

Capacity Building for Effective Involvement in Sector Development Programmes

Concept note on:

Joint Learning Programme on Sector Wide Approaches

Prepared by the SWAp Planning Group

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Preface

The proposal for a joint donor learning programme on sector approaches was first presented at the 2004 Copenhagen Train4Dev Workshop. The proposal was supported by a number of donors who concluded that there is a strong need to promote a greater and shared understanding of the Sector Wide Approach (SWAp) as a dynamic process, and the practical issues related to the preparation, implementation and monitoring of sector programme support. It was agreed that such shared understanding could be promoted by bringing donor agency staff and national partners together in joint in-country learning events outside the day-to-day setting.

A SWAp planning group, comprising of EC, Denmark, Sweden, Norway and the Netherlands, was established shortly after the workshop with the aim to define a detailed framework for the training including learning objectives, approach, participation, financing and organisation. It quickly turned out from the discussions that the proposed SWAp training would require an approach, which was different from the one adopted for the first phase of the joint donor PRSP training, implemented from 2003 – 2004. The planning group therefore decided to implement a pilot phase comprising three SWAp courses to gain experience before a larger joint donor SWAp training programme would be launched.

The five donors participating in the planning group shared the costs of the pilot phase. The first pilot course, covering the health and education sectors in Vietnam, was implemented over three days in Hanoi in February 2005. A second and a third pilot course, covering the legal sector and the health sector in Kenya, will be implemented in November 2005.

The preliminary findings of the pilot phase were presented at the annual Train4Dev Workshop in Berlin in June 2005, including an outline for the implementation of a larger SWAp learning programme. A number of donors indicated their interest in co-financing the programme.

The SWAp planning group therefore proceeded with the preparation of this concept note presenting a description of the Joint Learning Programme (JLP) on sector approaches, and a Memorandum of Understanding between the participating donors. This concept note is a joint reference document for the donors participating in the financing of the programme.

It is envisaged that the implementation of the training programme will start in the beginning of 2006.

1 CONTEXT

During the last 5 – 10 years many bi- and multilateral donors have adopted the Sector Wide Approach (SWAp) as a new way of organising their development assistance. The objective is to increase aid effectiveness by strengthening partner country ownership of sector policies and strategies, increasing coherence between sector policy and spending, strengthening national capacity at all levels and reducing transaction costs associated with aid. An increasing part of all development assistance is now being allocated through Sector Development Programmes next to other aid modalities such as general budget support.

Donors may support sector development programmes with a variety of aid instruments for which they often use their own terminology. The principal terms and definitions used in this Concept Note are generally based on the DAC terminology, and reference is therefore made to the definitions agreed within the recent DAC guidelines on harmonising donor practices in relation to sector wide approaches etc.¹

DAC indicates that: “A SWAp is a programme-based approach operating at the level of an entire sector”, and that “A Sector Development Programme (SDP) is a specific, time-bound and costed set of actions and activities which supports a sector strategy”. The relation between these two concepts is that the SWAp is a dynamic process, a long-term partnership that continually develops, implements and improves a Sector Development Programme.¹

The Rome Declaration on harmonisation and the Paris Declaration on aid effectiveness have provided a strong focus on increased harmonisation and alignment in development assistance. The Paris Declaration sets out an agenda for further enhancing aid effectiveness and explicitly mentions, as one of its recommendations, that joint training should be promoted to share lessons learned and build a community of practice.

2 TRAINING NEED

In practice, effective harmonisation and alignment in the context of SWAp processes are and will remain a major challenge for donors and national development partners in the years to come. In recent years, donor and partner country staff has developed relevant skills on SWAp in general terms. However, the actual processes in a sector do not always allow sufficient space for developing a truly shared understanding of the deeper issues involved and for developing practical skills in relation to the programming, implementation and monitoring of support to SDP.

Joint in-country learning events - where views are exchanged and concepts discussed in a setting outside the daily routine – can facilitate the development of a common language, vision and working framework among donor and partner country stakeholders.

