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African Education Summit
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AND THEN THERE WERE SIX (OR SEVEN): **Multi-donor support for Morocco's education reform agenda**

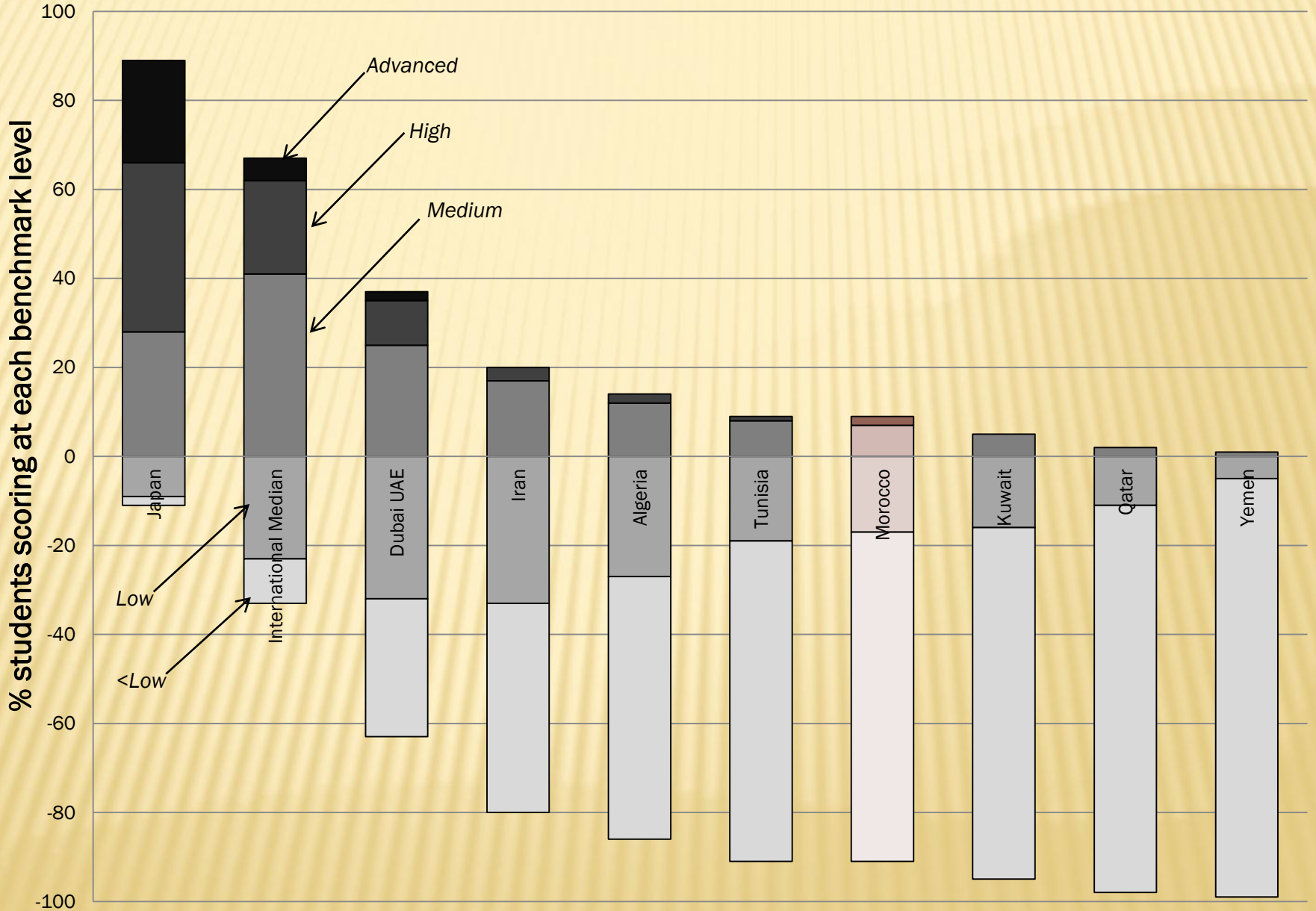
OUTLINE

- ✘ Education Emergency Program 2009-2012
- ✘ Objectives of multi-donor approach
- ✘ Multi-donor consortium building
(« Technical and Financial Partners »)
- ✘ Consortium's ways of working
- ✘ Advantages and disadvantages for donors
- ✘ Program's achievements and challenges
- ✘ Recommendations

