



ABE	Alternative Basic Education	M&E	Monitoring and Evaluation
ABEC	Alternative Basic Education Centre	MLC	Minimum Learning Competency
ARM	Annual Review Meeting	MOE	Ministry of Education
BOFED	Bureau of Finance & Economic Development	MOFED	Ministry of Finance and Economic Development
BPR	Business Process Reengineering	MOI	Medium of Instruction
DP	Development Partner	NER	Net Enrolment Rate
EC	Ethiopian Calendar	NFE	Non-Formal Education
ECCE	Early Childhood Care and Education	NGOs	Non-Government Organizations
EFA	Education For All	NLA	National Learning Assessment
EFY	Ethiopian Financial Year	PASDEP	Plan for Accelerated and Sustained Development to End Poverty
ELIC	English Language Improvement Centre	PBS	Protecting Basic Services
ELTIP	English Language Teaching Improvement Program	PFP	Pooled Fund Partners
ELQIP	English Language Quality Improvement Program	PIM	Program Implementation Manual
ELT	English Language Teaching	PMIS	Personnel Management Information System
EMIS	Education Management Information System	PPAD	Planning and Policy Analysis Department
EPTED	Educational Programs and Teacher Education Department	PrPAD	Procurement and Property Administration Department
ESDP	Education Sector Development Program	PSCAP	Public Sector Capacity Building Program
GECFDD	General Education Curriculum Framework Development Department	PSR	Pupil Section Ratio
GEQAEA	General Education Quality Assurance and Examinations Agency	PTA	Parent Teachers Association
GER	Gross Enrolment Rate	PTR	Pupil Teacher Ratio
GEQIP	General Education Quality Improvement Program/Project	REB	Regional Education Bureau
GEQIP CC	General Education Quality Improvement Program Coordinating Committee	SHN	School Health and Nutrition
HDP	Higher Diploma Program	SIP	School Improvement Program
HRM	Human Resource Management	SNE	Special Needs Education
ICT	Information Communications Technology	TDP	Teacher Development Program
JRM	Joint Review Mission	TEI	Teacher Education Institutions
KETB	Kebele Education & Training Board	TVET	Technical, Vocational Education & Training
KG	Kindergarten	UPE	Universal Primary Education
LAMP	Leadership and Management Program	WEO	Woreda Education Offices
MAP	Management and Administration Program	WOFE	Woreda Office of Finance & Economic Development
MDG	Millennium Development Goals	ZEO	Zonal Education Office

In spite of efforts in past plans, capacity constraints in management and planning inhibit the delivery of effective and efficient services. In particular, it was considered that an evidence based needs assessment of existing capacities was required to underpin the set of training interventions proposed by GEQIP, as well as an assessment of capacity constraints which inhibit the achievement of ESDP implementation. The present study is a contribution to assessing the most critical needs and the strategies that might be deployed to build the required capacities.

The study was framed by the definition of capacity and the principal methodologies proposed by the *Guidelines for Capacity Development in the Education Sector within the Education For All-Fast track Initiative Framework*. ( GTZ 2008).

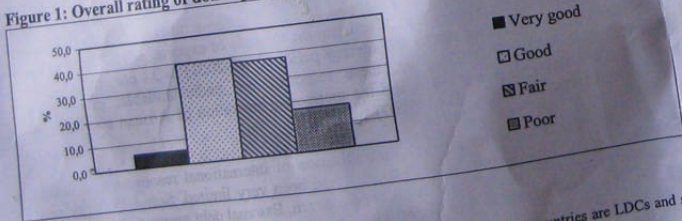
The main contextual variables selected to inform the study were the public sector reform programme, the process of decentralisation, and the drive towards quality improvement. Together with the demands of GEQIP/ESDP, these variables defined the scope of capacities to be developed in education planning and management, school planning and management, and EMIS indicating the importance of human resource management, the need for planners at all levels to be acquainted not only with the techniques associated with all stages of the planning cycle, but also the understandings, particularly of the nature of education quality and the processes required to achieve specified targets, underpinning the design, implementation and evaluation of plans in the Ethiopian context.

A conceptual frame was developed to specify the guiding principles of the study which included discussions of the units of analysis adopted; prioritisation of interventions; why top down approaches were preferred; major issues of training design and implementation; and the significance of financial resource issues as a systemic capacity concern.

The Mckinsey 7S approach was used to generate an initial list of critical questions to investigate. Subsequently a blend of qualitative field work using semi-structured questionnaires, a small focused survey, and examination of secondary documentation was used to generate evidence of capacity constraints. The evidence was organised thematically in a manner consistent with FTI guidelines.

The survey sought to elicit the views of donors in meeting the general commitments of the Monterrey Consensus. Respondents indicated that donor performance regarding the Monterrey Consensus has generally been modest, with 39.6 per cent rating donor performance as good and only 5.7 per cent rating it as very good. The majority of respondents (55 per cent) consider donor performance to be either fair or poor. Of course, donors are not responsible for all aspects of the Monterrey commitments. For example, in areas such as domestic and external resource mobilization, African countries have a key role to play in ensuring success. Consequently, the survey also sought the views of African policy makers on their performance in these areas and the results are below.

Figure 1: Overall rating of donor performance



<sup>1</sup> Note that these groups are not mutually exclusive. For example, some landlocked countries are LDCs and some LDCs are petroleum exporters.

<sup>2</sup> For several countries, the completed questionnaires were returned by only one institution: either the central bank or the ministry of finance.