The learning/training needs will vary considerable from country to country and sector to sector. The focus of the learning events will therefore need to vary considerably between a country where joint donor support for SDP has been underway for some time and a country with only limited SWAp experience. Similarly, differences in training focus will

¹) [OECD: DAC Guidelines and Reference Series. Harmonising Donor Practices for Effective Aid Delivery. Volume 2: Budget Support, Sector Wide Approaches and Capacity Development in Public Financial Management, 2005.](#) page 33.

occur between sectors with a large role for the state - or a predominant role for a single line ministry - such as health or education, and more complex sectors which are multi-institutional, cross-cutting or dominated by private stakeholders.

A supply-driven and standardised competence development approach will not be suitable. The training should instead be demand driven and tailored to the specific needs in a sector, and this is a more challenging approach in terms of the structure, content, input and timing of the training. The training should address competence development needs of both donor staff and key partner country staff.

The subjects and issues to be addressed can only be indicated in general terms, because the learning events will be based on local need and demand as jointly defined by the partner country authorities and the involved donors. However, it can be expected that the general framework of the learning events may include the following issues (re. Annex 1):

- Overview of Sector Approach and Sector Programmes: Key concepts, elements, modalities and processes
- The policy framework: The links to the macro-level policies and reforms, the sector policy, resource allocation (MTEF and budget), and civil society involvement
- The legal and institutional framework including decentralisation processes
- Implementing sector programmes: Public financial management, institutional capacity, performance monitoring
- Supporting Sector Programmes: Aid alignment and harmonisation in practice including harmonisation of procedures, technical assistance, procurement etc.
- Support modalities: Financial support, policy dialogue, knowledge service
- Anticorruption and code of conduct
- Bringing it all together: Dealing with trade-offs, dilemmas, risks and the way forward

Priority will be given to applications from sectors and countries with limited experience in preparing and implementing sector programmes, because they will allow a comparatively greater learning impact. Advanced level training will require high investments in tailoring the training to the need of the sector, and demand high and rare expertise on the part of the trainers. The focus on inexperienced or less advanced sectors will allow for some tailoring while remaining within a relatively simple message.

The course material will include discussion of various relevant funding modalities used to support SDP, including sector budget support. Linkages of sector support with macro level reforms will be addressed, but general budget support as a funding modality will be outside the scope of the learning programme.

3 OBJECTIVES

The overall objective of the JLP is to contribute to:

- Improved aid effectiveness through enhanced harmonisation and alignment within SWAp processes

The immediate objective is to develop:

- Enhanced capacity among donor and partner country staff to effectively participate in SWAp processes

The JLP will have an operational orientation, focusing on ongoing processes in the sectors concerned. The JLP aims to closely link current thinking and good practice to the actual SWAp processes in the sector(s), thereby providing stimuli for reflection and ideas for action.

Learning outcomes:

By the end of a learning event participants should be able to improve their work performance in relation to the preparation, implementation and monitoring of SWAp processes by:

- Working towards increased harmonisation and alignment of aid to nationally owned policies, processes and accountability mechanism
- Sharing a language and build a common understanding of the key components of a sector programme; promote joint assessment of these components as basis for decision making about scope and modalities of donor support
- Taking the key advantages and disadvantages of different support into account
- Understanding the typical joint instruments used to make support to sector programmes operational
- Dealing with typical risks, difficulties and dilemmas which occur during the preparation and implementation of sector programmes
- Participating in the preparation of the next steps of the ongoing SWAp processes in “their” sectors

As part of the Terms of Reference for assignment, the implementers should prepare a simple e-mail based follow-up questionnaire that will be sent to the participants 6 months after a course. The objectives are to monitor short-term outcomes and provide a basis for an in-depth evaluation of training effectiveness.

