



Association for the Development of Education in Africa

**ADEA Biennial Meeting 2003
(Grand Baie, Mauritius, December 3-6, 2003)**

**Improving the Quality of Education in Sub-Saharan Africa
by Decentralizing and Diversifying:
Involvement and Empowerment for School Citizenship**

by Boubacar Niane

**Working Document
DRAFT**

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Association for the Development of Education in Africa (ADEA)

International Institute for Educational Planning

7-9 rue Eugène Delacroix

75116 Paris, France

Tel.: +33(0)1 45 03 77 57

Fax: +33(0)1 45 03 39 65

adea@iiep.unesco.org

Web site: www.ADEAnet.org

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Acronyms and abbreviations

ACACIA	Information Communities and Society in Africa
KAP	Knowledge – Attitudes – Practices
SET	School environment team (CEM)
CRDI	International Development Research Center
ELSA	Evaluation and Learning System for Acacia
EPRD	Education planning and reform department (DPRE)
CCS	Country case study (as part of the current ADEA exercise)
ITC	Information and Communication Technologies
MBENL	Minister for basic education and national languages (MDCEBLN)
MEFP	Ministry of the economy, finance and planning (MEFP)
ME	Ministry of education (MNE)
MSBE	Ministry of secondary and basic education (MINESEB)
NCEN	National commission for the education of nomads (NCNE)
EPN	Education program for nomads (NCNE)
PSLAP	Project to support the literacy action plan (PAPA)
LPPW	Literacy project prioritizing women (PAPF)
FLC	Functional literacy centers (CAF)

ABSTRACT

Of all the experiences analyzed with regard to decentralization to improve quality, contractualization and devolution of decision-making to school level have been shown to be a powerful means for promoting the liberation of creative energy. The main mechanism in common use is still the partnership, a cooperative commitment on the part of the actors involved. The organizations taking part in this are relatively diversified.

The quality of learning, though improving to some extent everywhere, has still not achieved critical mass. Nevertheless, numerous results show that decentralization is helping to improve education quality. The insularity of the school, although relatively persistent, is being significantly undercut by the new dynamics and by actors who are in the main highly motivated. To develop “school citizenship”, what is needed is to maximize trends and potentials while setting a framework for certain centrifugal tendencies, without gagging them.

Several lessons can be drawn from these experiences:

- SSA school environments show a capacity to mobilize and involve local actors, despite the persistence of a few centralizing, exclusivist trends.
- The most promising forms and content in terms of decentralizing and diversifying the systems are those based on confidence, transparency and the promotion of community participation in education decision-making.
- The promotion of quality by the decentralization and diversification of the systems offered presumes, at a minimum a) ongoing social dialogue, b) an improvement in educational production, and c) a sustained level of endogenous financing.
- Elements that favor the achievement of quality include: 1) increasing the time of actual learning, 2) greater availability of learning materials and tools, 3) the use of ICT, 4) closer monitoring and support for teachers, 5) measures that encourage and motivate the teachers and supervisors, 6) a greater role for parents in monitoring the pupils’ schooling, and 7) a better balance between school time and social time for learners and the population.

1. EXECUTIVE SUMMARY

1. Given the numerous challenges confronting basic education in SSA, in particular with regard to improving the quality of learning, will grassroots actors who have seized initiatives and/or to whom certain powers have been transferred be able – or be allowed – to make reproducible achievements in the field of managing the systems?

2. Of the many experiences analyzed, contractualization has been shown to be a powerful means of promoting the liberation of creative energy (innovations and efficiency). By establishing the greater autonomy and empowerment of grassroots actors, it has in particular helped to develop promising initiatives and to promote indigenous practices.

3. If almost all the processes involved in decentralizing education systems (Specifications – Program Contracts – Making Things Happen – etc.) accord with the more general dynamics of governance, and thus are not isolated, the main mechanism in common use is still partnership/cooperation involving a common commitment by the various actors concerned. The organizations involved in this are relatively diversified, and range from management committees for schools and projects to “cooperation boards” and other networks and associations.

4. The diversification of the systems offered, which concerns relatively disadvantaged social segments, including youth who have dropped out or are not enrolled and socio-cultural groups handicapped in terms of access to basic education, is also a form of stakeholding, of building loyalty among partners who receive a specific, targeted service. This is a type of contractualization that can mobilize the community by offering various advantages. ICT offer tools that can help contribute to diversifying the mechanisms of knowledge acquisition and improving teaching quality.

1.1. Main results obtained

5. The different managerial committees and entities in schools, in which many types of grassroots actors have been mobilized and are present, has contributed substantially to improving the learning environment. While enrolment in school systems seems to have become an irreversible process, the quality of learning, though improving somewhat everywhere, has still not achieved critical mass. Nevertheless, numerous results show that decentralization is helping to improve education quality.

6. Although local government and grassroots actors are taking part in funding education in SSA, their contributions are still far from preponderant. The central state and the development partners continue to be the main funders of education systems. However, various experiences have clearly illustrated that when they are well informed and in particular reassured (transparency) regarding the use of the financial resources gathered, indigenous populations are capable of contributing to education costs. The same is true of the private sector. In addition, the feeling of belonging to a community, of being a stakeholder in a common undertaking, a project to improve school learning or in governing and managing the school more broadly, has reinforced many positive factors among those involved. For instance, the capacity to manage the systems has improved significantly, both in terms of educators and other participating partners.

7. Overall, the dissemination and internalization of the guidelines for the innovations introduced has tended to open the school to its environment by diversifying the range of partners. In other words, the insularity of the school, though relatively persistent, has been undercut by these new processes.

1.2. Lessons learned

8. SSA school environments show a definite capacity to mobilize and involve decentralized actors, but they are still affected by the limitations of centralized or exclusivist management.

- The spheres where power is decentralized or transferred are still relatively limited.
- An “imperious” demand from the grassroots can contribute to some extent to induce the central government to redouble its efforts with regard to providing essential resources.
- The relative autonomy of private schools that have a noteworthy capacity for initiative and decision-making helps not only to make up the deficit in providing access to the public system, but also to establish a phenomenon of practice and emulation to spur greater performance from the public sector.
- A certain conservatism among teachers, combined with aggressive trade unionism, impedes bringing other actors sufficiently into the process of teaching.

