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International Institute
for Educational Planning

Pôle de Dakar
EDUCATION SECTOR ANALYSIS

PôleMAG^{°21}

The Pôle de Dakar Newsletter - **DECEMBER 2013**

EDITORIAL

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The Pôle de Dakar joins the International Institute for Educational Planning

The year 2013 marked a major turning point for the Pôle de Dakar. Following reviews of its institutional status undertaken since the end of 2012 and the reform being carried out within UNESCO, the Pôle has officially become part of the International Institute for Educational Planning (IIEP). After being attached to UNESCO's Regional Office in Dakar (BREDA) in 2001, Pôle de Dakar's inclusion into the IIEP seemed to be a logical move, given the close association and the complementarity of their activities.

The Pôle de Dakar has affirmed its primary mission of supporting African States in establishing credible plans for developing their education systems. The Pôle and its fourteen staff members will remain in Dakar, Senegal, and will be funded by the French Agency for Development (AFD) for up to US\$6.4 million over the period 2014-2017.

An agreement confirming the Pôle de Dakar's attachment with the IIEP was signed on Wednesday, 9 October 2013, at UNESCO Headquarters, by Mr Khalil Mahshi, Director of the IIEP, and Yves Boudot, Director of the Department for Sub-Saharan Africa at the AFD, in the presence of Mr Qian Tang, UNESCO's Assistant Director-General for Education, and Ms Pascale Trimbach, Chargée d'Affaires at the Permanent Delegation of France to UNESCO.

The year 2014 therefore proclaims a new step forward for the Pôle de Dakar. The attachment with the IIEP will become an extraordinary source of synergy and opens the way for numerous forms of collaboration. The entire staff of the Pôle de Dakar is delighted with this new beginning and expresses the wish for rich and lasting cooperation with the IIEP.

Guillaume Husson and Beïfith Kouak Tiwab
Coordinators of the Pôle de Dakar

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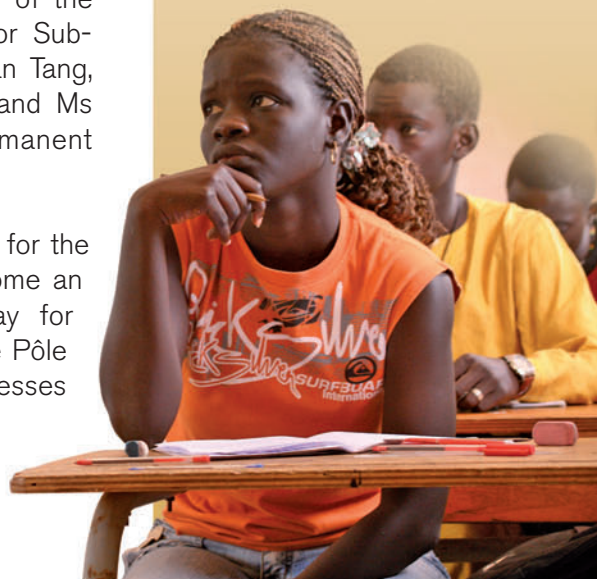
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Burkina Faso and Cape Verde participate largely in PSGSE



David Bazongo, Burkina Faso Ministry of National Education and Literacy; Pedro Brito, Cape Verde Ministry of Education and Sports at the seventh session of PSGSE. © IIEP/Pôle de Dakar

A particular feature of the seventh training session in Sector Policies and Education System Management (PSGSE) by the Pôle de Dakar and the Cheikh Anta Diop University of Dakar was that most of the participants came from just two States. With eight officials coming from Cape Verde and thirteen from Burkina Faso, the two countries contributed more than two-thirds of the trainees (twenty-one out of thirty-four), who were brought together for the first time at the end of October.

As far as Cape Verde is concerned, interest in the training session arose follo-

wing the analysis of the education system carried out in 2011. Since that time, exchanges took place with the Pôle de Dakar to pursue the training programme. Furthermore, as Pedro Brito, Director-General of Planning, Budget and Management in the Cape Verde Ministry of Education and Sports, explains, "the country is preparing a new strategic plan for the period 2014-2024. It would seem essential to train officials accustomed to following up and managing the system." Even if some of the officers had already undertaken training at the IIEP, the national authorities wanted to go further. A number of can-

didats for the programme were proposed and the impact appears to be worth the effort. "It is the first time that Cape Verde staff receive training in PSGSE," expressed Pedro Brito ecstatically.