4 APPROACH, METHODOLOGY AND COURSE OUTLINE

The learning events will be demand driven and offered on request, and they would typically address the needs of a specific sector in a specific country to ensure a practical approach of high relevance for the participants. If applicable the training may also address the needs of two or more sectors with common characteristics within the same country.

Learning events involving participants from more than one partner country are not envisaged because it will be difficult to make the training adequately specific and operational. As mentioned in section 2, priority will be given to countries and sectors with less advanced SWAp processes. In principle, priority will also be given to countries/sectors supported by a significant number of the donors co-financing the JLP.

A “standard” event would last for three days, but where relevant it may be preceded by a ½ days “starter” session for participants unfamiliar with certain basic issues. The 3 days event may be followed by a ½-1 day follow-up session for senior level representatives who cannot attend the full event.

The main concepts, instruments and issues will be presented by the trainers in short lectures. These presentations will to some extent build on the most recent guidelines and best practices prepared by donors or other organisations as DAC. Short exercises and

relevant case studies will be used to explore these concepts, instruments and issues in practice. Working with relevant cases and examples is an important part of the event. It is envisaged that about 25% of the time will be allocated to presentations, 25% to exercises/cases, and the remaining 50% to group or plenary discussions related to the country/sector situation. A standard event is envisaged to cover about 20 hours of effective training time. The programme for the first pilot course held in Hanoi in February 2005 is attached as Annex 1 for information.

Each participant will receive a reader with documentation that will include all slides used, material for the exercises and case studies, background documents, references for further reading etc. The majority of the material will also be up-loaded on a web-side in good time before the start of the learning event. However, in view of the existing constraints on the part of both partner country and donor staff the volume of 'must read' material will be kept to a minimum.

Highly specialised and experienced trainers drawn from a pool of trainers, who together cover the required country, sector and language skills, will implement the events.

Local and regional resource persons with special SWAp or sector expertise may be invited to support the trainers. The trainers should be involved in the final selection/recruitment of resource persons to ensure that their profile and input fit well with the rest of the event.

5 PARTICIPATION

The target group for each learning event will comprise key donor staff from country representations and senior government staff involved in the SWAp processes in the concerned country and sector. An active participation of key staff from the partner countries is extremely important for the outcome of the learning event.

It is also important that all donors supporting the concerned sector participate in the event, including donors that are not co-financing the event and who will be invited to participate.

The government staff will typically be attached to the relevant line ministries and the ministries of finance and planning. Donor head office staff, directly or indirectly involved in the concerned sector, may also participate to gain specific information and to be able to report back to stakeholders involved in similar sectors in other countries. Other stakeholders, such as NGO's and private sector representatives may also be invited if their participation is considered important for a better mutual understanding of issues in the sector and hence a higher learning impact of the event.

The number of participants in a certain event should, however, not exceed 35, of which up to 30-40% may be senior government staff and possible other partner country stakeholders.

It is important to ensure that the participants in an event have a relatively homogeneous profile with similar needs and responsibilities in relation to the processes of the concerned sector development programme. One of the lessons learned from the joint donor PRSP training has been, that the actual audience often comprised a mix of senior experienced staff and junior or less PRS-experienced policy and programme staff, and it is very difficult for the trainers to deal with both groups at the same time.

It is envisaged that the lead sector donor(s) and partner country authorities in the concerned sector will be responsible for the selection of participants and the identification of relevant resource persons. Information about the participants' position, responsibilities and specific needs in relation to the SDP should be forwarded to the trainers in good time in advance of the event to ensure that training needs can be addressed.

6 NUMBER OF EVENTS, GEOGRAPHICAL COVERAGE AND FREQUENCY

As stated in the preceding sections it is foreseen that the events will vary considerably from one another each requiring a different set of Terms of Reference. To overcome this challenge, assignments with consultants will be organised in batches of up to 3 – 5 events with similar characteristics. This procurement approach would further ensure that the preparation, implementation and financing of the events can be organised in a flexible manner and easily be revised and adapted to new conditions.

