before that time. If you have additional questions, please come to the reception area and ask our staff members. Thank you very much.

## [Panel Session]

### “What Do We Mean by Effectiveness for Education Cooperation?”

[Moderator]

**Dorothy Nampota**

Director, Center for Education Research and Training, University of Malawi

**Dorothy Nampota** is Associate Professor of Education and Director of Center for Educational Research and Training, University of Malawi. She is a member of a number of organizations including the British Association for International and Comparative Education (BAICE), the Southern African Association for Research in Mathematics, Science and Technology Education (SAARSMTE) and SWAp Research, M&E Task force of the Ministry of Education in Malawi. She has collaborated with a number of Universities in Norway, the UK, Botswana, Lesotho, Nigeria, South Africa and Zambia; and donors including DFID, NORAD, JICA, USAID, GIZ, UNICEF, UNESCO and DAAD. Her most recent works are *Implementing the Third Mission of Universities in Africa: Contributing to the Millennium Development Goals* (DFID); *Assessing Use and Usefulness of Schools Grants* (UNESCO); *Decentralization of Education Services to District Councils* (GIZ). She has a PhD in Science Education from University of Bath (UK).

[Panelists]

**Nobuko Kayashima**

Director General, Human Development Department, Japan International Cooperation Agency (JICA)

**Nobuko Kayashima** is Director General of the Human Development Department, Japan International Cooperation Agency (JICA). She graduated from the Faculty of Letters, Kyoto University, and from the Faculty of Education, University Paris V (Descartes). She also completed the advanced training program in educational planning and management at UNESCO's International Institute for Educational Planning (IIEP). After joining JICA in 1982, she worked in various departments, including the Training Affairs Department, the Grant Administration Department, the Social Development Cooperation Department and the Basic Research Department. She then served as Director of the Training Division at the Kanagawa International Fisheries Training Center, Director of the Program Division at the Yokohama International Center, Director of the Second Technical Cooperation Division of the Social Development Cooperation Department, Director of the Basic Education Group of the Human Development Department, Resident Representative of the JICA Bangladesh Office and Deputy Director General of the Human Development Department before assuming her present position.

**Shoko Yamada**

Associate Professor, Graduate School of International Development, Nagoya University

**Shoko Yamada** is Associate Professor of Graduate School of International Development, Nagoya University. After graduating from the Faculty of Law, Waseda University, Shoko Yamada obtained her master's degree from Cornell University and Ph.D. from Indiana University. Her academic fields include comparative and international education and African studies. She worked at a private foundation, international development consultancy organization, Hiroshima University and the National Graduate Institute for Policy Studies before taking her current position. She has been engaged in various projects and evaluations in the area of international cooperation with the Ministry of Foreign

Affairs and JICA. Her research interests include skills development, the school-community relationship, the social significance of education and the impact of aid policies on national policies. Her major publications in English include: *Multiple Conceptions of Education for All and EFA Development Goals: The Processes of Adopting a Global Agenda in the Policies of Kenya, Tanzania, and Ethiopia* (2010) (ed.), VDM Publisher, and “Making Sense of the EFA from a National Context – Its Implementation, and Impact on Households in Ethiopia (2007)”, in Baker and Wiseman (Eds.), *Education for All: Global Promises, National Challenges*. Elsevier Science Ltd.

### **Ui Hock Cheah**

Senior Specialist, Research and Development Division, Southeast Asian Ministers of Education Organization (SEAMEO) Regional Center for Education in Science and Mathematics (RECSAM), Malaysia

**CHEAH Ui Hock** is Senior Specialist (Research and Development Division) at the Regional Center for Education in Science and Mathematics (RECSAM), Penang, Malaysia. Dr. Cheah brings with him a long history of engagement in education, research and teacher professional development. He began his career as a secondary mathematics teacher before moving to be a teacher educator in the Teachers College. He joined RECSAM in 2004 and has since has been involved in the design, implementation and evaluation of in-service training programs for teachers and educators from Southeast Asia and Africa. His research endeavors included the APEC Lesson Study Project 2007 – 2010, a collaborative project among the member countries of the Asia-Pacific Economic Cooperation (APEC) aimed at introducing innovative teaching ideas in the classroom. He has also been invited to speak at various international conferences in Malaysia, Thailand, Indonesia, Vietnam and the Philippines. He has been the chief editor of the *Journal of Science and Mathematics Education in Southeast Asia* since 2006. He is also a chapter co-author in the forthcoming *Third International Handbook of Mathematics Education* to be published in 2012.

