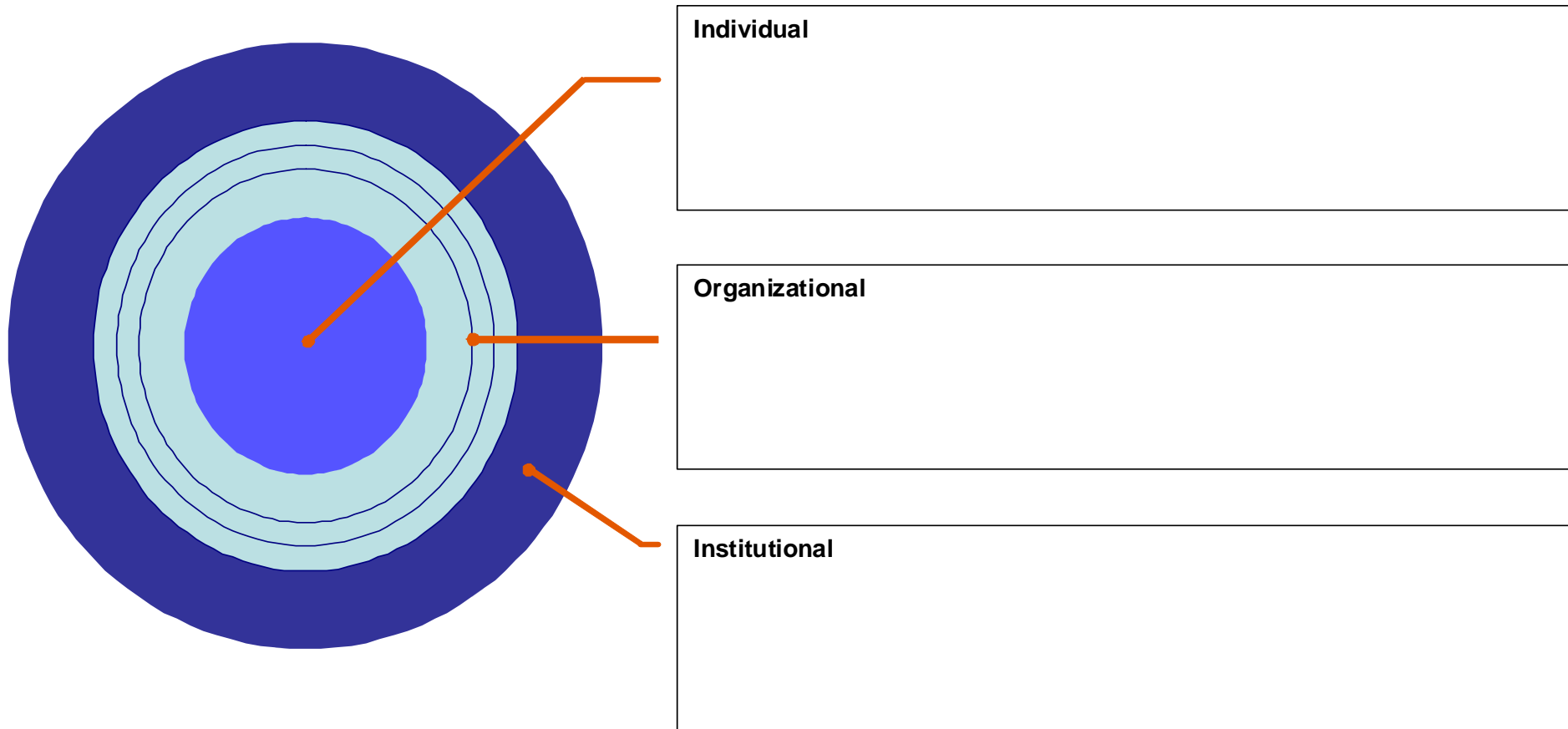


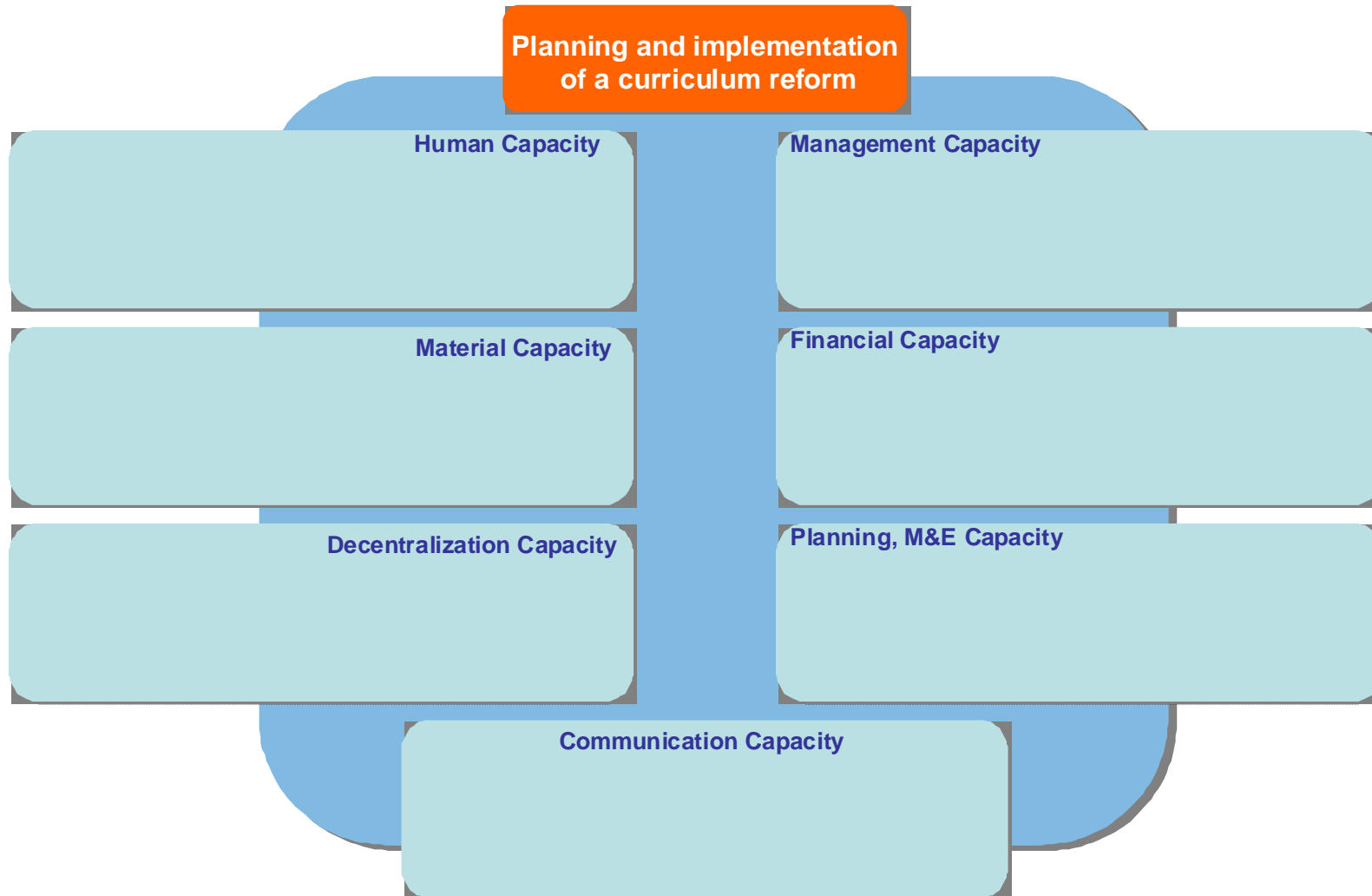
ACTIVITY I: LEVELS OF CAPACITY

Discuss in your groups what capacities are relevant in order to have competent teachers in every school. Use the boxes below to record 2-3 examples for each level.



ACTIVITY II: AREAS OF CAPACITY

Analyze the planning and implementation of a curriculum reform: Formulate a few questions for each area and discuss, keeping in mind the three levels (institutional, organizational & individual). See sample questions for each area on pages 20-23 in the CD Guidelines. Use flip-chart paper (see sample graphic below) for recording your questions. Afterwards you can post your paper and circulate to look at the other groups' results and discuss.