9. The most promising forms and content in terms of the decentralization and diversification of systems are those based on the principle of a partner relationship founded on confidence and transparency and making use of local potential. ICT offer an effective means to diversify the sources where pupils can acquire knowledge and to strengthen the professional capacities of the teachers.

10. The promotion of quality by means of decentralization and by offering diversified systems presupposes a minimum of three basic points: *a)* ongoing social dialogue, *b)* an improvement in educational production, and *c)* a sustained effort at the endogenous financing of education in the hopes of stamping out the “end of projects syndrome”. It will be impossible to achieve these quality fundamentals fully unless the local actors and organizations, while remaining faithful to their specific nature, also succeed in establishing their credibility in the eyes of the traditional central authorities and come to understand that even though they are the loci of local power, they are also spin-offs from the state and are bound to maintain its legitimacy.

11. Several factors or mechanisms act as elements facilitating the achievement of quality, particularly in relationship with a “customer service” or “interactive service” approach.

- A greater school presence (reinforcing the time of effective learning);
- Greater availability of learning materials and tools (partnership with the private sector – use of ICT);
- Closer monitoring and support of teachers;
- Measures that encourage and motivate teachers and supervisors (principals, teaching advisors, inspectors);
- A greater role for parents in monitoring the pupils’ schooling, based in particular on pedagogical support (tutorial system) outside of class hours or, more simply, on a system of information and exchanges with parents concerning the results of their children.
- A better balance (appropriateness) of school time and social time for learners and the population. This assumes, among other things a rupture with the principle of the uniqueness of the process of learning in terms of a) the place and target, and b) a relatively formal and rigid school calendar, whereas learning could be better articulated with the rhythm of daily activity and with a coordinated and consensual choice by the beneficiaries.

12. Weak capacity of the ministry of education, supporting organizations, schools and communities is a principal obstacle to progress toward better-quality teaching and learning. Decentralization results in the need to “build capacity” both at the central level of the ministry and also at regional and local levels. With schools and regional and district offices acquiring more decision-making authority, the managerial and administrative capacity of thousands of school directors, teachers and community representatives needs attention.

13. In terms of equity, the effect of decentralization has been mixed. There has been some improvement towards a more equitable distribution of funds between regions, and for marginalized groups. However, differences in learner expenditure between well off and traditionally disadvantaged remain and in some cases may have widened as a result of decentralization.

1.3. Points for thought and action

14. It is undoubtedly the case that trends and potentials to improve the quality through decentralization do exist. What is needed now is to mobilize them effectively and maximize them, that is, as the ADEA formulates it, “Reaching Out, Reaching All”, while not losing control of the process so as to avoid dispersing forces. It is difficult to conceive of this without a sustained promotion of “school citizenship” as a mechanism and a reflection of the legitimacy accorded by the people to the central and local authorities, but also, and above all, as a key means of sustaining effective contributions to meet the challenge of quality.

15. Some of the specific actions that can be envisaged include:

- Establishing dynamic and functional sites and/or bodies to capitalize and disseminate (share) achievements;
- Reinforcing community KAP, and in particular that of local decentralized government, so that they understand and recognize the comparative advantages of quality basic education;
- Identifying the basic points of a permanent system for the ongoing improvement of quality (qualitative monitoring) that has a high degree of adjustability and transferability.

16. There is little reason to believe that changes in education governance and management alone will improve teaching practice and student learning. Decentralization and management reforms can contribute to improvements in service delivery and efficiency of resource utilization but successful implementation will require improvement in the other intervening variables such as leadership, teacher training, parent support, availability of resources, and student and teacher incentives and motivation.

17. All things considered, the point is to monitor a few essential equilibria: between quantity and quality, on the one hand, and between central and local on the other.

2. GENERAL INTRODUCTION

18. It is commonly accepted that almost all the SSA countries confront a relatively deep economic and financial crisis. This has been sharply aggravated by the changes that have taken place globally starting in the 1980s, which have had diverse, multifaceted consequences. As a result, structural adjustment policies have been implemented to deal with the various challenges confronting the Sub-Saharan states, in particular the greater social demand in the fields of health, infrastructure and education, as can be seen in the following tables.

Table 1 Rate of completion of elementary school in several SSA countries

Country	Number of primary years	1990				Most recent year			
		Girls	Boys	All	Year	Girls	Boys	All	Year
Equatorial Guinea	5	-	-	-	-	43	48	46	1993
Senegal	6	35	56	45	1989	34	48	41	2000
Guinea	6	9	24	16	1990	24	44	34	2000
Madagascar	5	35	33	34	1990	26	26	26	1998
Burkina Faso	6	14	24	19	1990	20	30	25	1998
Mali	6	9	14	11	1990	18	29	23	1998
Niger	6	13	23	18	1990	15	23	20	1998

Source: Excerpt from Table 2.4 (Bruns, B et al., 2003: 59)

Table 2 MLA¹ test results for several SSA countries

Country	MML*	DML*
Botswana	57.8	8.7
Madagascar	66.1	11.7
Malawi	54.9	3.0
Mali	54.4	7.3
Mauritius	86.6	17.2
Niger	25.6	2.0
Senegal	31.2	2.0
Uganda	54.4	14.4
Zambia	31.9	5.6

Source: Based on the Human Sciences Research Council (2000). Avec l'Afrique pour l'Afrique Vers l'Education de qualité pour tous, UNESCO MLA Project 1999

* The minimum mastery level (MML) is 50%, while the desired mastery level (DML) is set at 74%.

¹ The Monitoring Learning Achievement test administered in 1999 in several African countries aimed at determining overall learning performance in French, Mathematics and life skills.

19. Decision-makers and actors in the education field face the challenge of the relative ineffectiveness and inefficiency of a centralized approach, combined with the increasing scarcity of resources allocated to the development of educational systems. In other words, the environment of SSA school systems presents a certain degree of “dangerousness” with regard to quality. In addition, although disparities between urban areas and rural areas have been reduced, they still exist, and generate a feeling of exclusion. This is because, *inter alia*, most schools that have been closed have been in the countryside, and basic education for all is a goal still to be attained.