EMERGENCY PROGRAM 2009-2012

- ✘ Partly in response to the diagnostics set out in the 2008 report of the Higher Council for Education, the Moroccan Government developed a reform program aimed at:
 - + focussing students' learning on basic competencies
 - + developing a teaching force equipped with the necessary pedagogical methods and tools
 - + developing a school environment that enables learning
- ✘ In this, the “Emergency Program” was designed to speed up reforms that had been launched in 2000 but were in need of a boost by the end of the decade

TIMSS 2007 Mathematics (Grade 8):



OBJECTIVES OF MULTI-DONOR APPROACH

- ✘ *For government:* On substance – require donors to work together, to harmonize interventions, to speak with a single voice (if possible), to access coherent set of technical assistance; on process – deal with many donors at once, in order to have more time to implement Emergency Program
- ✘ *For donors:* better adhere to the spirit of the Paris Declaration, provide a more coherent financial and technical support, combine and rationalize resources and technical assistance, weigh more heavily in the sectoral policy dialogue with government

MULTI-DONOR CONSORTIUM BUILDING

- ✘ November 2007 : Education Ministry invites 5 donors (AFD, AfDB, EIB, EU & WB) to provide joint support to school education sector
- ✘ November 2009 : “Memorandum of Understanding” signed by Finance Ministry, Education Ministry and 4 donors (AFD, AfDB, EIB & EU) – measures, indicators and ways of working
- ✘ 2009 & 2010 : signature of 6 financing agreements (AFD, AfDB, EIB, EU, WB & AECID)
- ✘ May 2011 : JICA joins the supervision mission to assess the option of integrating the consortium with its own operation
- ✘ *July 2009 : “Partner Framework” (5 + CIDA, USAID, Wallonia-Brussels)*

FINANCING AGREEMENTS

<i>Donor</i>	<i>Grant / Loan</i>	<i>Date of signing</i>	<i>Amount (in millions of EUR)</i>
AECID (Spain)	Grant	03/Dec/2010	12.0
AFD (France)	Loan	06/Jul/2009	50.0
AfDB	Loan	08/May/2009	75.0
EIB	Loan	07/Jul/2009	200.0
IBRD (WB)	Loan	17/Jun/2010	44.2
NIF (EU → AFD)	Grant	11/Dec/2009	15.0
EU	Grant	11/Dec/2009	93.0
TOTAL			489.2

CONSORTIUM'S WAYS OF WORKING

- ✘ Parallel financing (not co-financing)
- ✘ Common performance indicators (indicators and target values)
- ✘ Sectoral policy measures drawn from the Emergency Program (with some variation for AECID-EU & WB)
- ✘ Joint six-monthly supervision missions
- ✘ Joint aide-mémoire (with separate annexes as required)
- ✘ Lead donor (AFD -> WB -> other)

