‘Evaluation of UNESCO-China Funds-in-Trust (CFIT) Project: Improving Quality Teacher Education in a selected number of countries in Sub-Saharan Africa’:

UNESCO-CFIT Project Phase II preliminary conclusions

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Simon Broek, Gert-Jan Lindeboom
Aims of the session

- Present evaluation methodology
- Present country specific conclusions and recommendations for:
  - 8 ‘old’ CFIT countries
  - 2 ‘new’ CFIT countries
- Discuss overall conclusions and recommendations
- Gather your feedback and reflections
Aim of the evaluation

Main purpose of the evaluation:

- “to assess the quality of its implementation and its contribution to the objectives of the CFIT project in the countries”, by:

  (i) assessing the 1. efficiency, 2. effectiveness, 3. relevance, 4. partnership and cooperation, 5. sustainability, and 6 (indications of) impact of the CFIT project in the targeted countries;

  (ii) reviewing and document the evolution of the CFIT Project Phase II since its creation and identify lessons learnt in terms of approach, focus of support, management and monitoring methods. For that, the evaluation team shall provide an in-depth analysis of the project since CFIT Phase II;

  (iii) assessing to what extent the recommendations of Phase I external evaluation have been implemented and led to positive changes.
Structure of evaluation and of the presentation

The evaluation consists of two parts:

- Part 1: Evaluation of the CFIT project phase II in Côte d’Ivoire, Ethiopia, Namibia, Congo, DR Congo, Liberia, Tanzania, Uganda. These countries were involved in CFIT phase I and the phase II interventions were based on CFIT phase I.
- Part 2: Evaluation of the CFIT project in Togo and Zambia. These countries joined in phase II.

Structure of the presentation:

- A: Discuss approach and methodology
- B: Present overall theory of change
- C: Discuss country-specific findings part 1 countries
- D: Discuss country-specific findings part 2 countries
- E: Review recommendations evaluation phase 1
- F: Present synthetic findings and recommendations
A: Evaluation approach and methodology

- Desk research;
- Semi-structured interviews at international level
- Semi-structured interviews at country level
- Survey: consultation of beneficiaries
- Missions to 5 countries;
- Analysis of the data collected and reporting

**Structure of the evaluation report:**

- Chapter 1: Background and objectives
- Chapter 2: Reconstructing the Theory of Change
- Chapter 3: Evaluation part 1: Côte d’Ivoire, Ethiopia, Namibia, Congo, DR Congo, Liberia, Tanzania, Uganda
- Chapter 4: Evaluation part 2: Togo and Zambia
- Chapter 5: Synthesis; conclusions and recommendations
B: Theory of Change

Problem Statement

- Sub-Saharan Africa faces severe educational challenges
- Teachers lie at the crux of all these issues: quality and equity both depend on quality of teachers
- The world (and sub-Saharan Africa in particular) faces an acute shortage of qualified teachers
- Teacher education institutions play a critical role in preparing teachers through both pre-service and in-service teacher training

The design of the entire UNESCO-CFIT project is based on four major assumptions that underlie the overall change process foreseen:

- The project should focus on the development of (national and) institutional capacity;
- The project should create a holistic enabling environment;
- The project should strengthen country ownership
- The project should align with ongoing initiatives at global, regional and country levels
Theory of Change

The UNESCO-CFIT project is based on the following line of reasoning:

The CFIT project aims to improve the quality of teacher educators, teachers and the quality of education, by (1) developing the capacity of TTIs and teachers to use ICT, (2) by using ICT to reach out and (3) by better facilitating TTIs and its teacher educators, all in close collaboration with national stakeholders.

The UNESCO-CFIT projects show the following lines of action:

- Development of learning material
- Training and seminars (capacity building of TTIs and teachers)
- Purchasing equipment
- Regional meetings / dissemination
- Monitoring, reporting / evaluation

Resources:

- USD 8 million has been reserved for a period of 4 years to reach the objectives (2012-2016). CFIT Phase II (2017 to 2018) USD 4.5 million, covering the original 8 countries, and an additional 2 countries
- UNESCO programme support
- Commitment of national authorities
Theory of Change

**Outputs: Short term change**
- Modules developed
- Teachers / Teacher educators trained
- Equipment purchased
- Knowledge sharing platforms established
- Regional meetings organized

**Results: Medium term change**
- Improved pre-service programmes
- Improved support for in-service CPD
- Trainers / teachers equipped with ICT competency
- Support for teachers through knowledge sharing platforms

**Impacts: Long term change**
Accelerate progress towards attaining a substantial increase in the supply of qualified teachers (SDG4.c)
Theory of Change