20. In the context of promoting and protecting civil democracy and with regard to the general visions and objectives adopted in particular by the Millenium Summit, the EFA program and NEPAD, SSA school systems face at least two major requirements: good governance, combined with quality services and products, which, in addition, affects other sectors (Naidoo, 2003). In any case, at the risk of disillusioning those involved in basic education in particular, the framework for learning is now in a situation where it is required to produce results in terms of effectiveness and efficiency to acquire proper, forward-looking skills. In other words, this involves, in the hope of mitigating the situation:

- building and renovating school buildings,
- expanding school furnishings,
- reinforcing provisions of teaching materials and textbooks,
- raising teachers’ capacities while developing reproducible educational innovations,
- establishing structures and organizations (School parents associations, Community groups, Management committees, partnership with NGOs and the private sector) to march in step with the school authorities and teachers in a dynamic partnership.

21. The basic point of this summary note is thus to show the ways and means the various target experiences have contributed to some extent to deal with the above-mentioned constraints and requirements so that the education system in Sub-Saharan Africa can be managed effectively by grassroots actors² who have taken initiatives and/or to whom certain power has been transferred (Niane, 2003).

22. The elements used in the analysis and assessment of this summary are based in the main on country case studies and background papers on the subject of the decentralization and the diversification of the systems offered to improve the quality of basis education in SSA.

² The grassroots actors include not only the traditional bodies involved in implementing education policy, such as the inspectorates and school heads, but also emerging agents such as newly elected local authorities, grassroots community associations, NGOs, networks of educators, etc.

3. ANALYSIS OF THE EXPERIENCES

3.1. Essential mechanisms and procedures

23. Various experiences and initiatives with regard to the decentralization and the diversification of educational services show that contractualization is the most commonly used strategy. Despite the diversify of forms it embraces, contractualization can be likened to an interactive service, with three major requirements: 1) an understanding of the person whose habits and ways of thinking and acting are the target of change, 2) the characteristics of the new environment in which the candidate for change will be “projected”, and 3) the way to overcome resistance to change. The first requirement involves an identification of the basic characteristics of the socio-cultural groups concerned, which could constitute brakes or accelerators on change. As for the second point, this requires a relatively exhaustive identification of the elements that constitute a partnership for education quality, with a view to using the cardinal KAPs on which to base the expected changes. Meeting the last requirement involves a breakdown of the way and means to overcome resistance to change, in particular by easing the worry and “paralysis” that the prospects of change can induce in social agents who over time have usually developed patterns of behavior that make them comfortable, because they have permitted relative success. Thus asking them to change their “good old habits” engenders a feeling of anxiety and insecurity or even fear at the idea of changing “paradigms” (Kuhn, 1985).

24. Contractualization has been seen almost everywhere to be a powerful means to promote the liberation of creative energy (innovation and effectiveness). By establishing the relative autonomy and greater empowerment of grassroots actors, it helps to develop promising initiatives and to promote endogenous practices, as can be seen, for example, in the activities carried out by the Principals committees in Senegal, the “Dina” in Madagascar, the nomad populations in Nigeria and by the indigenous communities and literacy operators using the “Making things happen” strategy in Senegal.

25. The main different forms of contractualization currently used to promote learning quality in the various country experiences involve decentralization, the devolution of power, privatization, decentralized cooperation and diversifying the systems offered. Table 3 indicates the main functions of the school management systems and the sphere in which they are exercised.

26. While most decentralization procedures involving education systems are part of the more general process of good governance and thus not isolated (Naidoo, 2003), the main mechanism used is still partnership/cooperation involving a common commitment by all those involved. The organizations involved in this are relatively diversified, and range from management committees for schools and projects to “cooperation boards” and other networks and associations.

Table 3 Locus where the main management functions in SSA's education systems are exercised

Country	National level	Regional / local level	School level
Burkina Faso	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning - Operating budget – Continuing teacher training – Supervision – Evaluation – Supply textbooks and tools – Construction and maintenance	Teacher evaluation – Promotion of pupils – Maintenance
Ethiopia	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – School organization – Operating budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Evaluation – Development and supply of textbooks – School supplies – Location of schools – Construction and maintenance of classrooms – Promotion of pupils – Data system – Evaluation of system	Planning – Operating budget – Maintenance – Promotion of pupils
Ghana	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – School organization – Operating budget – Continuing teacher training – Teacher recruitment and remuneration – Evaluation – Development and supply of textbooks – School supplies – Location of schools – Construction and maintenance de classes – Promotion of pupils – Standardization of exams - Data system – Evaluation of system	Operating budget – Supply textbooks and tools – Maintenance – Promotion of pupils
Guinea Republic	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – Operating budget – Continuing teacher training – Teacher recruitment – Remuneration – Supervision – Evaluation – Construction and maintenance – Promotion of pupils	Promotion of pupils

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Country	National level	Regional / local level	School level
Niger	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Operating budget- Continuing teacher training – Accreditation – Supply textbooks and tools – Location of schools – Maintenance – Promotion of pupils	Promotion of pupils
Nigeria	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – School organization – Operating budget – Continuing teacher training – Teacher recruitment and remuneration – Supervision – Evaluation – Development and supply of textbooks, tools - Construction and maintenance – Standardization of exams – Promotion of pupils – Data system	Supply textbooks and tools – Maintenance – Promotion of pupils
Mali	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – Location of schools – Operating budget – Continuing teacher training – Teacher recruitment and remuneration – Teacher monitoring and evaluation – Supply textbooks and tools – Construction and maintenance – Standardization of exams – Promotion of pupils	Continuing teacher training – Promotion of pupils
Senegal	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	School policy – Planning – Location of schools – Operating budget – Continuing teacher training – Evaluation of teachers – Supply textbooks and tools – Construction and maintenance – Promotion of pupils	Planning – Continuing teacher training – Promotion of pupils

