EDUCATION FOR ALL, CHANGING AID MODALITY, AND ROLES OF RESEARCHERS FOR POLICY EFFECTIVENESS

The 30th May Annual Education Conference
Bahir Dar University
May 25-26, 2012

Kazuhiro Yoshida
Center for the Study of
International Cooperation in Education
Hiroshima University

MAIN RESEARCH QUESTIONS

- What implications does the changing aid modality have on education improvement?
- What roles can research and field-based knowledge play for the education improvement on the ground?

FLOW OF THIS PRESENTATION

- Discourse on Aid Effectiveness and Changing Aid Modality
- Analytical framework: Projects vs Program
  - Use of indicators for disbursement
- Examining Design Matrix and Indicators
- Roles of research

PARIS DECLARATION ON AID EFFECTIVENESS (2005)

- **OWNERSHIP**
- **ALIGNMENT**
  - Donors align with partners' strategies and use strengthened country systems
  - Partner countries strengthen development capacity, public financial management capacity, and national procurement systems
  - Untie aid: getting better value for money
- **HARMONISATION :Donors' actions are more harmonised, transparent and collectively effective**
  - Donors implement common arrangements and simplify procedures
  - Complementarity: more effective division of labour
- **MANAGING FOR RESULTS**
  - Managing resources and improving decision-making for results
- **MUTUAL ACCOUNTABILITY**

AID MODALITIES (IN PRINCIPLE)