The JLP is envisaged to include up to 15 events, to be implemented from the first quarter of 2006 to the end of 2007. The actual number of events will depend on the final financing plan, and the cost of the individual events, which vary from case to case depending on duration and country. Due to the above it is suggested that the planned 15 events be implemented in 3 – 4 separate phases of up to 3 – 5 events each.

It is also envisaged that 1 or 2 head office donor staff events, funded from other sources, will be implemented in Europe. The duration of these events is envisaged to be of two days only.

The learning events can be implemented in Africa, Asia and Latin/Central America. These regions include English, French and Spanish speaking countries, and the courses will consequently be offered in these languages. In special cases it may be necessary to translate the event into a local language, as was the case with the first SWAp pilot course held in Vietnam.

The frequency of the event will to some extent depend on the demand and the availability of the trainers, but it is envisaged to implement 7 – 8 events per year. Some of the events may be organised as back-to-back courses covering two sectors in a certain country in order to increase the overall learning impact in the country and to increase cost effectiveness.²

7 APPLICATION

The learning events will be offered on request to ensure a demand-driven approach. The involved donors and partner country authorities should jointly prepare the application. This application, to be prepared according to a simple format to be circulated in the autumn 2005, should not exceed 2 – 3 pages and it should i.e. describe the following issues:

- The status of the SWAp process in the country and in the specific sector
- Key government stakeholders and involved donors
- Training needs and expected outcomes

²) The second and third pilot course, to be implemented in Kenya in November 2005, will be organised as a back-to-back event covering the legal sector and the health sector.

- Future SWAp processes and challenges
- Key issues to be covered
- Expected donor and partner country participants
- Suggested local or regional resource persons
- Proposed timing, location and locally financed costs

The applications will be assessed according to a fixed set of criteria such as relevance, SWAp experience within sector, involved donors, participation, timing etc.. The most relevant and appropriate applications will be selected according to approval procedures prepared by the donor-planning group. A certain priority will be given to sectors and countries where a relatively big share of the donors contributing to the financing of the JLP are involved.

It is suggested to have at least three application rounds to avoid a too long timeframe between application and implementation. Each application round could include 4 – 6 events considering a total of up to 15 events during a two years implementation period.

The Executive Committee will prepare general announcements calling for applications, but it is also envisaged that the co-financing donors inform their representations about the opportunities and procedures for applying for SWAp events.

8 IMPLEMENTER

The JLP events will be implemented and gradually further developed by one or several consultants, recruited according to Danida procurement procedures below the threshold (ref. section 9). A specific contract for each phase will be prepared between Danida, acting on behalf of the co-financing donors, and the selected consultant. Each contract is expected to comprise up to 3 – 5 events. This approach will ensure that possible required revision of content, financing etc. can be organised smoothly. The selected consultant may conclude subcontracts for specific expertise or logistics.

The task and responsibilities of the consultant will be described in specific Terms of Reference prepared for each event/batch of events. However, the principal task and responsibilities will include:

- Progressive development and fine-tuning of general training modules considering the needs and characteristics of the selected countries and sectors
- Provision of services including trainers, course materials, logistics etc.
- Preparation and implementation of the specific learning events
- Liaison with the local lead donor or other appointed donor representatives
- Liaison with the Executive Committee of the JLP (ref. Section 9)
- Evaluation, reporting and account

The consultant should be able to provide qualified trainers fluent in English, French and Spanish and with the required country and sector knowledge.

The SWAp planning-group will call for and select applications in good time in advance of the start of the implementation of each phase to ensure that the selected consultant(s) adequately can plan the events and mobilise the required trainers.

9 ORGANISATION AND MANAGEMENT

The preparation of the JLP programme including the preparation and implementation of the pilot phase, has been delegated to a "SWAp Planning Group" composed by EC, Denmark, Netherlands, Norway and Sweden and coordinated by EC and Denmark.