Country	National level	Regional / local level	School level
South Africa	Education policy – Planning – Curriculum development – Initial and continuing teacher training – Accreditation – Standardization of exams – Data system – Evaluation of system	School policy compliance with national guidelines – Planning – Curriculum development – School organization – Operating budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Monitoring evaluation – Development and supply textbooks and tools – Location of schools – Construction and maintenance – Standardization of exams – Promotion of pupils – Data system – Evaluation of system	School policy – Planning – Curriculum development – Operating budget – Teacher recruitment – Supply textbooks and tools – Maintenance – Promotion of pupils – School fees – Language of instruction – Admissions criteria
Tanzania	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – Operating budget – Supply textbooks and tools – Maintenance	Operating budget – Maintenance – Promotion of pupils
Uganda	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – School organization – Operating budget – Continuing teacher training – Monitoring Evaluation – Development and supply textbooks and tools – Location of schools – Construction and maintenance – Standardization of exams – Promotion of pupils – Data system – Evaluation of system	Planning – School organization – Operating budget – Supply textbooks and tools – Location of school – Maintenance – Promotion of pupils
Zambia	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – School organization – Operating budget – Continuing teacher training – Development and supply textbooks and tools – Location of schools – Maintenance – Standardization of exams – Data system	Planning – Operating budget – Supply textbooks and tools – Location of school – Maintenance – Promotion of pupils

Country	National level	Regional / local level	School level
Zimbabwe	Development of education policy – Planning – Curriculum development – Location of schools – Operating budget – Investment budget – Initial and continuing teacher training – Teacher recruitment and remuneration – Accreditation of inspectors – Development and supply of textbooks – Construction and maintenance of classrooms – Standardization of exams – Promotion of pupils – Evaluation of system – Data system	Planning – Supply textbooks and tools – Maintenance – Data system – Evaluation of system	Planning – Operating budget – Maintenance – Promotion of pupils

Source: Based on Naidoo, 2003

3.2. Innovations and actors mobilized

3.2.1. Forms and methods of decentralization

27. Several types of experience show the diversity of methods used to help improve the quality of education systems.

▪ Specifications

28. The Specifications system instituted in Senegal for inspectors, principals and teachers, consists of packages of tasks aim:

- to strengthen the organizational level of schools and inspectorates based in particular on a clear identification of the main results expected of each category of agent, and a concomitant plan of action;
- to improve professionalism by constantly working to seek an improved quality of service;
- to increase the mobilization of the educational community on behalf of improved school performance.

29. The Specifications have contributed substantially to the emergence of principals committees as well as coordination boards among education inspectorates, in addition to making school projects more relevant³ (Senegal country case study, 2003a).

▪ The program contracts (PC)

30. The program contracts have been tried out in particular in Madagascar and Togo and are based on local traditions of agreement and commitment⁴. The strategy here is based on a bottom-up, participatory approach with the steady empowerment of the community and its increasing involvement in the life of the school. The community is responsible for identifying its education needs. Each contract (which is a school project that defines each party's tasks and responsibilities – cf. Appendix 1) in principle concerns four parties: the village community, the teachers, the school principal, the school district ("CISCO") and the support project. Out of the 12,330 public elementary schools

³ Designed based on the local situation by the entire educational community, the school project is intended to establish a shared understanding of what is needed to improve school performance and to steadily build up an operational capacity for pedagogical management of the school (Senegal case study, 2003).

⁴ In Madagascar, the "dina" is an oral or written agreement made between members of a community (fokonolona) and is accepted by all the contracting parties as having the force of law, with sanctions (social or financial) for any breach.

operating in Madagascar, about 4,330 (34%) have adopted the program contract approach. These are broken down into 63 “CISCO” (56% of 111 districts) (Madagascar case study, 2003).

31. Variants of the program contract have been developed in Burkina Faso, the Guinea Republic, Mali, Uganda and Senegal. In Burkina, the non-formal basic education centers (“CEBNF”) receive 9 to 15 year-old children in a 4-year cycle, with general and vocational education in the national languages, and then gradually in French. Upon completion, there is a gateway to formal education. The teachers here have a ‘BEPC’ level certificate and are contract workers paid FCFA 30,000, with a contribution by the community (Atchoarena, 1998). In Guinea, the Nafa centers, or second-chance schools, take youths aged 10 to 16 who are not enrolled or have been excluded from the system. A center is opened based on the degree of motivation and involvement of the local political and administrative authorities. The community, which designates a 7-person management committee, ensures the provision of premises and the enrolment of 60 to 90 children, in addition to handling the fees of the organizers (Atchoarena, 1998). In Mali, development organizations, such as NGOs, are responsible for initiating Centers of education for development (CEDs). The teachers are paid by the community, which sets up a management committee (Atchoarena, 1998). In Senegal, the basic neighborhood schools (“ECB”) take charge of children aged 9 to 14, who are not enrolled or have dropped out very early, and give them access to a full basic education cycle that has a practical pre-career orientation. This is conducted in the national languages and French, and lasts four years (Senegal case study, 2003b). In Uganda, school financing has made significant progress thanks to a certain degree of understanding between the central and local authorities. The established system enables the local authorities to redistribute the budget based on priorities developed at the local level; they can also collect the money and fund their priorities. This ensures greater autonomy in developing and implementing budgets (ADEA/WGFE, 2003a).

▪ **“Faire-faire (Making things happen)”**

32. Under this strategy developed in Senegal to fight illiteracy, while the central authorities are responsible for coming up with and making available public funds, and initiating, coordinating, monitoring and evaluating projects, the operators (associations, economic interest groups, etc.) handle the management and implementation of sub-programs. This approach tends to ensure the performance of the programs developed, based in particular on à la carte, non-standardized curricula, the actual empowerment of the beneficiaries, and the exploitation of the environment’s potentials (Senegal case study, 2003).

▪ **The school environment teams and other committees**

33. Various committees and associations are found at the heart of the above-mentioned initiatives, such as the school environment teams (“CEM”), the school parents associations (“APE”), and local management committees (“CLG”). Networks of educators or others interested in educational development are relatively active in the field of managing school systems (Niane, 2002).

3.2.2. Diversification of systems

34. The diversification of systems offered acts as a form of stakeholding and promotes the loyalty of partners, who receive a specific, targeted service; this is also a type of contractualization used to mobilize the community by offering various advantages.

35. The experiences in diversification concern relatively disadvantaged social segments, such as young people who are not enrolled in school or have dropped out, and socio-cultural groups that are handicapped in accessing basic education. Among one of many examples is the 9.3 million nomads (shepherds, migrant fishermen) in Nigeria, 3.1 million of whom are of school age. Yet only 0.2% to 2% of these children are enrolled in the system. This is the reason for the establishment of a Special education program for nomads (“NEP”) and a National commission for the education of nomads (“NCNE”) in 1989 (Nigeria case study, 2003).