- Project
  - Addresses a specific (relatively small) set of development issues for concrete results
- Program
  - Addresses a range of related (sector-wide) development issues for higher level of results
  - e.g. SWAp, budget support
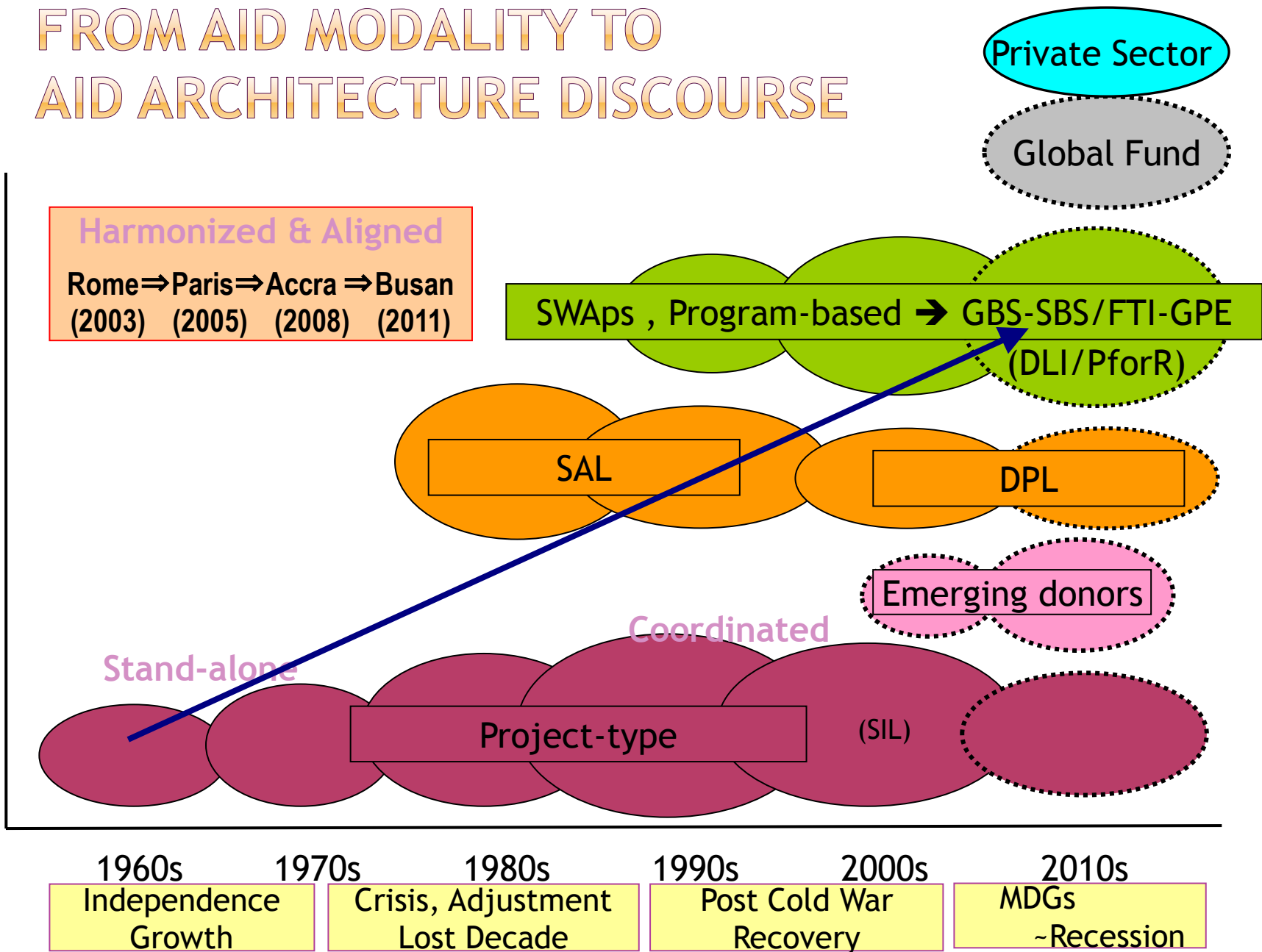 - Moving to Result-Based financing (e.g. DLI/PforR)
- Development Policy Loan (WB)
  - Facilitates policy and systemic reforms in identified critical policy areas
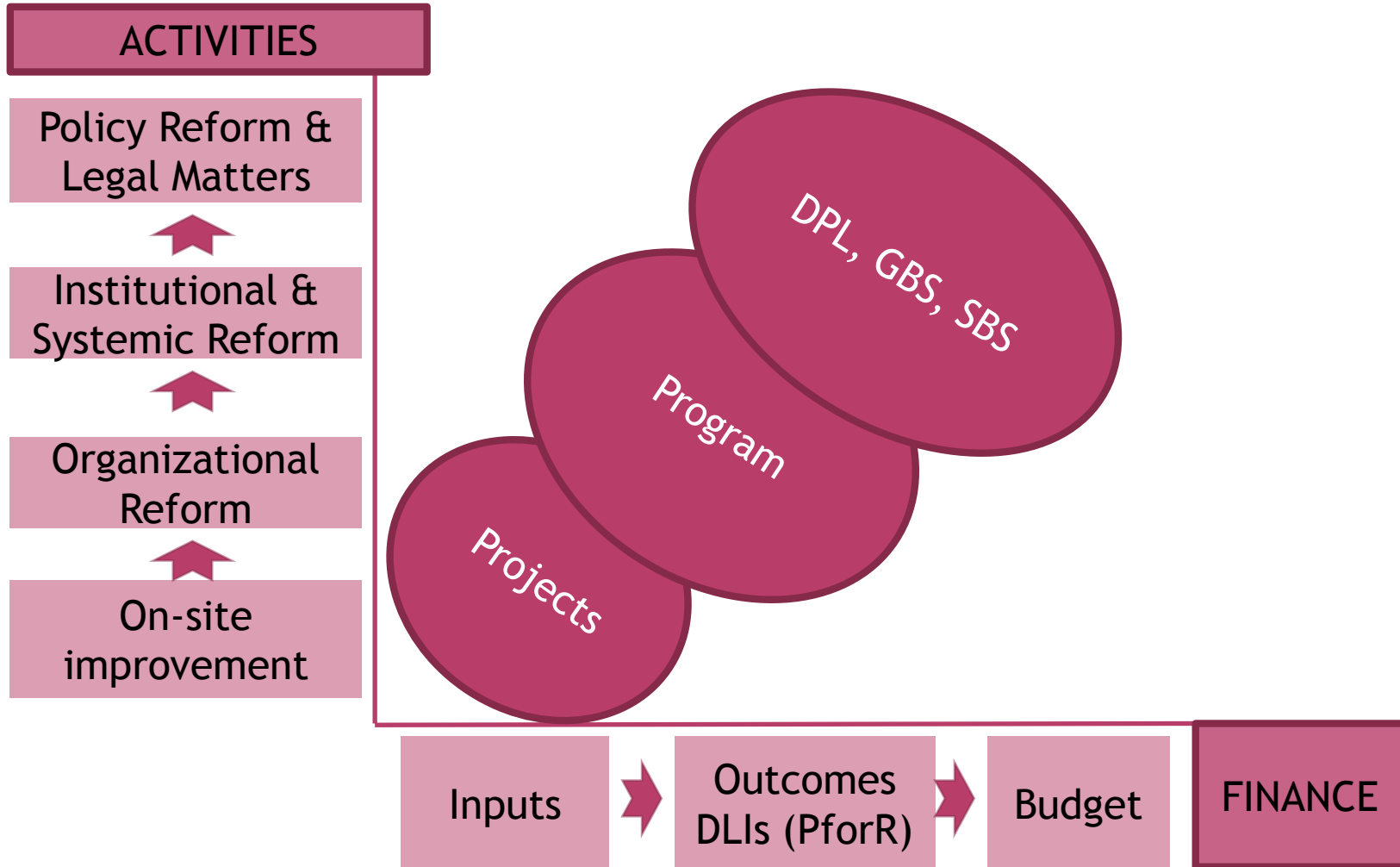 - e.g. balance of payment, poverty reduction