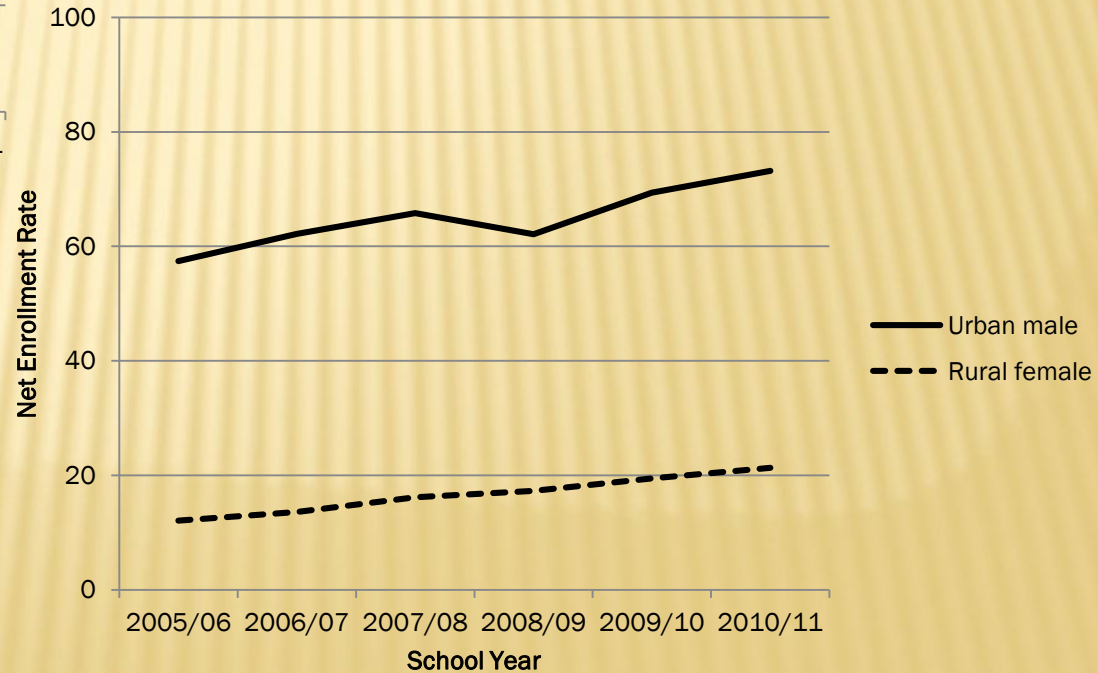
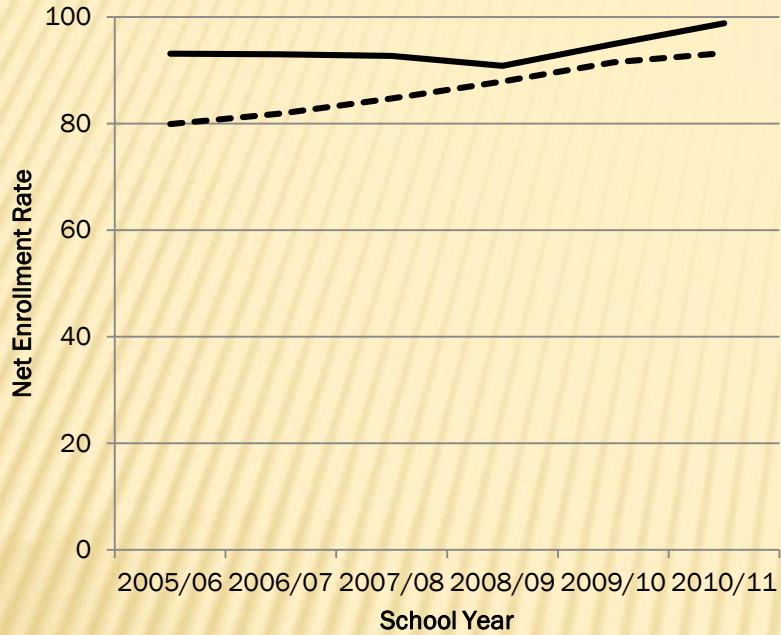
ADVANTAGES AND DISADVANTAGES

- ✘ *Advantages for donors:* Rationalize human resources (staff, consultants, technical assistance); increase efficiency of interventions; speak with a single voice; provide greater clarity and coherence to messages
- ✘ *Disadvantages for donors:* Managing to speak with a single voice requires compromise; having only partial harmonization risks some incoherence; organizing multi-donor missions (between local offices and headquarters) is not straightforward

ACHIEVEMENTS AND CHALLENGES

- ✘ *Program achievements:* Strong program ownership amongst Education Ministry's central and regional staff; significant operational successes (e.g. conditional cash transfer); positive trends in universal access to schooling and, to a lesser extent, in equity
- ✘ *Program challenges:* Develop program links at provincial and school levels; strengthen teaching support in classrooms; build an evaluation and remediation culture, in order to improve learning for all students; lighten administrative procedures to ensure that the Ministry can benefit from technical assistance funds

ENROLLMENTS RATES: PRIMARY & LSE



RECOMMENDATIONS

- ✘ For a “consortium” approach:
 - + Promote harmonization “upstream” (i.e. with donors’ multi-annual planning documents)
 - + Maximize the sectoral elements in common (objectives, measures, indicators, expected results), to avoid fragmentation
 - + Set out “ways of working” from the start (regular joint mission, communication rules, formal documentation requirements, leadership)
 - + Keep regular communication open, within donor group and with government counterparts
 - + Look for complementary strengths amongst donors, with a view to optimizing each donor’s interventions