For its part, Burkina Faso had already received this training in 2007. The country then carried out its first analysis of its education system and "the PSGSE satisfied the difficulties encountered by bringing together a team of people possessing real competences in sector analysis," as pointed out by David Bazongo, adviser in human resources management of the Directory of Studies and Planning in the Burkina Faso Ministry of National Education and Literacy. At that time, ten people had been trained to support the sector analysis. Today, new demands have become evident. Burkina Faso is going to update its analysis in 2014 and commit itself to a new Strategic Development Plan for Basic Education (PDSEB) between now and 2021. Given these new commitments, "it seemed appropriate to increase the number of officers already trained," elaborated David Bazongo.

Even if the medium-term objectives are different for Cape Verde and Burkina Faso, their approach to PSGSE is comparable: in the long term to have a team available possessing multiple skills, but with each person having basic capacities in the management of educational policies. They want to create a foundation of self-sufficient competences, consisting of specialists in planning, financing and managing the system, but also experts in statistics and human resources. As Pedro Brito recalled: "by its very nature, technical assistance cannot be long-term. We should become self-sufficient in the management of our system." PSGSE brings a certain number of responses to their expectations. ■

The trial of a diagnostic tool "Education-Training-Employment" in Burkina Faso

In collaboration with other UNESCO units, the Pôle de Dakar has developed an innovative instrument to analyse the education-training-employment relationship, with a view to improving the linkage between education systems and the labour market. The developed methodology is future oriented, the objective being to link the management of training provision to the prospects for economic development.

With methods for collecting and analysing data, producing a future-oriented diagnosis and creating a set of instructions and action plans, this new analytical mechanism has reached its testing phase. The procedure will be tested for the first time in Burkina Faso. An initial mission, carried out in November, has prepared a work plan between the national authorities and the UNESCO support team. This paves the way for the creation of a national team and the launching of activities from February 2014 for a period of ten months.

Togo is the first African country to carry out supplementary analyses of its education system

The latest analysis of the Togolese education system is very recent. Launched at the beginning of 2013, it was carried out over a short period of time, ending last May. The National Coordinator of the "Education for All" Programme in the Togolese Ministry of Primary and Secondary Education, Lardja Laré, oversaw the exercise. Located at the level of the ministry's General Secretariat, his working group is in direct contact with the minister and the departmental directors.

According to him, the analysis benefited from the added value of the Pole de Dakar's technical support, the key feature of the exercise being the very strong participation of the Togolese officers. It was possible to observe this involvement in the collection of data or their participation in analyses, but also in the contribution and thorough commitment of the whole national team. For example, although very little literacy data had been identified during the analysis conducted in 2007, the Togolese staff had been able to produce it in record time this year.

However, beyond the commitment of the Togolese officials, the outstanding feature of the sector exercise in 2013 is that, by bringing together all of the relevant ministries, "the analysis made the teams aware of the importance of the sector approach and of the relationship of all the sub-sectors," as Mr Laré emphasized. Thus, the team working on the Country Status Report (CSR), on its own initiative, decided to go further in the analysis of the system. With the policy support of the ministers responsible for the sector and their secretaries-general, it undertook a supplementary analysis of the pre-school, literacy and non-formal education sub-sectors, as well as

technical and vocational education, higher education and research.

This work was conducted at the same time as the traditional analyses of a CSR. The sub-sectors wanted to make themselves more visible so as to benefit from greater attention and the possibility of extra financing, both from the Togolese State and also from the country's potential partners. Indeed, past efforts had a tendency to concentrate exclusively on primary education and these other sectors wanted, through their own analyses, to draw the authorities' attention and that of their technical and financial partners to their particular needs.

The new CSR Methodological Guide is now used by the national team

By coincidence, at this same time, Togo learned of the existence of the new CSR guidelines, which will be published in the first quarter of 2014. As well as the usual analyses, this new guide has now been augmented by four chapters facilitating sub-sectorial analysis. "The new CSR guidelines allows the teams to carry out in a regular way what they were already doing in an informal manner," according to Mr Laré. Previously, in the pre-primary and literacy sub-sectors, the teams were less involved in sectorial analysis because part of the work was carried out by consultants. However, following the publication of the guide, the Togolese officials took possession of it to such an extent that "the teams decided to assemble the data that did not exist in the data bases of the ministries in the sector."