It is suggested that the SWAp planning group be dissolved in September/October 2005, when the participating donors have signed the Memorandum of Understanding for the financing of the JLP. A JLP Executive Committee and a JLP Steering Committee will replace the SWAp planning group³

Steering Committee

It is expected that 7 – 9 donors will participate in the financing of all or in certain cases only of selected phases of the JLP.. Each of the co-financing donors will obtain a seat in the Steering Committee after signing the Memorandum of Understanding and hereby confirming their contribution to the financing of the JLP.

The JLP Steering Committee has the overall responsibility for directing the JLP and taking principal decisions concerning the planning and implementation of the programme. The Steering Committee will be chaired by EC.

The Steering Committee will mainly coordinate and communicate by e-mail, but it is envisaged that the Steering Committee will meet at least once annually. The main responsibilities of the Steering Committee will be:

- Approval of annual plans, progress reports, budgets and accounts
- Final approval of selected applications

The members of the Steering Committee will further inform their own country representations about the JLP and participate in monitoring the implementation of selected events if needed.

Executive Committee

The learning programme will be managed and administered by the Executive Committee, which is proposed to have three members. The SWAp planning group has preliminarily nominated EC, Denmark and the Netherlands for the Executive Committee to keep momentum during a critical planning period. The Steering Committee should subsequently determine and endorse the final composition of the Executive Committee.

The Executive Committee will be responsible for the management and administration of the JLP. EC will assume the Chair of the Executive Committee, whereas Denmark as Project Manager will be responsible for the management of the programme including the management of the joint account of the participating donors during the full duration of the programme. Denmark is also authorised to prepare and manage the contract with the consultant selected for the implementation of each phase. The consultant will be recruited according to Danish procurement procedures below the EU-threshold value⁴.

The principal activities and responsibilities of the Executive Committee include:

³) A similar organisational set-up is used for the joint donor PRSP training

⁴) The current threshold value (fees + reimbursables) is DKK 1,144,617 corresponding to about Euro 153,516

- Reporting to the Steering Committee
- Monitoring the implementation to assure that the content, approach and the quality of the events are satisfactory and in line with the international agenda on aid effectiveness
- Assessment of progress reports
- Preparation of operational procedures for the implementation of the JLP
- Preparation of Terms of Reference for the recruitment of a consultant for each phase
- Preparation of a roster of potential consultants
- Preparation of the contract with the selected consultant for each phase
- Preparation of annual plans, budgets and accounts
- Assessment of SWAp event applications and presentation of selected applications to the Steering Committee for final approval
- Liaison with the implementer
- Advise on general implementation issues when required
- Facilitation of liaison between the lead donor contact person in the country and the implementer

The Executive Committee will prepare a set of operational procedures to clearly determine the delegation of responsibility between the three members.

10 FINANCIAL ASPECTS

Costs

It is expected that up to 15 events will be implemented in 2006-2007.

The total costs of the of the 15 events are estimated at:

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| Fee for implementers (15 x Euro 30,000) | Euro 450,000 |
| Reimbursable costs (15 x Euro 10,000) | Euro 150,000 |
| Contingencies (15 x Euro 2,000) | <u>Euro 30,000</u> |
| Total estimated costs | Euro 630,000 |

The fee comprises preparation, implementation and reporting for two trainers. Reimbursable costs include international travel, DSA, seminar materials, various local seminar costs, possible costs for resource persons if these are not covered by the donor community in the country, etc. The donor community in the country will select and pay seminar facilities. The participants' possible travel and accommodation costs will be covered by the participating donors and are not included in the above budget.

The above indicate a cost per event of max Euro 42,000, or a cost of Euro 1,200 per participant when considering 35 participants per event. The budget is a conservative pre-implementation estimate. The actual costs may to some extent also depend on the selected sectors and countries, and the number of back-to-back events, which are slightly cheaper than individual events.