Program-based approach

FROM AID MODALITY TO AID ARCHITECTURE DISCOURSE

Private Sector

Global Fund

Harmonized & Aligned

Rome ⇒ Paris ⇒ Accra ⇒ Busan
(2003)   (2005)   (2008)   (2011)

SWAps , Program-based ➜ GBS-SBS/FTI-GPE
(DLI/PforR)

SAL

DPL

Emerging donors

Coordinated

Stand-alone

Project-type   (SIL)

1960s	1970s	1980s	1990s	2000s	2010s
Independence Growth		Crisis, Adjustment Lost Decade	Post Cold War Recovery		MDGs ~Recession

USE OF FINANCE, WHAT ACTIVITIES?
(ANALYTICAL MODEL)

ACTIVITIES

- Policy Reform & Legal Matters
- Institutional & Systemic Reform
- Organizational Reform
- On-site improvement

DPL, GBS, SBS

Program

Projects

Inputs → Outcomes DLIs (PforR) → Budget

FINANCE

SAMPLE ANALYSIS (JICA &WB)

	Inputs/ Outputs	Outcomes/ DLI (PforR)	Budget/ DPL
Policy Reform & Legal Matters	J16	W3, W6, W8, W9	W2, W7
Systemic/ Institutional (macro) Reform	J2, J4, J15, J16	W3, W5, W6, W8, W9	W2, W4, W7
Organizational (micro/meso-level) Reform	J1, J3, J4, J6, J7, J8, J12	W3, W8	
On-site Improvement	J1, J2, J3, J5, J6, J7, J8, J9, J10, J11, J12, J13, 14, J15, J16	W1(DLI), W3, W5, W8, W9	W2

File link

USE OF INDICATORS
~SOURCE OF STRENGTH OR WEAKNESS?

- Projects:
  - Indicators are used to help coherent project design, monitor progress and evaluate results
  - Inputs-(Activities)-Output-Outcomes-Project Objectives
- Program:
  - To guide the policy reform direction and trigger disbursement (using Disbursement-linked indicators as intermediate results)
- Development Policy Loan
  - To facilitate policy and systemic reforms in main policy areas

PROJECT ON IMPROVING ACCESS TO QUALITY PRIMARY EDUCATION BY COMMUNITY PARTICIPATION (JICA ETHIOPIA)

Narrative Summary	Objectively Verifiable Indicators
Overall Goal Participatory school-based management is promoted in Oromia Region.	1. Training on participatory school-based management developed by the Project is conducted in Oromia Region. 2. Improvement of educational statistics (enrolment, drop-out rates and gender gap) in Oromia Region
Project Purpose Participatory SBM is promoted in the target area through collaboration between school and community with support of educational administrative organizations.	1. Reduction in the number of drop-out students in the pilot CRCs 2. Improvement in the enrolment (of girls in particular) in the pilot CRCs 3. The percentage of the pilot CRCs which implement activities utilizing the knowledge and skills acquired in HM Training1 (80% or over)
Outputs 1. Planning and implementation process of school improvement activities is improved.	1.1 Attendance rate of TOT participants (90% or over) 1.2 Improvement in facilitation skills of TOT participants 1.3 The numbers of HM Training held and participants in the pilot CRCs 1.4 Satisfactory level of HM Training participants 1.5 Development of the integrated package of HM Trainings