Risks and assumptions

- Political situation and change of governments
- The main assumption is country ownership
- Risks in the development of learning material
- Risks to training and seminars at national level
- Risks in purchasing equipment
- Risks to regional meeting and dissemination
- Risks to monitoring, reporting and evaluation
C: Part 1: 8 CFIT countries: Characteristics, overview and results: DR Congo

Approach:
- Enlarging the platform
- Targeting 9000 teachers in three provinces
- Reinforcing the MoE capacities to scale up the project and develop similar initiatives

Challenges:
- Lack of equipment
- The size of the country

Achievements:
- At the national level, CFIT supports the MoE which distributes the work in provinces and modules among partners (the project is replicated by the WB in other provinces)
- The system is in place at the province level involving inspectors
- There are platforms at field level based on offline solutions
- Synergy with a local NGO+bank funding PC acquisition by teachers

Recommendations:
- Integrate the trainings in a certification framework
- Propose a road for country coverage and share with MoE and partners
C: Part 1: 8 CFIT countries: Characteristics, overview and results: Ethiopia

**Approach:**
- Continuation of the capacity building approach in phase I, making use of the equipment installed
- Continued strong support from MoE and Regional Educational Boards

**Challenges:**
- Challenge is video conference. Internet bandwidth not good in schools.
- CFIT only works with a few institutions. A lot of TTI have limited resources to scale up

**Achievements:**
- ICT competence framework for teachers adopted
- Broader impact at institutional level in applying innovative pedagogies through using ICT (other departments); integration of ICT in teaching in the TTI
- Further roll-out of what is developed in Phase 1.
- Deans forum of all TTIs well informed and engaged.

**Recommendations:**
- Work on mainstreaming to other TTIs
C: Part 1: 8 CFIT countries: Characteristics, overview and results: Tanzania

**Approach:**
- Capacity building in all TTIs; expand from math and science to also language.
- Changed its approach to mobile learning (as most teachers have own devices)

**Challenges:**
- Change in senior management in MoE. Lack of buy-in posed a challenge to operationalise the ICT competence framework and roll it out
- Internet connectivity remains a challenge

**Achievements:**
- At level of TTI and teachers big impact: Changed the way they teach: improved pedagogy.
- Close links to Canadian Teacher education Support Project (TESP), taking on board CFIT results

**Recommendations:**
- Improve country ownership (level of MoE)
C: Part 1: 8 CFIT countries: Characteristics, overview and results: Congo

**Approach:**
- Enlarging the contents of a central platform for online training
- Targeting a significant number of teachers across the country of three subsectors
- Pilot project for the elaboration of a national program on in-service training

**Challenges:**
- Internet connectivity remains a challenge
- Establishing clear targets oriented to reduce the gap of qualified teachers in service.
- Following up on effects at school level
- Exploring partnerships

**Achievements:**
- The system is reinforced with new modules, module designers and IT room managers
- 2000 teachers trained

**Recommendations:**
- Accelerate the adoption of a national program on in-service training addressing certification
- Combine the central platform with offline solutions
C: Part 1: 8 CFIT countries: Characteristics, overview and results: Côte d’Ivoire

Approach:
- Expanding the platform: from Primary (CFIT I) to Primary and Secondary (CFIT II)
- Capacity building and broad coverage

Challenges:
- Labour conflict:
  - The Ministry has blocked certification of CFIT trainings not to use it as an argument for new labor demands
  - Teachers on strike: CFIT trainings cancelled (a non-cost extension agreed till June 2019)
- Competition: other donors’ partnering with the ministry and developing other platforms (AFD, NGOs)

Achievements:
- A robust on-line training structure attached to the existing inspection structure
- A rich and consistent supply of modules
- A broad geographic deployment

Recommendations:
- From competition to collaboration: ask Ministry to raise the issue of coordination in education partners’ meetings
C: Part 1: 8 CFIT countries: Characteristics, overview and results: Liberia

Approach:
- Review training manuals developed in phase I
- Conduct refresher workshops on using ICT for lesson planning and ICT pedagogy
- Support MinED in developing ICT policy

Challenges:
- Power supply in the computer labs
- Limited possibility to apply knowledge learned (classroom facilities of TTI, schools)
- Capacity MinED for long-term policy development

Achievements:
- Teacher educators positive and enthusiastic

Recommendations:
- Better define the potential role and possible benefits of ICT for improving education in Liberia, in view of actual realities of schools / TTI.
C: Part 1: 8 CFIT countries: Characteristics, overview and results: Namibia

Approach:
- Continue with same 28 schools, training on the revised online learning / collaboration platform (Kopano)
- Bring together stakeholders to develop and publish pedagogical innovations (PIN)
- Teacher supply / demand model developed
- (Re)formulation of ICT policy for education