Financing

It is expected that the above costs will be shared between 7 – 9 participating donors. The financial commitment should preferably be for a two years period, but the donors are allowed to base their contributions on annual commitments. The exact financing

conditions will be stated in a Memorandum of Understanding to be signed by all the co-financing countries.

It is impossible to prepare a cost-sharing model, which will be fair to all the co-financing donors. The reason is that the implementation of the JLP is based on a demand driven approach, and it is therefore difficult to predict which countries and sectors the events will cover. The demand driven approach may particularly disfavour donors, which have concentrated their development assistance on relatively few partner countries. However, in spite of the above the SWAp planning group recommend that a flexible basket fund sharing system be applied to reduce the administrative burden and allow smooth decision-making. The participating donors should focus on the general impact rather than on own expected benefits. The SWAp pilot phase has also been based on a flexible basket fund system, where the co-financing donors paid a fixed amount to the basket without knowing where most of the events would be implemented.

11 ACTIONPLAN

The principal actions and timeframe till the start of the implementation are:

July - September

- Donors which have expressed interest informed by e-mail about the timeframe for preparation of Concept Note, Memorandum of Understanding, financial commitment etc. (beginning of July)
- Preparation of Concept Note for the joint SWAp learning event (July – September)
- Preparation of Memorandum of Understanding between the co-financing donors (July – September)

October

- Endorsement of Memorandum of Understanding of the co-financing donors
- Information campaign about SWAp events and call for applications
- Preparation of Terms of Reference for the first phase (up to 3 – 5 events)
- Preparation of management procedures for the SWAp Executive Committee, including procedures for selection of SWAp candidates

November

- Assessment of the first SWAp application and selection of events for the first phase

December

- Recruitment of consultant for the first phase

First quarter 2006

- Start of implementation of the first phase

ANNEX 1: COURSE OUTLINE (FIRST PILOT COURSE)

| Module | Objectives/content | Time |
|---|--|------------|
| <p>1. Introduction, expectations and concerns</p> | <p>Learning goal: Participants will feel welcomed, and appreciate a relaxed, but energetic atmosphere of openness and dialogue with room for their concerns to be dealt with and their expectations to be reasonably accommodated.</p> <p>Content:</p> <ul style="list-style-type: none"> • Participant introductions – breaking the ice • Expectations and concerns – what should we achieve? • Learning objectives of the event, process and programme • Housekeeping <p>Method: Mutual presentations (30 min), buzz groups on expectations and concerns (15 min), matching with learning objectives (30 min), presentation of programme, materials and housekeeping issues (15 min)</p> | <p>1,5</p> |
| <p>2. Setting the scene: The Aid Agenda</p> | <p>Learning goal: Participants will be able to situate SWAp (and this joint training) within the international debate on aid effectiveness and the harmonisation agenda and participants will be able to recognize their role/ responsibility within this</p> <p>Content:</p> <ul style="list-style-type: none"> • A bit of history – from projects to programmes • Approaches – move from fragmented to holistic, from donor-driven to national ownership. Brief mention of fungibility and conditionalities. • Aid delivery modalities (macro-PBA/sector-PBA/stand-alone projects) • Current agenda – PRSP and SWAp • Harmonisation agenda <p>Method: Presentation, slides and Q&As (30 min), buzz groups - how far has the agenda moved here, how far is it embraced beyond donors, where are the key obstacles, or possible irrelevance of the agenda (15 min), plenary question and answer (15 min)</p> | <p>1,0</p> |
| <p>3. Overview of Sector Approach and Sector Programmes : key concepts, elements, modalities and</p> | <p>Learning goal: Participants will be able to use a common language throughout the event, and recognize and locate the basic concepts and the key elements of a SP in a logical structure, as well as the key processes proposed to assess and strengthen the elements</p> <p>Content</p> <ul style="list-style-type: none"> • Concepts and terminology : PBA, the sector, the sector approach, the sector programme • Defining a SP – typical elements | <p>2,0</p> |