Activities
1.1 To design and develop the HM Trainings which help schools and communities to understand their roles and responsibilities in school improvement, and thus lead to their active participation in school improvement activities.
1.2 To conduct TOT (facilitator training) of HM Training.
1.3 To support the pilot CRCs to implement the HM Trainings.
1.5 To integrate a series of HM Trainings.
	Inputs
	Japanese side:
	1. Long-term experts
	  (1) Chief Advisor/School Management
	  (2) Local Educational Administration
	  (3) Coordinator/Primary Education
	Ethiopian Side:
	Counterpart
	  (1) Project Director
	  (2) Project Manager
	  (3) Assistant Project Manager
	  (4) Counterpart personnel at different levels (i.e. Regional, Zonal, Woreda/Special Town)

SRI LANKA TRANSFORMING SCHOOL EDUCATION SYSTEM (WB)

Project Development Objectives		
To enhance access to, and quality of, primary and secondary education to provide a foundation for the knowledge-based economic and social development of the country		

PDO Themes	**PDO level results indicators**	**Disbursement Linked Indicators**
1. Promoting Access to Primary and Secondary Education.	Student survival rate up to Grade 11	Education sector plan prepared and annually updated (for all Themes)
2. Improving the Quality of Education	National assessment of learning outcomes conducted at key grades	School-based teacher development program developed and implemented (annual %) Bilingual education framework developed for key grades
3. Strengthening Governance and Delivery of Education Services	% of primary schools in which Program for School Improvement (PSI) is implemented	School Development Councils, School Development Committees, and School Management Committees organized and trained for PSI (annual %)

Intermediate Outcome Indicators
1.1 Secondary and primary school learning environment improvement program (annual % of target achieved)
1.2 Demand-side measures to promote participation and retention in primary and secondary education implemented (annual % of zones)
1.3 Special and non-formal education upgraded and introduced in all provinces
1.4 School health and nutrition programs implemented (annual % of zones)
1.5 Career guidance and counseling program developed , piloted, evaluated, and updated

MEXICO UPPER SECONDARY EDUCATION DPL2 (WB)

Expected output at end of DPL1 (December 2010)	Actual output at end of DPL I (June 2011)	Expected output at end of DPL 2 (November 2013)	Expected output at end of DPL 3 (November 2014)	Program Outcomes (Intermediate, and at the End of Program)
(1. Improving flexibility of the national upper secondary education system (SNB) 2. Enhancing Quality and Relevance of the National Upper Secondary Education System (SNB)				
A school evaluation system for entry in the National Upper Secondary Education System (SNB) is operating.	The school evaluation system was operating, fully staffed and had trained 465 external evaluators from 15 evaluation organizations.	National Council for Assessment of Secondary Education (COPEEMS) has evaluated at least 100 schools.	COPEEMS has made accreditation decisions for at least 300 schools.	Improved quality and relevance in upper secondary education: Reduction in dropout rate in EMS. Baseline: 41.7 percent in 2008. Intermediate: 33 to 35 percent. End of program: 33.0 percent
	The standards for accreditation had been agreed.	..		
Mexico has implemented its first sample-based assessment (EXCALE) for 12th grade.	The first EXCALE for 12th grade, covering writing and citizenship, had been implemented.	The publication by INEE of the EXCALE results.	Mexico has implemented its second sample-based assessment (EXCALE) for 12th grade.	The percentage of students scoring in the categories good or excellent in ENLACE assessment in Spanish (Baseline: 52.3 percent in 2008.ntermediate: 59.0 percent. End of program: 63 percent) and Mathematics (Baseline: 15.6 percent in 2008. Intermediate: 28 percent. End of program: 35 percent)
120,000 teachers have completed their training in PROFORDEMS.	49,896 teachers have graduated; 97,869 teachers had enrolled in PROFORDEMS training	120,000 teachers have enrolled in PRODORDEMS training.	180,000 teachers have enrolled in PROFORDEMS training.	