Lardja Laré, National Coordinator of the Education for All Programme in the Togolese Ministry of Primary and Secondary Education.

Today, the four extra chapters have been completed. Requests for financing are being prepared for submission to the forthcoming administrative council of the Global Partnership for Education. The outcomes of the analyses by these sub-sectors have been incorporated into the sector plan and have allowed the simulated financial model to be better designed. Following almost twenty years of political instability that has interfered with the development of its social sectors, Togo is desperate to move ahead. In the educational domain, the country can undoubtedly count upon the energy of its officials. ■

Measuring educational financing

The Pôle de Dakar, the IIEP and the UNESCO Institute for Statistics (UIS) have united their expertise to improve national systems for the collection, processing and analysis of data on the financing of education. This joint project, financed by the Global Partnership for Education, should be completed during 2016. A total of eight countries will participate in the development of collection and analysis tools with a view to the better planning of educational policies and the unification of processing methods.

The lack of viable and complete information about the financing of education is a typical shortcoming in Africa. The variety of information sources, the complexity of financial flows and the weakness of national systems make the exercise of collecting data extremely uncertain. In these circumstances, the follow-up of international commitments, such as those of Education for All or the Millennium Development Goals, cannot be carried out satisfactorily. Furthermore, it frequently happens that household expenditures or those of NGOs are not included, which handicaps the overall analysis of educational financing.

At the national level, the absence of data presents a considerable obstacle to the development of effective planning policies. Since this prevents a realistic evaluation of educational costs, it does not allow the level of financial imbalances to be measured nor the efficiency of the system to be judged. There is therefore an urgent need to better understand the education financing so as to know who is actually contributing to it, what use is made of it and who benefits.

A wide-ranging project dedicated to the analysis of financial means for education

To respond to these challenges, the Global Partnership for Education (GPE) has launched a wide-ranging project designed to improve national follow-up and the analysis of financial flows. The Pôle de Dakar, in collaboration with the IIEP and the UIS, has been selected to conduct the activities for this project, costing more than US\$2 million, which is to be completed by 2016.

This cooperative project is intended to allow the complete and qualitative collection of financial data on education, both for national decision-makers and its reflection in international statistics. Three major objectives have been established:

- 1) To develop, test and evaluate the methods for:
 - (a) Tracing the budgetary allocation in countries so as to evaluate fairness and efficiency;
 - (b) Estimating private expenditure;
 - (c) Measuring the external contribution to educational financing.
- 2) To develop international expertise and methodologies for national educational accounts and to implement them in two countries.
- 3) To introduce long-term and consistent methods for the collection, processing, analysis and international distribution of data on the public financing of education.

In all, eight countries belonging to the GPE (five in sub-Saharan Africa, two in Asia and one in Central America) will participate in this exercise. Alongside technical assistance teams, they will develop the tools necessary for the collection and analysis of data on public expenditure for education.

Concrete outcomes are anticipated

An individual approach is preferred for the countries participating in the project, so that the activities are integrated into their sectorial planning and aligned with their statistical information systems. For each country involved, the project foresees the development of a range of tools to produce and process public expenditure on education (by level, by type of school and by the type of expenditure on an annual basis); a range of methods to analyse the distribution of resources within the system (private expenditure and external expenditure on education); and notes on the national sector analysis on educational financing.

An international guide for the preparation of national educational accounts will also be written. The national educational accounts will result in the complete supervision



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GRA, the programme of global and regional activities of the Global Partnership for Education

The project is implemented by the Pôle de Dakar, the UIS and the IIEP and is financed by GRA, a programme of the Global Partnership for Education (GPE). With a budget of US\$60 millions, the GRA supports global and regional initiatives designed to accelerate the achievement of Education for All. It is organized around three main themes:

- Learning outcomes;
- Out-of-school children;
- Educational financing.

Regular consultations with partners will prevent the GRA programme from contributing to duplicate activities and will facilitate information sharing and joint learning.

of educational financing, indicating from where the financing originates (government, private sector, donors), where the money is going (by level of education, by region, etc.) and what each type of expenditure is used for (salaries, infrastructure, operating costs, etc.). The preparation of this type of tool represents an important innovation in the education sector since national educational accounts are rarely explained.