# “Opportunities and Challenges in Education Cooperation in Malawi”

**Dorothy Nampota**  
Director, Center for Education Research and Training,  
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## What Do We Mean by Effectiveness of Educational Cooperation?

- Education cooperation usually involves two partners – the donors and the recipient governments
- The purpose for such cooperation is to achieve a common goal which represents the government’s priorities within that sector. Thus effectiveness of educational cooperation in the Malawian context would mean cooperation that leads to achievement of educational priorities as set up in the National Education Sector Plan (NESP) (Government of Malawi, 2008).

## Educational Priorities Set up in NESP and ESIP

The overarching framework for all policy and development planning is the Malawi Growth and Development Strategy as the country’s medium term (2006-2011) development strategy. Strategic orientation for the development in the education sector is provided by the National Education Sector Plan (2008-2017), which is operationalized and concretized through the four year Education Sector Implementation Plan (2009-2013). NESP and ESIP build on the MGDS and define three thematic areas as development priorities:

- Expand equitable access to education;
- Improve quality and relevance of education to reduce drop-out and repetition and promote effective learning;
- Improve governance and management in the education system to improve effectiveness and efficiency in the delivery of services.

All the policies stipulate that they were drafted through a participatory approach implying that there should be considerable ownership by different stakeholders.

## Major Donors and Aid Operation/Alignment

- Major donors: Malawi is supported by many donors some of which are major while others are minor. While USAID provides discrete support amounting to over 35% of the current education support, the largest amount is coming from China as they construct the University of Science and Technology at Ndata in Southern Malawi and a secondary school in Thyolo. Other donors, however, include UNICEF, CIDA and many others.
- Whilst the conventional donor partners as cited earlier have gone for budget support and coordinated sector support, China provides discrete budget support. Discrete support from China is making greatest impact currently but this is limited to specific activities.
- Overall, however, coordinated sector program support is found to be more influential because of its flexibility, efficiency and effectiveness due to joint planning, monitoring and evaluation systems.
- And since coordinated support is mainly focused on basic education, conventional project aid is used to finance many more other programs as well especially in secondary and tertiary education.

## **Aid Priorities in Malawi**

Typical education issues that are being addressed by education aid are as follows:

### *Equitable access to education*

- Infrastructure development (girls hostels, classroom construction etc.)
- Targeted programs to marginalized groups such as girls, dropouts, disabled, the poor, cultural barriers (e.g. take home rations, EDSA OVC and CTS grant, school health and nutrition, bursaries, establishment of mother groups, gender mainstreaming programs)
- Curriculum reviews

### *Improving quality and relevance*

- Learning achievements focussing on early grade reading and mathematics
- Initial and in-service primary teacher training and development (ODL, CPD)
- Procurement of teaching and learning materials (through school grants, World Bank funding, GSES I&II)

### *Improving governance and management*

- Policy reviews and development e.g. decentralization policy

Thus, aid is focussing on improving the quality of education by focussing on learning achievements, procurement of teaching and learning materials and teacher training. While strategies for improving quality of education has an indirect impact on addressing equitable access to education, infrastructure development and targeted programs for specific groups of people have a more direct bearing. It would appear however that there is minimal emphasis on improving governance and management in the education system to improve effectiveness and efficiency in the delivery of services.

## **Paris/Accra Declaration and Aid Effectiveness in Malawi**

According to Booth (2008), the 2005 Paris declaration identified the following five factors as ingredients for aid effectiveness:

- Country ownership: in terms of political leadership, developmental vision and willingness to transform state structures that have been associated with development in the past
- Aid alignment with country policies and systems
- Aid harmonization
- Managing for results
- Mutual accountability

This declaration appears to make some positive effects on the ground. The aid alignment has been associated with DPs adopting a coordinated sector support through the Sector Wide Approach (SWAp). All the sectors including education have their own basket funding and there is SWAp secretariat at the Ministry headquarters. In addition, there is SWAp Systems Task Forces (STF) for different functions of the Ministry where different stakeholders are represented in order to support the activities.

A participatory approach was used to come up with the country's development strategies including the NESP. Although not all stakeholders can meaningfully participate, there is a notable alignment by most education actors to the NESP priorities. This includes the donors themselves as already alluded to earlier in this paper.

An example of a donor funded activity that has been found successful and its success sustained is the Secondary School Teacher Education Project (SSTEP) which was implemented by CIDA between 2000 and 2007. The program that was introduced is still running to-date.

### ***Example: Secondary Teacher Education Program (SSTEP)***

*Dates: 2000-2007*