

Findings

Africa Region . Number 117 . October 2005

**Good Practice
Infobrief**



Findings Infobriefs reports on Good Practice in ongoing operational, economic and sector work carried out by the World Bank and its member governments in the Africa Region. It is published monthly by the Knowledge and Learning Center on behalf of the Region. The views expressed in Findings are those of the author/s and should not be attributed to the World Bank Group.

Cape Verde: Improving Education and Training

This Credit equivalent of US \$6 million was intended to develop, through the Education and Training Consolidation and Modernization project (ETCMP) - 1999-2003 - a technically and financially sustainable education and training system to ensure an educated and flexible work force capable of responding to the country's social and economic goals. The project was a follow-up to the previous IDA-funded Basic Education and Training project.

Impact on the Ground

- The Net Enrollment Rate is currently 96% - 94% in 1999 - with better equity between urban and rural areas. Gender equity has also been strengthened - girls account for nearly 48% of students in primary education. The completion rate in basic education is 92%.
- All students, compared to 90% in 2000, have access to textbooks. Some 550,000 textbooks were printed and distributed to primary school students - 7% higher than planned. In addition, 55,000 teacher guides were printed. The financial management of the Textbooks Revolving Fund (Fundo de Edicao de Manuais) was improved through better accounting procedures and a review of operating regulation and its financial sustainability was met through the enforcement of cost-recovery.
- With the current double shift system, and the teacher/pupil ration of 1:27 in the basic education sector, additional places were provided for nearly 4,500 children.
- Three hundred and fifty primary school teachers were trained between 2000-2004, exceeding by 60% the number initially planned for. According to 2004 data, the pass rate in grade 6 was 86%, surpassing the target of 85%.
- Three innovative 2-year in-service training courses were launched - these responded to the specific needs of different categories of teachers. The fact that not one participant dropped out, in spite of having to pay fees, but also, in some instances, having to walk long distances from their school to the Instituto Pedagogica to attend lectures, testifies to the interest in the course.
- The professional training sector is currently better structured and likely to be able to respond to the demand for professional training. The legal framework for professional training has been put in place. Several laws and regulations such as the Law on Professional Training Financing, and the Regulation for Accreditation of Professional Centers have been prepared and approved. The partnership between the Employment and

Professional Training Institute, employment centers and several public and private institutions allowed the training of more than 2,000 individuals under the Training Support Fund - TSF) and apprenticeship program. Co-financing from firms and individuals amounted to some 70% of the total TSF cost of training in 2001.

- Various surveys were carried out to assess vocational training policies. The results facilitated the setting-up of a database for the existing training centers and provided useful inputs to the elaboration of the national assessment of the professional training sector in Cape Verde – the first step towards the development of a sustainable demand-driven vocational training system.
- Two field testing activities involved 20 schools, 169 teachers, 28 pedagogical coordinators and 5,317 students. The pilot test on School Development Plans involved 17 schools and 39 teachers and parents who had jointly developed the plans. The experiences have generated results that include greater stakeholder interest in the school, new pedagogical materials, and greater awareness, valorization and preparedness of the education actors for multi-grade teaching.
- A broad participative institutional assessment at central and local levels was carried out between 2000-2001, resulting in a staff development plan. The implementation of this plan was also supported through training 120 officials from all the departments of the Ministry of Education and decentralized structures.
- A young professional program was initiated which resulted in the YPs being offered civil service positions at the end of the project – five of the six accepted and currently work in the MOE.
- The MOE's information management system was also strengthened. Eighteen educational institutions, including administrative units, district offices and secondary schools have been networked – this has facilitated communication and information sharing between the MOE departments.

Lessons learned

- Policy dialogue between the Borrower and the Bank requires flexibility in dealing with evolving educational problems. This is especially true when countries have limited experience in dealing with the Bank.
- In order for the institutional arrangement to be successful, the strategy to progressively integrate the Project Coordination Unit into the concerned ministry should be accompanied by adequate capacity building and a good communication strategy that broadly shares the objectives and processes of the project with all stakeholders.
- Field testing of components that have been found effective in some countries is needed before they are designed for and implemented in others. This is particularly the case with small countries where the numbers of staff are more limited and the consequences of failure may be more severe.
- Carrying out large studies without a clear plan for dissemination or government commitment to follow at least some of the ensuing recommendations may result in considerable expenditure without measurable long-term benefit.

This Infobrief has been largely excerpted from Implementation Completion Report No. 30339. For more information, please e-mail Geraldo J. Martins : gmartins@worldbank.org

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