ANALYSES

- Conventional projects tend to have clearer logical consistency.
- JICA projects tend to address issues that are directly concerned about concrete issues at education sites.
- DPL and DLI (PforR) tend to focus on policy reforms/actions.
  - DPL does not show how the macro policy actions translate into improvements on the ground
  - DLI covers both concrete activities and policies, but due to its width of coverage the logical consistency is often weak

ANOTHER EVIDENCE (DFID)

- Increasing donor inputs,
  - £150 (2005-2010) to over £400 (2011-15 est.)
- primarily through budget support, moving toward results-based assistance
  - Sector budget support (51%), GEQIP (SWAp-APL 45%)
- Success
  - Increased enrolment (primary and secondary)
  - Improved gender parity
  - Lower PTR
  - Increased education expenditure
- Challenges
  - Poor reading (standardized assessment) with regional differences
  - Less qualified teachers, unprepared students in rural areas
  - Higher unit costs --- risk of sustainability
- Main focus on national policies and macro indicators, less attention to local practices

Source: Independent Commission for Aid Impact (2012)

ROLES OF RESEARCHES FOR POLICY EFFECTIVENESS

Translate Research Results &
Field knowledge into Policy Messages
Opportunities for research

Participation in Policy Dialogue
and Framework Discussion

Policy

Research Results
&
Field Experiences
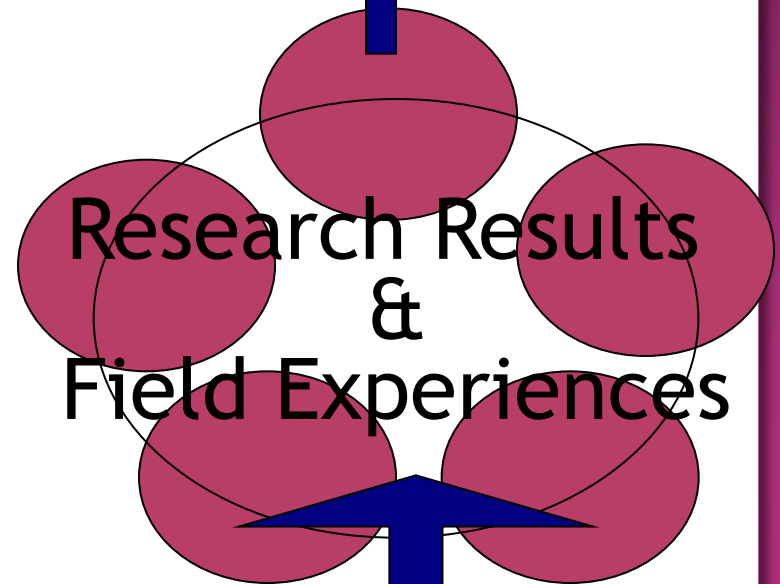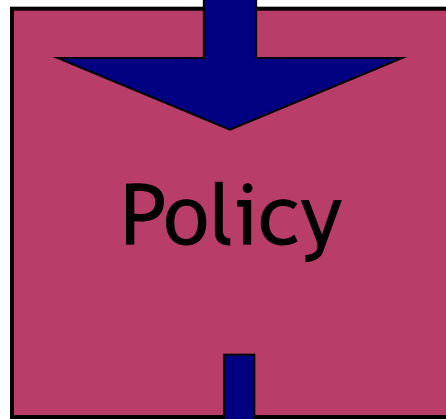
Translate Policy Objectives into Effective Intervention Tools
(for Policy-Implementation consistency)

OPPORTUNITIES AND CHALLENGES

- Opportunities
  - DPL and PforR have rooms to strengthen linkages between policy reforms (at macro level) and improvements on the ground.
  - More attention should be given to practical measures for improvements on the ground
  - Field experiences and research results can help fill the gap.
- Challenges
  - Strengthen capacity for translating the field experiences and research results into policy messages
  - Establish cooperative relations between researchers and policy makers

THANK YOU!

For inquiries and further discussions, contact:

kyoshida@hiroshima-u.ac.jp