



# Capacity development in educational planning and management : IIEP's experience

*by*

Françoise Caillods

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## *Outline*

- Definitions
- Capacity development over time
  - Trends towards institutional development;
  - Constraints
- IIEP's experience in capacity development
  - Whose capabilities ? At what level? To do what? How?
  - Factors contributing to success
  - Constraints
  - The way forward



# I. Definitions

## Capacity development

“the process by which individuals, groups, organizations and societies create, enhance, and maintain their capacities over time”

## Capacities

- “ability of people, organizations and society as a whole to manage their affairs successfully”
- It encompasses “organizational and technical abilities, relationships and values”



## I. Definitions (2)

Capacity development has three dimensions

- A human resource dimension ( focus on individuals)
  - Enhancing knowledge, skills and values through education / training and technical assistance;
  - Requires proper incentives
- An organizational dimension: enhance the capacities of organizations ( MOE) to perform ( deliver; learn; adapt);
- An institutional dimension focusing on the overall system and society ( operation of public service; political system; culture)



## I Definitions (3)

- Competencies (individuals)
  - Skills and abilities of individuals
- Capabilities (organizations and systems)
  - Capability to carry out tasks and deliver
  - Capability to learn and adapt
  - Require a broad range of collective skills ( hard & soft)
- Capacity (organizations and systems)
  - Overall ability of a system to perform



## *II Capacity development over time*

- First a purely skill development approach
- Then an organizational approach
- More recently move toward an institutional approach

But the road is difficult



## II. Capacity development over time (2)

- Skill development approach
  - Education and training of individuals and teams
  - Technical assistance with projects
- Then a greater focus on strengthening organizations
  - Twinning arrangements between universities, research centres, and ministries : North-South; South- South
  - Audits and reorganizations of ministries
  - Supporting reforms and different components of the system;
  - SWAPS



## II. Capacity development over time: Move towards institutional development

- Stressing an integrated development approach
- The Millennium Development Goals
- Poverty Reduction Strategies advocate
  - Sound Macroeconomic Framework
  - Governance issues : decentralization ; participatory processes in design, implementation and assessment ; empowerment of the poor; public sector management; legal framework ; fight against corruption
  - Support to social sector (health, education ) and cross cutting issues ( gender)
- Under the umbrella of PRSPs gradual move to:
  - Budget support ( empowering the national authorities )
  - Greater involvement of NGOs and civil society



# Constraints to institutional capacity development

- Political instability and conflicts ; pandemics such as AIDS
- Much remains to be done to implement SWAPS, PRS and FTI at country level: wide gap between theory/ discourse and reality
- **Capacity development is a long term process which requires steady support**
- It cannot be decided by external agencies
- It is an endogenous process led from within the country in coherence with other changes ( political , economic, social, cultural)
- It has to be supported in the long run : pressure for short term products and delivery is counterproductive .  
Challenge for monitoring and evaluation.



## Summary

- Capacity development is a complex concept difficult to operationalize
- Approaches at all three levels are necessary
- But they should be better articulated
- Not all agencies can have an impact on institutional development but all should work in that direction.
- Apply UNDP principles for capacity Development



### ***III. IIEP's Experience in Capacity Development***

IIEP is a small institution which was created in 63 to promote the development and dissemination of the concept and techniques of educational planning.

It traditionally focused on individuals and is increasingly working at organizational level.

It provides training and advise on governance issues, works in partnership with agencies ( e.g. hosting ADEA, WGESA), but cannot pretend to have an impact on institutions and systems



# Training whose capabilities? to do what? How?

## ■ Whose capabilities ?

- At what level : national, regional, local level?.

Ensuring implementation requires working at all three levels :  
implementation of policies goes through district and schools  
with proper support from central level

===) we train and support staff at central, and regional level

===) we train trainers in training institutions that we strengthen

- Who : policy makers, planners and managers; trainers ; researchers .
- Within ministries of education , Ministry of finance, NGOs; agencies .



## Capabilities to do what?

- Deal with technical issues in educational planning , management , monitoring and assessment;
- Deal with strategic issues; analyze policy options.
- Generic skills : be able to carry out negotiations and communications ;



## How?

- Organize education and training programmes in Paris, Buenos Aires and in different countries
- Distance courses : training teams in their environment through internet and with a tutor
- Preparing training modules, handbooks and placing them on the web
- Technical assistance: advising countries , training and coaching
- Conducting joint research; action research
- Maintain networks ; organize peer review and South South cooperation



## Factors of success?

- Long terms investments thanks to continuous support of our partners e.g.: ATP; SACMEQ
- Work in partnership ( UNESCO offices and Institutes; World Bank; FAO; UNAIDS; ADEA; OEI ; INEE; U4; OSI; NIEPA; MTT; ...)
- Face to face interaction and follow up at distance
- Linking training with operational work ; research with training in a systematic way.
- Conducting training needs assessments with national authorities



## Some constraints

- Lack of leadership; political instability; political appointment and clientelism ;
- Lack of incentives in terms of salaries and working conditions for planners, managers, at central and local level leading to high turnover;
- Same lack of incentives for researchers and heads of organizations leading to them being poached;
- Inadequate profile of educational planners and managers ( generally former teachers )
- Short life of projects not allowing continuous support to teams;



## Some perverse effects

- Distance courses are an effective way of training people and teams in their post : but lack of incentives : no per diem paid to participants.
- Contracts and payments made to research institutions do not reach the researchers ::)researchers choose to work directly for another agency.
- IIEP/UNESCO too small to influence local practices. Evaluations request quick results.
- Increasingly funds are available at local level : no funds for regional activities; south south cooperation



## The way forward?

- Continued integration of courses with operational activities ; and vice versa operational activities with training
- Support country-driven capacity needs assessment
- Focus on teams rather than individuals : develop distance courses combining team training with local mentoring
- Sign long term agreement with governments and selected agencies on capacity development