36. The actual requirements and specificities of the populations concerned by the diversification of the systems are broadly taken into account in the formats of the models and pedagogical-administrative procedures proposed to promote the self-management of education arrangements by the communities. This is why the partners of the nomad system have classroom facilities that are mobile (with suitable equipment) and motorized (for migrant fishermen) or permanent for the semi-nomads. In both the “Making things happen” and nomad systems, schedules are very flexible to take into account the population’s social needs. There are also centers devoted to adult education, in particular for women with income-generating activities (cooperatives or economic interest groups). These are closely coordinated with the learning provided, in order to build social support for the school through different methods (interactive radios, door to door, social-cultural networks, etc.).

37. In both Senegal and Nigeria, with the “ECB” schools and the “CAF” literacy centers, there is positive discrimination in favor of educators from a local background. In Nigeria, for example, the number of this category of teacher has risen from 886 in 1990 to 4,150 in 2002. In Senegal, the “Making things happen” strategy has led to generating about 6,953 jobs and significantly improved the environment of the beneficiary communities (Senegal case study, 2003b).

38. The use of a curriculum that not only takes into account the actual needs of the local population but also makes use of local languages as a medium of instruction is crucial to successfully diversifying systems, as shown by the examples of Nigeria and Senegal. An appropriate curriculum approach is part of a fruitful partnership dynamic (Plante, 2003).

3.2.3. Diversifying mechanisms

39. The ICT boom is providing an opportunity and a means to diversify the mechanisms and procedures involved in learning and sharing knowledge in the educational arena, as can be seen in the example of the distance learning program for teachers set up in Mauritius (ADEA/WGDEOL, 2003). Several examples show that the use of ICT can help improve the quality of SSA educational systems.

40. The countries involved in SchoolNet Africa (a component of an international program that includes Canada and Europe, in particular) have adopted ICT instruction in the schools, especially in the countryside, in order to promote development in general and access to quality education in particular. This may prove to be of decisive help in reducing the “digital divide” between Africa and the rest of the world.

41. Since its creation, SchoolNet Africa has helped build greater capacity for exchanges and sharing between national school networks and educators in the 27 countries of Sub-Saharan Africa⁵. It has also shown the importance of empowering

⁵ The first countries, like South Africa, joined the network in the early 1990s, with others tending to join toward the end of the decade.

educational actors and encouraging partners to create synergies between the various forces involved in schooling.

42. A workshop on ICT in Africa's schools organized by School Net Africa in Gaborone (Botswana) from 27 April to 2 May 2003, which brought together decision-makers, technicians and pupils from the countries concerned, led to the following conclusions:

- The importance of integrating the use of ICT into school programs to add value to education: the development of Africa's school programs requires developing educational content in local African languages.
- There is an enormous need for mass-scale training programs for teachers.
- Suitable technological solutions for African schools urgently need to be found. (www.schoolNetAfrica).

43. Worldlinks, which is also a program for improving the quality of teaching using ICT (with World Bank support) is targeting in the sub-region:

- Mauritania, involving 8 institutions, including one for teacher training;
- Senegal, involving 46 institutions, including 5 elementary schools;
- Burkina Faso, with 12 institutions, including 2 elementary schools with a web site;
- Ghana, which saw the number of schools involved grow from 3 in 1997 to 14 in 2001;
- Gambia.

44. Certain results provide a clear illustration of the opportunities offered by ICT to improve educational quality (cf. in particular the accomplishments of the African virtual university – Juma, 2003). Based on the Schoolnet/Senegal evaluation, the applications used can be broken down as follows: word processing 32%; Internet searches 38%; email 16%; games 5%. 74% of ICT use is for school purposes (document and information searches for course work, preparation of papers and homework, preparation of exams – CRDI, 2001). The National curriculum center in Uganda has translated several elementary programs into local languages and put them in digital form to be used on CDs or the Internet, which will help improve teaching and learning (Acacia News, CRDI, vol. 1 no. 1, Sept. 2001).

3.2.4. Tendencies and strategies of the actors

45. The following classification table indicates several characteristics of different categories of grassroots actors who are mobilized and involved in the decentralization of school systems in SSA.

Table 4 Elements in the classification of the main local participants in the management of school systems

Group	Tendency	Strategy	Advantages	Handicaps
Local school authorities	Bureaucratic tendency	Frequent recourse to the bureaucracy: timid initiatives from schools and inspectorates who expect the central level to provide everything	Respect for educational standards	<ul style="list-style-type: none"> • School coordination frameworks (teachers councils, teachers and management councils) more consultative than decision-making. • Frequent transfers do not always allow building on achievements
Local government	Highly politicized intervention	Hesitation despite the acceptance of certain powers	<ul style="list-style-type: none"> • Leaders in social mobilization • Close management of school systems • Knowledge of the environment 	<ul style="list-style-type: none"> • Unfamiliar with the repercussions of investment in school systems • Lacking in KAP school management
Indigenous communities	Relatively distrustful	Participation as needed	<ul style="list-style-type: none"> • Knowledge of the environment • Reliable determination of needs and expectations 	<ul style="list-style-type: none"> • Weak financial resources • Poor tech-related pedagogical knowledge
Socio-economic organizations - NGOs	Hands-on interventions	Bypassing the decentralized education structures	<ul style="list-style-type: none"> • Relatively rapid and flexible intervention procedures • Strong mobilization capacities 	Relative dispersion of interventions
Networks of educators	Professional commitment	Exchanges and sharing	<ul style="list-style-type: none"> • Strong dissemination of accomplishments 	Strong focus on areas of intervention that excludes non-professionals in education

3.3. Results obtained

3.3.1. Improving the learning environment

46. The various committees and organizations that manage school institutions, in which many types of grassroots actors are involved and mobilized, have contributed substantially to improving the learning environment. In particular, there is a relatively substantial involvement by communities, in terms of the instruction and renovation of

premises, making available school furnishings, and helping with recreation courses and sanitary facilities (water, toilets, etc.). These contributions frequently take the form of human investment and the provision of materials. Financial limitations on the local populations and governments, in particular in the countryside, mean that sufficient funds cannot always be raised.