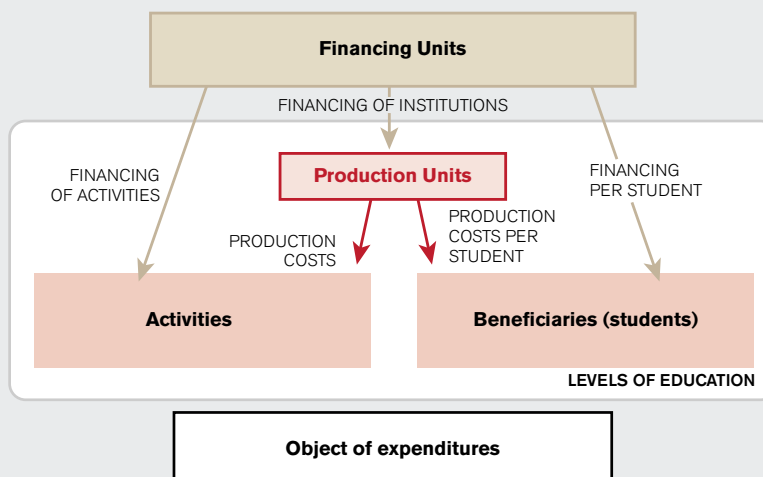
By strengthening the capacity of partner countries, one of the added values of the project will be to create systems for data production that can be used regularly rather than

producing one-time reports written by external consultants. Furthermore, the field of application will not be limited to the eight candidate countries. All of the tools, the methodological documents and the case studies can be accessed online through the UIS, the IIEP and the Pôle de Dakar websites. The outcomes will also be shared during two international seminars connected with management training for education systems carried out by the Pôle de Dakar. Finally, beyond the benefits for the target countries, the project will provide another considerable advantage: it will allow the processing of financial data on education by the various technical partners to be comparable. ■

THE DIMENSIONS OF EDUCATION ACCOUNTS

The National Educational Account

The National Educational Account offers a synthetic framework for all the cash flows affecting the educational domain. It brings together and gives structure to accounting and statistical data concerning educational expenditure, its sources and its production costs. It consists of a satellite account for national accounting concerning education. The National Educational Account enables the global costs for the production of educational services to be calculated, by level, source, producer and benefactor.



Source: Serge Peano

Three questions for **Khalil Mahshi**

Director of the International Institute for Educational Planning (IIEP)



© IIEP/P. Abbou-Avon

Following the discussions taking place since the end of 2012 on the institutional status of the Pôle de Dakar, this unit has now officially become part of the IIEP on 9 October. From the point of view of the IIEP, what were the issues of this agreement?

The IIEP was familiar with the quality of the work carried out in numerous African countries by the Pôle de Dakar. On several occasions, we have been looking for ways of working together more closely. It seemed a good idea to bring the two bodies together given the closeness of their activities, but also in an effort to avoid duplicating our activities and wasting UNESCO's resources. Furthermore, Africa is a priority in the IIEP's mandate. And even though we already have activities taking place on the continent, it was our desire to strengthen them through a more concrete presence. We wanted to benefit from a team located in Africa. Therefore, when the question of linking the Pôle de Dakar to the IIEP was raised, we obviously thought it was a wonderful opportunity.

The Institute has always been active in Africa, particularly through its training programmes in educational planning and management. To what extent will the incorporation of the Pôle de Dakar's modify the IIEP's strategy on the continent?

There are numerous possibilities for greater collaboration between the IIEP and the Pôle de Dakar. First of all, we would like to develop the synergies between our various training programmes. Questions about their complementarity, possible double degrees or equivalences will be looked at very soon. Another positive point, the integration of the Pôle de Dakar and the IIEP will enable us to strengthen the global logic of our provision of technical assistance. While the Pôle de Dakar has a high level of expertise available in sectorial analysis, the IIEP is the institute specializing in educational planning. By emphasizing our complementary competences, we can now carry out joint projects to support African

States throughout the planning cycle, from sector analysis to the implementing of educational policies. Together we can do more for Africa than we could have achieved separately.

IIEP is already present in South America, through its office in Buenos Aires. Today, it is strengthening its position in Africa through the Pôle de Dakar. Does the institute plan to expand its influence in other geographic areas?

