Revitalizing education systems in transition

28 July 2011
Education, peace and development
Country Context: Election Violence
Massive Hyper-Inflation
Near Collapse of Education System
Country Context

• Political progress but fragile

• Complex donor environment
  – ‘Targeted sanctions’ and no funds to govt directly, particular sensitivities around capacity building
  – Humanitarian+ moving to transition
  – Short-term funding

• Education system:
  – Positive enrolment trends masking major challenges
  – Deterioration in quality and outcomes
  – Lack of financial resources and expansion of fees and levies
  – Acute shortage of learning materials
  – Non-functional EMIS
  – Intra-ministerial management and polarization
Basic Education in Zimbabwe:
Historical Trends in Educational Indicators (1998 to 2009)

% of primary school entrants reaching grade 5

Zimbabwe
Average – Sub Sahara Africa


Source: MoESAC EMIS 2009
context as the starting point for the Education Transition Fund

**Political**
- 3 decades ZANU-PF rule
- Systems and history of patronage
- 2008 election violence causes distrust
- Unity inclusive government - power sharing
- International sanctions and limited donor engagement

**Economic**
- GDP decreases by over 40% between 2000-2008
- Hyperinflation causes currency collapse
- Limited financing for social sectors
- Devaluation of civil service salaries - teachers salary worth $2 per month

**Humanitarian**
- 2008 election violence, currency collapse and cholera outbreak put country in humanitarian crisis
- International engagement related to humanitarian support

**Education**
- Historically strong education sector and high value placed on education
- 10 year decline leaves sector in crisis resulting in poor quality education and low exam results
- High fees and levies charged cause high dropout rates especially at secondary level
- Minimum external support for education due to political context and humanitarian funding streams
Education Transition Fund
broad objectives

ETF

Impact on education

Catalyse transition

Build capacity of MOESAC
EDUCATION TRANSITION FUND
“Phase One”

Objective
To improve the quality of education at national level for children in Zimbabwe

Focus Area
Provision of teaching and learning material, with a special focus on textbooks

Activities
- Capacity Development of SDC’s
- Printing and procurement of textbooks and stationary
- Distribution
- Project Monitoring and Evaluation
- Technical Assistance

Expected Results
Reduce textbook sharing ratio from 10:1 to 1:1 and provide adequate stationary for all 5,300 primary schools across Zimbabwe

Strengthened capacity at Ministry of Education to ensure delivery of basic education

Steering Committee:
Ministry of Education
European Commission
Major Donors
UNESCO
UNICEF
The Education Transition Fund appeal

- Context appropriate
- Cost-effective - exploiting economies of scale
- Working in tandem with BEAM
- Build confidence and trust by doing something
- Pooled fund - increased coordination, decreased administration
- Focus on tangible result to be delivered quickly
Gathering momentum: towards an ETF

**February 2009**
- New unity government
- New minister for education
- Education in crisis
- Donors not interested in supporting education

**March 2009**
- Humanitarian plus.
- Donors more interested in engaging with education.
- New minister active.
- Improved access to information and builds consensus on priorities

**June 2009**
- Concept note for an ETF.
- Support for BEAM increasing and so ETF will provide supply side support to education.

**August 2009**
- ETF meeting hosted by UNICEF.
- Early commitments from DFID, EC and Norway.

**September 2009**
- Education Transition Fund
Coordination Mechanisms

Minister of Education
Sport Arts and Culture

National Education Advisory Board

Permanent Secretary

Education Coordination Group (ECG)
*Purpose*: to provide financial and technical support to the Ministry of Education in the implementation of key priority areas identified.

Education Cluster
*Purpose*: Ensure coordination of humanitarian and early recovery education programmes and activities among the partners.
ETF1 achievements

- Resource mobilization:
  - 12 bilateral government donors
  - 52 million USD pledged, 34 million USD received

- Learning materials
  - +13.5 million textbooks procured for 1:1 ratio in primary
  - Stationery kits and steel storage cabinets
  - Textbooks for minority languages
  - Braille textbooks
  - Textbooks for secondary schools

- Community accountability
  - SDC capacity development
  - Awareness of entitlements

- Technical assistance to MOESAC
- Indirect: revitalization of BEAM, partnership, donor harmonization, profile of education sector
ETF1 Achievements (Cont.)

- Education first in highly polarized environment
- Ministerial leadership
- Donor and partner membership of management mechanism
- Government policies and systems: ‘shadow alignment’
- Civil society partnerships
- Tendering
- Emphasis on M and E
Challenges

- Teachers’ salaries and motivation
- Fees, levies and incentives
- School infrastructure
- Overall economic situation and govt resources
- Politics
Lessons Learned

• National scale results possible even in complex environment
• Transitional financing mechanisms can support development of an inclusive partnership
• Such mechanisms can be a step towards establishing more formal sector coordination
• Transition provides opportunities for policy breakthroughs
• Government leadership and capacity is critical
• Cluster arrangements can support such an approach and ensure NGO sector’s involvement
**NEXT STEP: ETF 2**

**July 2011 - December 2015**

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<tr>
<th>EMERGENCY</th>
<th>TRANSITION PHASE 1</th>
<th>PHASE 2</th>
<th>Enhance quality education systems</th>
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<tr>
<td>ETF 1: EMERGENCY support to the sector</td>
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<td>ETF2: support RECOVERY</td>
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- Align with the emerging government education strategic plan
- Provide substantial resources to improve both quality and access to basic education including teacher training activities.
- Build capacity in MoESAC
Conclusion

• ETF provides a platform for all education stakeholders to work together

• ETF provides an opportunity to continue to strengthen sector-wide coordination, align content of ETF with new sector plan and strengthen partnership

• ETF experience is providing proof of concept of a model of supporting education sector in complex political transition
Thank-You