

Chapter 26:

Sector Guidelines for Countries Proposing Education Programs



REDUCING POVERTY THROUGH GROWTH

Guidelines for Countries Proposing Education Programs

MCC Due Diligence on Education Programs.

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This document is intended to provide an overview of the way MCC conducts due diligence on Compact proposing focusing on one or more aspect of education.

Investing in people through improving their education is an important contributor to sustained economic growth. Recognizing this, MCC's country selection criteria include a number of education indicators that reflect a country's commitment to supporting education. MCC expects proposals for MCA funding to emphasize interventions that support economic growth and enhance productivity, particularly for the poor. Proposals in support of education might focus on primary education, secondary education, tertiary education, and / or vocational/technical education. For example, in countries where universal primary education has been achieved, a proposal to support expansion and quality improvement of secondary or technical schools might be appropriate. Alternatively, if school-age children, particularly girls, do not have the opportunity to attend school, efforts to build that base of human capital for development might be a high national priority.

Depending on the specific conditions in the country, elements of an education project in a proposal might include one or a combination of the interventions listed below.

Illustrative Examples of Interventions to Improve Access to and Quality of Primary or Secondary Education

Improving Access

- Build, expand and renovate schools
- Improve teacher recruitment and deployment
- Provide school uniforms and supplies to the least advantaged pupils
- Provide textbooks

- Link primary and secondary education to health and nutrition services

Improving Quality

- Improve the curriculum to specified ends
- Provide instructional materials (e.g. textbooks, teachers guides, other learning aids)
- Improve the preparation and motivation of teachers (e.g. teacher training, improved working conditions, improved administration)
- Build school libraries
- Strengthen institutional capacity (e.g. implement educational management information system, improve managerial skills through training of education authorities including principals and supervisors)

Illustrative Examples of Interventions to

Improve Vocational and other Post-Secondary School Education and Training

Improving Access

- Build, expand and renovate schools
- Improve teacher recruitment and deployment
- Introduce or expand continuing education and non-formal training programs

Improving Quality

- Modernize laboratories and workshops
- Improve the curriculum to meet labor market needs and impart entrepreneurial skills
- Build libraries and provide related resources
- Improve the quality and conditions of apprenticeship programs
- Develop an appropriate certification and examination system

- Provide instructional materials (e.g. textbooks, teachers guides, other learning aids)
- Improve the preparation and motivation of teachers (e.g. teacher training, improved working conditions, improved administration)
- Perform study tours to visit practical applications of new areas of specialization
- Strengthen institutional capacity
- Build information system linking students and potential employers

Proposal Requirements

Proposals must include a definition of each problem being addressed, an explanation of why the problem is important, and the benefits to be realized as a result of implementing the proposal. It must also include a complete description of the sequential steps to address the problem, the risks of implementation, and how they would be mitigated.

Problem Definition

- What are the major issues to be addressed? Provide a description of the physical dimensions of the problem (population or geographic region affected).
- Government Strategy. Describe what the government has done to address the problem.

Proposed Investment

- What is the objective of the investment?
- What are the key indicators (including quantitative and qualitative indicators) that measure the magnitude of the problem and that can serve as measures of the effectiveness of the solution?
- How does the project address the major issues listed above?

- What are the potential economic, financial, institutional, environmental and social impacts of the project?

Project Description

- What are the major components?
- What is the target population and what are the major benefits?
- What are the institutional and implementation arrangements (project management/implementation, project monitoring, and project financial management systems)?
- What is the implementation plan? Describe a practical sequence of tasks to be completed within the five-year Compact period.
- What is the budget? Include capital and recurrent cost estimates and a year-by-year pattern of expenditure.

Project Rationale

- What alternatives were considered and why were they rejected?
- What other related projects have been completed, ongoing or planned?
- How were the lessons learned in previous experience/projects been reflected in the project design?
- What process was followed to ensure ownership and participation in project design?

Sustainability and Risks

- How financially sustainable is the project – i.e. what are the incremental operating costs due to project implementation and how will they be addressed (e.g. possible role of the private sector)?
- How will project gains be sustained (e.g. possible regulatory or legislative changes necessary)? Has an operational plan to sustain project gains been prepared and implementing agencies identified?

- What are the critical risks related to the project (e.g. weak implementing capacity, difficulty of recruiting teachers, limited procurement experience)?

In general, any other details that will explain the rationale for the proposal, the transformational benefits it will bring, and the plans for a successful implementation should be included in the proposal.