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| <i>processes</i> | <ul style="list-style-type: none"> • Sequencing and the sector approach • The financing modalities to support a SP: SBS, pool funding, project modality • The assessment process <p>Method: Presentation – slides and A-1 size wall posters. (45 min) Group work developed from the Uganda case: how/ why it has been successful (45 min) Plenary discussion and linking to country situation (30 min)</p> | |
| 4. The Policy Framework: The links to the macro-level SP elements | <p>Learning goal Participants can a) explain the importance of b) promote joint assessment of the National policy and macro-economic framework and c) locate the sector within the macro frame</p> <p>Content:</p> <ul style="list-style-type: none"> • National policy goals and strategies, PRSPs and links implications for sector policy • Macro-economic framework, agreements with IMF • Sources of assessment, limitation of “own” analysis at sector level • Implications for SP of macro-situation and macro-framework <p>Method: Brief presentation (15 min), optionally, depending on relevance, buzz session or plenary discussion (15 min) on country specific issues as seen by participants.</p> | 0,5 |
| 5. The Policy Framework: The sector policy | <p>Learning goal Participants can explain the importance of and promote joint assessment of the sector policy framework</p> <p>Content:</p> <ul style="list-style-type: none"> • Sector policy: goals, strategies, plans or processes, mechanisms for adjustment • Assessment, and implications of assessments for support and dialogue <p>Method: Brief presentation (15 min), optionally, depending on relevance, buzz session or plenary discussion (15 min) on country/sector specific policy issues and dilemmas as seen by participants,</p> | 0,5 |
| | | 1 h (first |

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| <p>6. The Policy Framework: The resource allocation (MTEF and budget)</p> | <p>Learning goal: Participants can explain the importance of and promote joint assessment of the sector budget and Medium Term expenditure Framework</p> <p>Content</p> <ul style="list-style-type: none"> • Policy results chain • Setting priorities • Policy and budgets: the importance of financing over the medium term – building an MTEF – the 3 elements • Assessment, and implications of assessments for support and dialogue <p>Method Presentation (30min), group exercise on S. Africa MTEF or other – (macro and sectoral links, link to policy) (45 min). Plenary on the country situation (30min)</p> | <p>day) + 1 h (second day)</p> |
| <p>7. The Policy Framework: Civil society involvement</p> | <p>Learning goal: Participants can list potential benefits and practical examples of domestic consultative mechanisms and mutual accountability between stakeholders both in policy formulation processes, service delivery and monitoring; and identify potential areas for development.</p> <p>Content</p> <ul style="list-style-type: none"> • Relevant stakeholder involvement throughout the process • Governance and accountability concepts • Assessment, and implications of assessments for support and dialogue <p>Method Brief presentation (15 min), optionally, depending on relevance, buzz session or plenary discussion (15 min) on sector specific issues and dilemmas as seen by participants</p> | <p>0,5 h</p> |
| <p>8. Implementing Sector Programmes: Public Financial Management</p> | <p>Learning goal: Participants can explain the importance of and promote joint assessment of Public Financial Management, and explain possible implications for support to SP.</p> <p>Content</p> <ul style="list-style-type: none"> • The importance of good PFM, and typical flaws • Assessment criteria (PEFA etc.) | <p>1,5 h</p> |