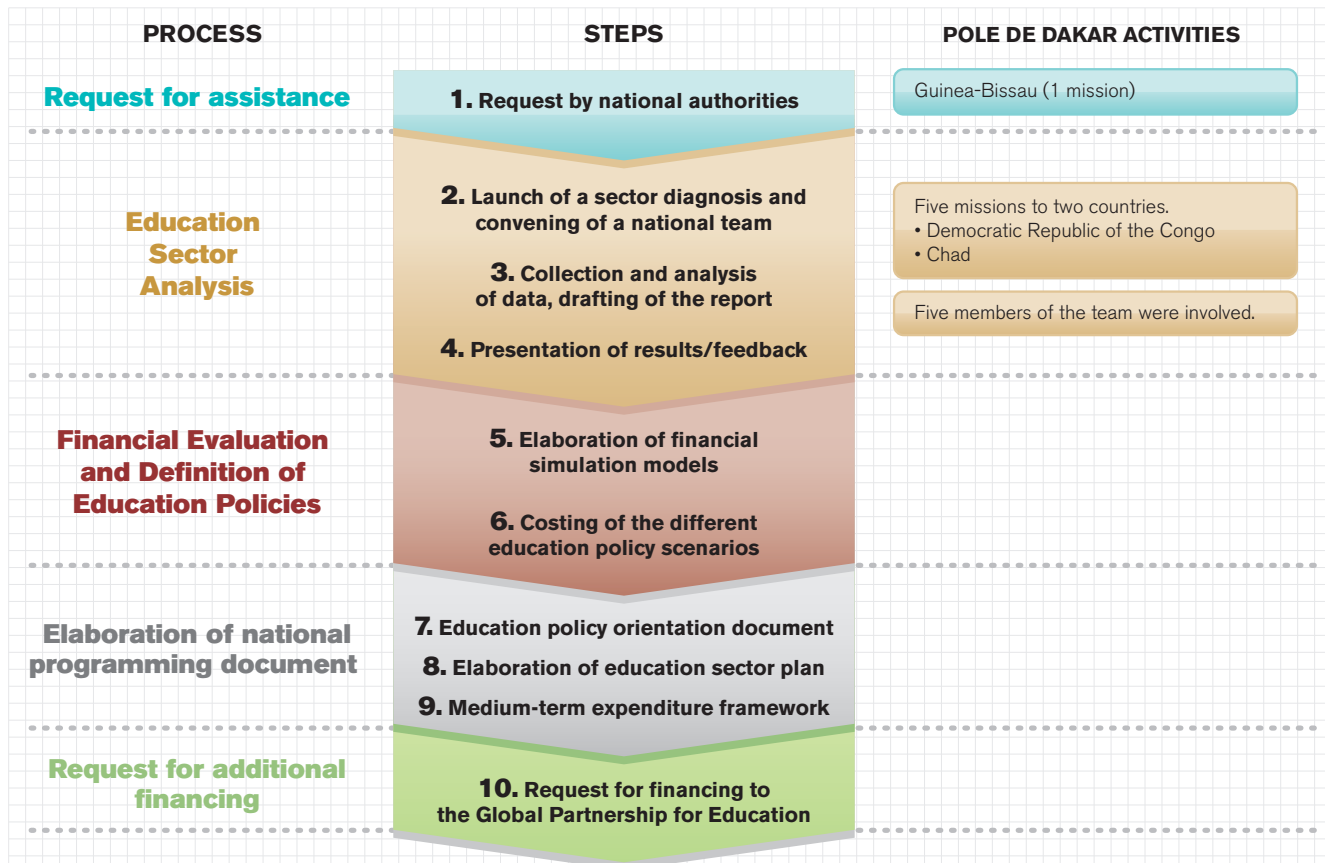
The IIEP recently put forward a new medium-term strategy covering the period 2014-2017. When drawing up this document, there appeared to be a strong desire on the part of States to conduct the activities traditionally carried out by the IIEP in Paris in their own countries. To satisfy this expectation while trying to enhance capacity-building, the Institute adopted a regional partnership approach. Thus, beyond our presence in Latin America, the Institute supports the activities of local planning centres, research institutes and training establishments in the Arab States and in Asia. In the same way, the attachment of the Pôle de Dakar to the IIEP is excellent news for the impact of our activities in Africa, as well as being an important stage in implementing our strategy supporting local skills. ■

WORK AT THE COUNTRY LEVEL

From June 2013 to November 2013

Country Status Report (CSR)

The principal activity of the Pôle de Dakar is direct support to African countries in the domain of sector analyses of education, financial management and the definition of educational policies. The types of support provided by the Pôle de Dakar and the activities carried out by the team since June 2013 are presented below.