3.3.2. Improving access

47. There has unquestionably been substantial growth in access to school in the SSA countries thanks in particular to various initiatives in decentralized management. In Madagascar, the average annual increase in staff during the period of implementation of the program contracts, from 1995 to 1998, was 9.8% for the PRAGAP and 10.2% for the Dina schools (Madagascar case study, 2003). Similar trends are clear in terms of access in other countries. With regard to the alternative systems in Senegal, a total number of 1,501,881 learners were enrolled between 1993 and 2001 in a dozen literacy programs, with an annual average of 150,188. This has helped reduce the level of illiteracy in the population aged 10 and over from 68.9% in 1988 to 46.4% in 2001, representing progress of 22.5% (Senegal case study, 2003b). In Nigeria, the education system for nomads has also turned in noteworthy scores. Enrolment has risen constantly, from 18,831 pupils in 1990 to 95,510 in 1995, 155,788 in 1998 and 229,944 in 2002. The system has also helped to make a very significant reduction in the disparity between girls and boys. School figures in this regard rose from 329 in 1990 to 1,098 in 1997 and 1,680 in 2002 (Nigeria case study, 2003).

3.3.3. Improving the performance of learners and teachers

48. If enrolment in school systems seems to be part of an irreversible process, the quality of learning, though progressing somewhat everywhere, has still not achieved critical mass. Nevertheless, numerous results show that decentralization is helping to improve education quality.

49. In almost all the target countries, the success rate on the exam at the end of the elementary cycle has shown substantial improvement. Two factors account for a large portion of this progress: the contractualization by CDCs, PCs and specific programs for disadvantaged groups, and the decline in the pupil/teacher ratio due to the consequent hiring of teachers (case studies of Madagascar, Senegal, Nigeria, and Gambia). According to calculations made for Senegal, the CDCs have a +0.76 coefficient of success on exams. These two factors, the pupil/teacher ratio and the CDCs, alone account for about 70% of the change in success rates from 1990 to 1999 (Senegal case study, 2003a).

50. Measurement of the impact of participation made using the calculations of the environment involvement index on quality (“IIMQ”) with the Project to support the Senegalese school of the Paul Gérin Lajoie Foundation (Canada) shows a relatively high correlation between this index and the repetition rate. The negative value observed (-0.43) signifies that the more involvement increases (catch-up and remedial courses organized with the support of the sports and cultural associations [“ASC”], former pupil associations, and NGOs and/or supported financially by the parents, etc.), the more repetition declines (Senegal case study, 2003a). The distance learning program set up in Mauritius has had significant results in terms of learning quality. From 1994 to 2001, the pass rate has risen substantially, from 60% in 1994 to 69% in 1998, 2001 and 2002 for girls, and for pupils as a whole from 60% to 65% over that same period (ADEA/WGDEOL, 2003).

51. In Nigeria, the completion rate of pupils in the nomad system rose from 2.07% in 1994 to 60.2% in 2002. As for the admission rate to middle school in the system, it is higher than the national average, rising from 45% in 1992 to 53% in 1998, while the national average is 47% (Nigeria case study, 2003). As the following table shows, the performance of learners in the alternative system, based on “Making things happen”, is relatively successful.

Table 5 Performances of learners in alternative systems in Senegal

Performances of learners in FLC / LPPW							
1998				2001			
% of learners who fluently read a written text	% of learners who know how to produce a simple, meaningful text	% of learners who know how to solve a simple problem by writing	% of learners who have a theoretical mastery of technical subjects	% of learners who fluently read a written text	% of learners who fluently read a written text	% of learners who know how to produce a simple, meaningful text	% of learners who know how to solve a simple problem by writing
55.7	28.25	05.7	50	75.2	63.3	44.1	85.0
Performances of learners in FLC / LPPW							
1998				2001			
% of learners who fluently read a written text	% of learners who know how to produce a simple, meaningful text	% of learners who know how to solve a simple problem by writing	% of learners who have a theoretical mastery of technical subjects	% of learners who fluently read a written text	% of learners who fluently read a written text	% of learners who know how to produce a simple, meaningful text	% of learners who know how to solve a simple problem by writing
61.5	35.8	16.5	50	68.2	52.8	38.7	67.3

Source: Senegal country study, 2003b

52. Certain initiatives and programs have also substantially strengthened the professional capacities of teachers. Thanks to the distance learning program in Mauritius, teachers acknowledge that they are now more inclined to exchange useful pedagogical practices. This has contributed to the development of a genuine learning community marked by cooperation between teachers, rather than competition (ADEA/WGDEOL, 2003). The same holds true for Gambia, with its system of close monitoring and supervision of private sector teachers (Gambia country study, 2003).

3.3.4. School costs and funding

53. Even though local government and grassroots actors play a role in funding education in SSA, their contributions still do not play a decisive role and are focused instead on the purchase of school supplies and the construction of infrastructure, and they do not yet sufficiently cover teacher remuneration. The central state and the development partners continue to be the main funders of the educational systems. Given the financial and economic constraints on governments in SSA, failure to redistribute educational costs among the various partners risks compromising school systems in the longer term. Nevertheless, various experiences clearly show that when the native populations are well informed and in particular reassured (transparency) as to the use of the funds mobilized, they are capable of contributing to the costs of schooling as well as planning and rationally handling educational spending, as in Uganda (ADEA/WGFE, 2003a). At the

same time it provides an effective means for the participation of parents in democratic decision-making in education.

54. In addition, a breakdown of expenditure shows a strong propensity towards spending on personnel and construction, to the detriment of teaching materials and of building professional capacities (continuing education). The situation of Nigeria with regard to the education of nomads is still relatively rare: 108,258,956 nairas for curriculum development and teaching materials – 17,094,573 for teacher training – and 135,102,789 for infrastructure and supplies (Nigeria case study, 2003).

55. Experience with the different funding mechanisms emphasize that certain basic implementation issues, and equity concerns in the distribution of funds and use of community contributions have to be addressed. These experiences indicate that particular attention should be paid to design and implementation issues such as: a) Sufficient technical assistance and time for weaker schools or regions to fully benefit and compete on an equitable footing for funding; b) Monitoring of learning outcomes; and c) Weighing the appropriateness of community contributions and not regarding them as a substitute for government funding.