Challenges:
- Insufficient support to enable master trainers follow up with training
- Enrollment of teachers in Kopano requires stable internet connectivity

Achievements:
- Revised Kopano / structure for distance-learning CPD – awaing formal launch
- Pedagogical innovations developed, published and shared

Recommendations:
- Make use of current momentum for formally rolling out Kopano nation-wide, mainly through increasing institutional support from NIED to ensure that Regional Education Officers advocate (and train where necessary) the use of Kopano.
C: Part 1: 8 CFIT countries: Characteristics, overview and results: Uganda

**Approach:**
- Broaden project scope from 3 to 23 core TTI, build capacity on managing ICT
- (Re)develop national teaching curricula and store on public LMS
- Support for development of national ICT policy

**Challenges:**
- No / intermittent Internet connectivity in all TTI, but principally where LMS is hosted
- Difficult implementation logistics without UNESCO country office

** Achievements:**
- Curricula revised, key staff from 23 TTI across the country trained
- Effectively supported TTI in managing / using of existing equipment

**Recommendations:**
- Develop solutions for offline use of material published in the LMS in all institutions.
Part 1: 8 CFIT countries: Assessment evaluation criteria

Relevance
- Given SDG 4 and 9, the CFIT project remains relevant in the 8 countries. There is a need to develop teachers’ capacity to apply more innovative pedagogies supported by ICT.
- The relevance lies particularly in CFIT’s role as ‘convener’ / ‘agenda-setter’. It is very relevant to encourage project countries to (re)consider their approach to teacher policies and ICT
- National education priorities and programmes on ICT / teacher education generally exist, but are not always explicitly linked to the CFIT project. This limits the potential to establish synergies between multiple approaches in a country.

Effectiveness
- The 8 countries experienced limited internal implementation challenges (no procurement in phase 2) and effectively rolled out the activities (mainly capacity building).
- The countries did face challenges in implementation, mainly related to:
  - firmly establishing country ownership;
  - securing internet connectivity;
  - accessibility of LMSs (at TTI servers)
- LMS are established; modules made available; and teacher educators and teachers trained.
- Added value of phase 2 in comparison to phase 1 not always clear (besides some scale effects)
Part 1: 8 CFIT countries: Assessment evaluation criteria

Impact
- The impact at teacher educator and the TTI level is more pronounced than at national level; behavioural change at teacher educator level and institutional level found. Teachers say it improved teaching and learning. Learning is taking place more in an a-synchronous manner (outside the classroom).
- Impact at national level, beyond the project’s direct beneficiaries remained limited (some positive examples though).
- ICT competence frameworks for teachers are developed and adopted. In only a few countries, these frameworks are effectively integrated in teacher education curricula or integrated in other policies.

Efficiency
- The projects generally absorbed the available funding.
- The projects did not experience major delays due to internal factors (some delays due to external factors: in various countries senior-level changes at Ministry of Education).
- Countries without UNESCO Field Office experience more challenges than those with one.
Part 1: 8 CFIT countries: Assessment evaluation criteria

Partnership / cooperation

- Knowledge sharing between TTIs *within* the countries is generally well developed
- Knowledge sharing *across* countries (between TTI, or project teams) is underdeveloped. Due to similarity of activities within the project, this is a missed opportunity.
- Role of IICBA increased, but remained limited given its mandate
- Partnerships with other projects is limited, but there are positive examples
- Involvement of UNESCO institutes only in a few countries; constrained by low project budget.
- Further resource mobilisation remained limited, despite some good examples.
- National project coordination committees show various degrees of effectiveness: some ensure that the project results are further mainstreamed; others remain rather ineffective for ensuring national ownership
Part 1: 8 CFIT countries: Assessment evaluation criteria

Sustainability

- Generally, TTIs show sustainable results of CFIT: participants integrate new behaviour and equipment in their teaching. This led to improved teaching and learning and hence a new generation of teachers being better trained.

- The current infrastructure bottlenecks (internet connectivity, electricity) facing TTI in all countries limit sustainability of all connected applications developed. Some good examples

- Sustainability at country level is in many cases limited due to the fact that CFIT did not target the development of accompanying policies in most countries.