ACTIVITY III: CAPACITY DEPLETING PHENOMENA*

The phenomena below are some of the potentially capacity depleting actions which can result from development partner action, even though well intentioned. Assess the extent to which this problem afflicts the country.

	Capacity Depleting Phenomena	Score
a.	Fragmentation of policies and implementation through the proliferation of projects with investment sometimes falling outside national priorities	
b.	Poaching of government staff by parallel implementation units, distorting salary schemes or the creation of an aid agency or 'enclave' labour markets	
c.	Establishing multiple distorting incentives for civil servants such as per diem schemes, allowances, topping up schemes, etc.	
d.	Creating bypasses of institutional bottlenecks instead of removing them, including bypassing normal budget and accounting procedures instead of strengthening them	
e.	Undermining national political accountability mechanisms such as parliamentary scrutiny	
f.	Substituting institutionally demanding domestic taxation with 'easy' aid receipts	
g.	Establishing parallel monitoring systems, initiating overlapping and under-used studies, planning processes, and even capacity development studies and processes	
h.	Focusing attention on those parts of the public sector that they support, thus neglecting other, equally important parts of it	
i.	Moving money as a key indicator of performance with insufficient attention paid to value for money	
j.	Demanding institutional reforms without giving adequate consideration to potential impact on carefully constructed socio-political consensus	

Scoring system

- 0 No signs of the problem
- 1 Some evidence of the problem
- 2 Widely known about
- 3 Widespread, but not deeply rooted problem
- 4 Pervasive problem causing serious reduction in capacity

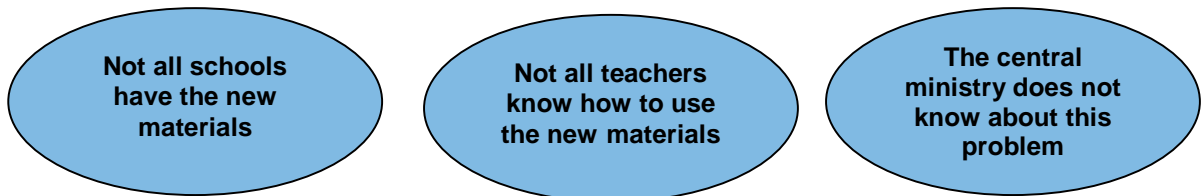
* Derived from DANIDA 2005, "A result oriented approach to Capacity Development". The scoring system has been modified for ease of use.

ACTIVITY IV: CD STRATEGY

Think of our previous activity on the areas of capacity. You were brainstorming questions for each area regarding the planning and implementation of a curriculum reform.

Now imagine that after the curriculum reform process, the new curriculum is still not being implemented in all schools. Investigators have discovered that the following capacity gaps and based on their thorough knowledge of the education system in the country, they have suggested the following analytical points of departure (in parentheses):

- not all schools have the new materials (material capacity, organizational level)
- and not all teachers know how to use them (human resource capacity, individual level),
- even more surprisingly, the central ministry did not know about this problem (communication capacity, organizational level).



Brainstorm activities for resolving these capacity gaps and visualize your ideas on the pin boards provided. You will have the opportunity to share your ideas with the plenary.

ACTIVITY V: PERFORMANCE INDICATORS

In our previous group activity, we brainstormed strategies to address capacity gaps in the area of implementing a curriculum reform.

Now that we discussed monitoring and evaluation, we will go back to our pin boards and try to develop some performance indicators for each of the activities we had collected before.

You can note the performance indicators on cards and pin them next to the respective activities. You will have an opportunity to share your results with the plenary.

Types of Indicators

inputs ⇒ outputs ⇒ outcomes ⇒ impacts

Type of indicator	Example
Input	36 months of teacher training
Output	2000 teachers trained
Outcomes	teachers use new skills and knowledge acquired in training in the classroom (based on periodic classroom observations, percentage of teachers who demonstrate improved performance)
Impacts	student achievement increases by 10 points on standardized tests

Outcome and impact indicators are performance indicators.