3.3.5. Involving and strengthening capacities to manage the systems

▪ The new KAPs

56. The experiences underway in SSA with regard to decentralization and the involvement and empowerment of different levels of actors have undeniably made available a non-negligible stock of KAP which, if it is maintained and amplified, cannot help but strengthen the process already underway of improving the quality of the systems. The feeling of belonging to a community and of being a stakeholder in a common undertaking, in this case a program to improve school learning, has strengthened many positive factors among all those involved.

57. For instance, the Senegal case study on the use of Specifications notes that, “among the pupils this feeling was expressed in lengthier, more diligent attendance, along with greater interest from the parents and the community as a whole” (Senegal case study, 2003a), as the latter become more aware of their role and power in a fruitful partnership. This is reflected in particular in improved follow-up of pupils by the families, who in Madagascar contacted teachers more frequently (Madagascar case study, 2003 – Appendix 2) as well as by the establishment of tutorial systems (school support) by the local communities in Senegal⁶. The enthusiasm of Nigeria’s nomad parents led to opening more than 200 community schools, which are better financed and managed than the government institutions (Nigeria case study, 2003). The establishment of partnership systems in educational management and in basic training (education management committees, community teams to develop basic education, etc.) also helps stimulate demand for education.

58. Overall, in almost all the contractual experiences, the parents and local communities have in the main honored their commitments, despite certain socio-economic difficulties. This was not always the case of local government, which, although contributing to the management of the systems, has not yet reached the desired level of mobilization and participation.

⁶ The recruitment and management of the tutors (young people with “BFEM” middle school diplomas originally from the given community or living in the area) is the responsibility of a committee established at the school level and including representatives of the population. The training of facilitators is handled by a multi-discipline team that includes specialists from various socio-administrative services in the Département.

59. The commitment and enthusiasm of the teachers also picked up significantly. The report on the MLA tests in Africa showed that “the sacrifices of the teachers outside working hours increased the chances of success of the pupils”. It has also been observed that in schools with a high level of social mobilization, teacher absenteeism falls and school results improve (Senegal, Madagascar, Uganda).

▪ **Management of the systems**

60. Capacities to manage the systems have also been strengthened, both at the level of teachers and the other partners involved. In Nigeria, the capacities of nomad teachers improved significantly, with 76% having qualifications in 2002. The same trend can be seen with the development of the use of Specifications in Senegal, the PCs in Madagascar and the “Faire-faire” approach in the Senegalese alternative system. Cooperative arrangements among teachers and others involved here and there are also not without an impact on this higher level of professionalism.

61. For example, the organization of standardized exams in “school zones” grouping several schools made it possible to introduce a culture of evaluation in the schools and to strengthen exchanges between the schools and promote mutual enrichment. Madagascar witnessed a relative improvement in the organization and pedagogical management of schools targeted by the PCs: the development of more realistic schedules, an increase in the weekly hours of pupils, a more judicious distribution of programs (weekly, monthly, quarterly, annually), etc. (Madagascar case study, 2003). In the alternative system in Senegal, literacy operators have become professional, and their numbers have increased from 90 in 1995 to more than 500 in 2002. The study on school financing in Uganda shows clearly enough how the decentralized management of school financing has helped to improve teaching quality (ADEA/WGFE, 2003a).

62. Overall, the dissemination and internalization of the guidelines for the innovations introduced have tended to open the schools to the environment by diversifying the range of partners (on a small scale with private enterprises). In other words, the insularity of the school, although relatively persistent, has been undercut very substantially by the new dynamics.

4. LESSONS LEARNED

63. The SSA school environments show certain capacities to mobilize and involve decentralized actors, but are still affected by the limits of centralized, exclusivist management.

- The scope of devolved or transferred powers is still relatively limited. In the main, the reforms introduced concern: 1) the decentralization of resources and functions, 2) greater autonomy and decision-making power for the school districts and the schools, 3) greater community involvement, 4) the development of a system of self-assessment to improve the basis for decisions, and 5) the modification of financing mechanisms and the management of educational and school funding (Naidoo, 2003).
- “Imperious” demand from the grassroots can to some extent induce the central government to make efforts, in particular with regard to hiring teachers (Madagascar, Senegal, Nigeria, etc.), despite genuine budget constraints. In other words, an increase in access has often been determined by an increase in demand for schooling (Naidoo, 2003).
- The relative autonomy of private schools that have significant capacities to take initiatives and decisions not only helps to offset the lack of access to the public system, but also helps to establish a process of training and emulation to improve the performance of the public sector (Gambia case study, 2003).
- A certain conservatism on the part of the teachers, combined with aggressive trade unionism, which prevents them from associating sufficiently with others in the work of teaching, which they generally consider to be their privileged domain (Senegal case study, 2003a).

64. The most promising forms and content in terms of the decentralization and diversification of systems are those based on the principle of a partnership relation founded on confidence and transparency and promoting community involvement to the greatest extent possible. This helps better motivate the contracting parties so that they meet their commitments. As a result, these grassroots actors strengthen their skills in the management of educational systems.

65. The promotion of quality by means of decentralization and by offering diversified systems presupposes a minimum of three basic points:

- ongoing social dialogue focused on the roles and responsibilities of the various agents involved so that inter alia grassroots actors take on board in a lasting way a posture of “imperious demand” for quality as well an ongoing commitment to the school;
- an improvement in educational production, which involves: 1) a greater adaptation of educational content to local realities; 2) greater professionalism of teachers, based in particular on establishing pedagogical networks and teams; and 3) the dissemination of these achievements.
- a sustained effort at the endogenous financing of education in the hopes of stamping out the “end of projects syndrome” following a halt in the intervention of outside partners or the breakdown of central services (Niane, 2003).

66. In other words, it will be impossible to achieve these quality fundamentals fully unless the local actors and organizations, while remaining faithful to their specific nature, also succeed in establishing their credibility in the eyes of the traditional central authorities and come to understand that even though they are the loci of local power, they are also spin-offs from the state and are bound to maintain its legitimacy. Several factors or mechanisms act as elements facilitating the achievement of quality, particularly in relationship with a “customer service” or “interactive service” approach.