Other activities by the Pôle de Dakar

Financing of Education - Project of the Global Partnership for Education

- Coordination mission by the IIEP and the Pôle de Dakar to the offices of the UIS in Montreal with a view to preparing the "Methodology for Enhancing Knowledge and Analysis of Educational Financing" Project (September 2013, Montreal).
- Launching of the "Measuring the Financing of Education" Project in Uganda (November 2013, Kampala).

Early Childhood Development

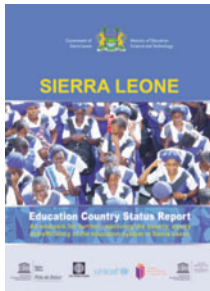
- Support mission to Togo to carry out a supplementary CSR chapter on Early Childhood development (July 2013, Lomé).

Seminars and workshops

- Workshop organized by UNICEF and the French Ministry of Foreign Affairs in Burkina Faso on sexual violence in school (November 2013, Ouagadougou).
- African Development Bank training seminar on the cost-effectiveness relationship in social sectors (November 2013, Dar-es-Salaam).
- Regional workshop on teaching policies and Policy dialogue forum by the Task Force on Teachers (November 2013, Kinshasa).
- World Innovation Summit for Education (October-November 2013, Qatar).
- Workshop presenting the activities of the Pôle de Dakar focusing on TVET and the relationship education-training-employment for educational specialists and the work market by the French Development Agency (September 2013, Paris).
- Workshop organized by UNICEF and the IIEP on taking situations of conflict and vulnerability into account in the education sector analysis (June 2013, Paris).

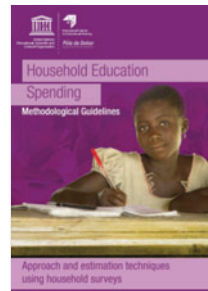
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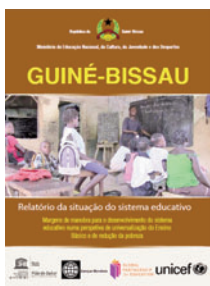
Sierra Leone Education Country Status Report

An analysis for further improvement of the quality, equity and efficiency of the Sierra Leone education system. Government of Sierra Leone, Pôle de Dakar, UNESCO Dakar Office, UNESCO Institute for Statistics, World Bank, UNICEF, September 2013.



Household Education Spending

Approach and estimation techniques using household surveys. Methodological Guidelines. Beifith Kouak Tiyab, Jean-Claude Ndabananiye, IIEP/Pôle de Dakar, September 2013.



Diagnosis of the education system in Guinea-Bissau (In Portuguese):

The extent to which the development of the education system can be influenced with a view to universalizing basic education and reducing poverty. Government of Guinea-Bissau, Pôle de Dakar, World Bank, April 2013.

+ Country notes

In Togo, opportunities exist to strengthen the performance of the system, December 2013.

Pôle de Dakar team

Arrivals



Thierno Malick Diallo began an internship at the Pôle de Dakar at the end of August for a period of six months. He is responsible for analysing the relevance of "education-training-employment" in the Senegalese context. His work, which is based on the data from follow-up studies on poverty, will make a contribution to the experimental phase of the new methodology "Diagnostic prospectif éducation-formation-emploi of the Pôle de Dakar" (DIPEFE-Prospective Diagnostic Education-Training-Employment).

AGENDA

14 to 25 April 2014

Training course at Sèvres on the theme of "Sectoral Analysis and Planning in the Service of Educational Development" organized by the International Centre for Pedagogical Studies, the Pôle de Dakar and Le Vif du Sujet.

Training course in Sector Policy and Education System Management (PSGSE) and Sectoral Analysis and Management of the Education System (SAMES)

2 to 6 December 2013

PSGSE - Last face-to-face meeting for Group 6

3 and 4 March 2014

PSGSE - First virtual meeting for Group 7

24 to 28 March 2014

SAMES - Last face-to-face meeting of Group 2

Pôle de Dakar

EDUCATION SECTOR ANALYSIS

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