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| | <ul style="list-style-type: none"> • Implications of assessments for support modality, possible fiduciary safeguards, and dialogue <p>Method Presentation (30 min), group work on case developed from Bolivia education case (30 min) plenary discussion on sector specific issues and dilemmas as seen by participants (30 min)</p> | |
| 9. Implementing Sector Programmes: Institutional Capacity | <p>Learning goal: Participant will be able to explain the importance of assessing the institutional arrangements and capacity requirements to implement SP, and to appreciate the conditions and options for supporting institutional capacity development as part of the SP support</p> <p>Content</p> <ul style="list-style-type: none"> • The importance of broad based capacity, and of broad assessment of constraints and opportunities • Leadership and commitment as key conditions for change • Joint external support to CD in an SP context – challenges and emerging lessons <p>Method Presentation (20 min), group work on Peruvia case (40 min), plenary discussion on macro and sector specific issues and dilemmas as seen by participants (30 min)</p> | 1,5 |
| 10. Performance monitoring | <p>Learning goal: Participants can explain the importance of results monitoring and the relevance of joint approaches by partners, can identify main issues in building a performance monitoring systems, and in identifying indicators,</p> <p>Content</p> <ul style="list-style-type: none"> • Sharing lessons learned on reviewing and reporting, referring to OECD/DAC 2004 text on “Core principles in managing for Development Results” • Purpose of monitoring – different stakeholders, different needs, types of indicators • Performance monitoring – input to impact • Lessons learnt about balances between practicality, reliability, costs and realism • Assessment, and implications of assessments for support and dialogue • Reporting and timing <p>Method Presentation (30 minutes), indicators and feedback exercise (country situation) (30 min), buzz groups to identify challenges in present sectors (30 min)</p> | 1,5 |

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| <p>11. Supporting Sector Programmes: Aid alignment and harmonisation</p> | <p>Learning goal: Participants can list lessons learned on key tools and best practices used so far; and can identify typical joint instruments used in SP-support processes. Participants are able to list challenges related to their own role in this context</p> <p>Content:</p> <ul style="list-style-type: none"> • Reasonable sequencing for harmonisation of practices in a SP context • Typical instruments: MoU, sector review process, common reporting procedures, joint analytical processes • Roles and role dilemmas, multiple loyalties • The importance of personal skills, negotiation and conflict resolution capabilities <p>Method Presentation (20 minutes), group work on country/sector processes – strength, weaknesses and possible ways forward (40 min), plenary (30 min)</p> | 1,5 |
| <p>12. Support Modalities: Financial support, knowledge services</p> | <p>Learning goal : Participants are able to take into account key characteristics and implications (advantages and disadvantages) of different support modalities to foster joint support</p> <p>Content</p> <ul style="list-style-type: none"> • Present the 3 financing modalities in relation to the 3 goals of SWAP/SP : ownership, coherence and transaction costs • <u>SBS</u> :Any key requirements (PFM, macro)? Advantages in terms of ownership, predictability, lower transactions costs.... • <u>Pool funding</u>: When might it be appropriate, lessons from experience • <u>Agency own procedures</u>: Why the modality of last resort • Other support modalities: how/ when/ type of TA; cross county info sharing, training, others..... • How to live with and explore a combination of modalities: examples <p>Method Presentation (30 min), group discussion on country/sector experience, situation and expectations (45 min); plenary (45 min) <i>Activity: To be prepared</i></p> | 2 |
| <p>13. Bringing it all together: Dealing with trade-offs, dilemmas and risks</p> | <p>Learning goal : Participants are able to advance on tackling specific trade-offs, dilemmas and risks and to identify potential problem areas that they may wish to address after the event</p> <p>Content To be adapted to country situation and participants expectations and demands, possibly including : decentralisation, what to do when there is disagreement between actors, corruption and clientism, power and politics</p> | 2 |

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| | <p>Method Plenary discussion or thematic group discussion, possibly specific country issues notes prepared by trainers for discussion. This session also serves to address other “pending issues” not dealt with</p> | |
| <p><i>14. Bringing it together and the way forward</i></p> | <p>Learning goal: participants have relevant specific proposal for next steps in their own sector to advance the swap process</p> <p>Content Preparation and discussion of a draft action plan – time bound, with responsible persons identified, resources needed etc. Closure of the event, evaluation, hand over of certificates</p> <p>Method If feasible, this session should be chaired and managed by a small group (2-3) of participants nominated on the end of the first day, who during the rest of the course has collected viewpoints, consulted with their colleagues and prepared a draft for discussion. Trainers should stress that an agenda for the future would have to be decided in a normal forum presided by the government</p> | 1 |