- A greater school presence (reinforcing the time of effective learning) by minimizing the absenteeism of teachers and pupils as well as trade union disruptions; any other causes that a responsible social mobilization and strong commitment to ongoing social dialogue can help to reduce (Madagascar 2003 and Senegal 2003a case studies).
- Greater availability of learning materials and tools based in particular on a dynamic partnership with private companies; analysis of the MLA tests in Gambia shows that in private schools where the best scores were recorded, 67% of the schools had sufficient textbooks and materials, compared with 40% of public schools and 56% of religious schools (Gambia case study, 2003).
- Closer monitoring and support of teachers (Gambia case study, 2003; Madagascar case study, 2003; Nigeria case study, 2003).
- Measures that encourage and motivate teachers and supervisors (principals, teaching advisors, inspectors).
- A greater role for parents in monitoring the pupils’ schooling, based in particular on pedagogical support (tutorial system) outside of class hours or, more simply, on a system of information and exchanges with parents concerning the results of their children. In Gambia, for example, 71% of private students spent 2 or more hours in support work, compared with 56% of public students; 58% of private students had a tutor (support) outside school, versus 26% of public students (Gambia case study, 2003; Madagascar case study, 2003; Senegal case study 2003a; Nigeria case study, 2003).
- A better balance (appropriateness) of school time and social time for learners and the population, which assumes, among other things: a) a rupture with the principle of the uniqueness of the place and the target (for instance, teaching spaces are diversified and modular for non-formal education in Senegal and the nomad educational system in Nigeria), and b) a rupture with the principle of the uniqueness of time based on a relatively formal and rigid school calendar, whereas learning could be better articulated with the rhythm of daily activity and with a coordinated and consensual choice by the beneficiaries (Nigeria case study, 2003, Senegal case study, 2003b).

67. Weak capacity of the ministry of education, support organizations, school and communities is a principal obstacle to progress toward better-quality teaching and learning. A number of factors contribute to the persisting challenge of strengthening the capacity of education systems and the organizations and communities that support them.

- These systems are growing in size and complexity, as many more children enter school. The pressure on governments to raise enrollment has caused some to focus more on acquiring resources than on building capacity to manage them well. With increased numbers of students and teachers, the

simple quantity of resources to be managed requires new functions at central and local levels of the system.

- Decentralization of basic education services, results in the need to “build capacity at regional and local levels. With schools acquiring more decision-making authority, the managerial and administrative capacity of thousands of school directors, teachers and community representatives need to develop new capacities. Therefore, as decentralized proceeds capacity must be developed in each regional, and/or district level education office, as well as in every school and community.

5. A FEW POSSIBLE APPROACHES

68. Naturally, trends and potentials to improve quality through decentralization do exist in SSA. What is needed, however, is to mobilize them effectively and systematically. In other words, the potential needs to be maximized, as the ADEA formulates it, by “Reaching Out, Reaching All”. Doing this will contribute to the lasting promotion of “school citizenship”, not only as a mechanism for and a reflection of the legitimacy accorded by the people to the central and local authorities, but also, and above all, as a key means of sustaining effective contributions by local agents to meet the challenge of quality. But this kind of process needs to be supervised and controlled to avoid centrifugal tendencies (local/central equilibrium), on the one hand, and to ensure the balance (a proper dose) between access and education quality, on the other. To achieve this, several points for discussion and/or action need to be explored.

- Promoting and supporting dynamic, functional sites and/or bodies to capitalize on and share accomplishments. In this regard, networks based on the principle of sharing successful experiences in improving the quality of learning are the types of organization that need to be put to use. The experience acquired by the ADEA in this field could be expanded to embrace other categories of actors who are not necessarily education “professionals”, including elected officials, community associations and groups, etc.
- The development of “sponsoring for quality” with company representatives acting as resource persons in an institution to provide information and promote academic learning related to their products (while maintaining certain educational standards). These companies can also help to ensure that the school materials and supplies needed to improve quality are more available (Niane, 2003).
- Designing the foundations of a program to strengthen the KAP of the main community actors, in particular local officials, so that they recognize and appreciate the comparative advantages of quality basic education.
- Establishing an ongoing process to increase the involvement of the communities and parents in taking decisions on education in general, and on quality in particular. This involves developing mechanisms to monitor quality that are organized and function in relatively flexible ways so as to involve parents, local leaders, and representatives of the community organizations. These monitoring groups would constitute a sort of “counter-power” in relation to the relative insularity advocated by school professionals.

6. APPENDICES

**Appendix 1: Model of a program contract for school success
(Madagascar)**

Appendix 2: Model school follow-up form (Madagascar)

Appendix 1: Model of a program contract for school success (Madagascar)

MINESEB PROGRAM CONTRACT FOR SCHOOL SUCCESS (PCSS) UNICEF

Contract date:.....

EPP:..... ZAP:..... CISCO:..... DIRESEB.....

PUPILS	SCHOOL PARTNERS	SCHOOL PERSONNEL	SUPERVISORY PERSONNEL
Signature	Signature	Signature	Signature

INSTRUCTIONS

1- Appearance of the contract

The approved PCSS must be transcribed onto large format paper and displayed wherever necessary (classrooms, principals office, "fokontany" level office, mayor's office, etc.).

2- Formulation of activities adopted by the entity

The formulation must be brief and concise, and the activities measurable and achievable must be specified by sub-entity:

Entity

Pupils
School partners
School personnel
Supervisory personnel

Sub-entity

1st cycle/2nd cycle
FRAM – LPC – PADEPP – NGO
Teachers – Principal
Head of ZAP – ASPED – CISCO

3- Schedule of performing the activities

For a better understanding of the actual completion of activities and to facilitate follow-up, it is recommended that each responsible entity develop a schedule of completion of the activities to adjoin to the PCSS.

Appendix 2: Model school follow-up form (Madagascar)

MINESEB

UNICEF

PERSONAL SCHOOL FOLLOW-UP FORM

District:
 Commune:
 School:
 Class:
 First and last names:
 Sex: Age: Year:

PERFORMANCE

10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
0									
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

PRESENCE

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Green zone: Good performance
White zone: Average performance
Red zone: Poor performance

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