- Where policy development is part of the CFIT approach, this often proves the hardest to reach concrete results. At the same time, it is difficult to envisage sustainable results without embedding the project results in a long-term national strategy / policy framework.
D: Part 2: 2 CFIT countries: Characteristics, overview and results: Togo

Approach:
- Capacity building in all TTIs in the country: targeting all teachers’ educators in the area of primary and secondary education
- Decentralized approach to module delivery (offline platforms) and production (all trainers become module designers)
- Reduce the number of unqualified teachers in service

Challenges:
- Inspectors are reluctant to integrate and formalize online training
- Gender balance
- Due to implementation delays, not all TTIs master their platforms yet
D: Part 2: 2 CFIT countries: Characteristics, overview and results: Togo

Achievements:
- The platform is accessible at three levels (Internet, VPN and PC)
- All training and equipment goals achieved
- Reached 300 trainers, almost 100% of the TTI’s workforce
- Trainers were already producing additional modules
- CFIT will introduce in TTIs a system of quality control that follows up on students and teachers exposed to the modules developed
- Use of a whatsapp group for technical support to the CFIT trainees has already shown the positive use of IT tools for teacher networking

Recommendations:
- Include specific activities for reducing gender gaps in access to ICT by teachers and trainers
- Ensure official certification of training and follow up by inspectors
- Establish priorities when targeting teachers: Catching-up training for unqualified teachers
D: Part 2: 2 CFIT countries: Characteristics, overview and results: Zambia

Approach:
- Rather traditional CFIT approach for 2TTIs; build ICT and teachers’ capacities; develop modules and develop an LMS; equipment.
- Already advanced capacities of the 2 TTI to turn them into centres of excellence in using ICT in education (this was crucial in the project implementation)

Challenges:
- Procurement delayed the entire project to start up. In March 2019 equipment not yet installed
- Distance between NPO and supervisor contributed to delays, miscommunication and lack of authority and decision making
- At national level the sustainability is a concern. PMC not sufficiently engaged to build country ownership. No further plan for expanding approach to other colleges and schools
- At national level, the impact is limited. ICT teacher competence framework developed, but not broadly validated. Some colleges and schools are informed, but this is not enough to prepare a roll-out of the approach.
D: Part 2: 2 CFIT countries: Characteristics, overview and results: Zambia

Achievements:
- Despite initial delays, the project met most of its targets, mainly due to the efforts and pro-activeness of the colleges.
- Sustainability of results at individual and institutional level
- Substantial impact at individual level. Lecturers refer to change of mind-sets and change of attitude towards using ICT in education.
- At institutional level, substantial impact, on teaching and learning, but also on administration, financing and strategy

Recommendations:
- Improve Quality assurance
- Increase ownership at national level and outreach to other TTIs; improve role PMC in monitoring and steering the project:
- The roles and responsibilities of the NPO vis-à-vis ROSA need to be clarified:
  - either the NPO needs to have more control on the budget,
  - or ROSA needs to have a more content-oriented perspective on the project.
- Better use existing implementation experience from other countries.
Part 2: 2 CFIT countries: Assessment evaluation criteria

Relevance
- The approaches in Togo and Zambia are relevant given the country policy context.
- But the link between CFIT and national policy developments is weak.
- Gender equality issues could have received more attention, particularly in Togo.
- CFIT responds to the needs of teachers, teacher educators and TTI. Togo: partly solve gap on unqualified teachers; Zambia: introduce innovative pedagogics.

Effectiveness
- Despite delays (especially in procurement), the projects generally achieved expected results. Implementation in Zambia improved considerably signing Implementation Partners Agreement with TTI (progress based on institutional ownership and commitment).
- Togo: reached out to all (13) TTI; Zambia, focus on 2 TTIs.
Part 2: 2 CFIT countries: Assessment evaluation criteria

Impact

- Zambia: Lecturers refer to change of mind-sets and change of attitude towards using ICT in education.
- Togo: The project reinforced the teachers’ training capacity and favoured networking and ownership among all the centres and educators in the country.

Efficiency

- Due to delays in procurement, absorption rates are not 100%.
- Sometimes too much focus on reaching absorption instead of why specific activities are needed to reach impact.
- Mixed experiences with supervision of NPO at a distance. Generally, dependency on distant Regional Office slowed down implementation. Some indication that regional activities strengthened the project.
- Considerations whether LMS/modules should be positioned in TTI or in national level serves (data centres).
Part 2: 2 CFIT countries: Assessment evaluation criteria

Partnership / cooperation

- Within CFIT, partnerships with other projects remains largely unexplored. In Zambia, the project can be characterised as a project containing 2 sub-projects (per TTI).
- Scaling up requires in both countries a broader and deeper engagement of stakeholders and other (funding) partners.
- Zambia: Project Management Committee was not fully recognised and organised.
Part 2: 2 CFIT countries: Assessment evaluation criteria

Sustainability

- **Togo:**
  - Good sustainability of modules: a decentralized model of production and delivery of training modules, independent from internet connectivity, permits the sustainable integration into regular teachers’ educators practice.
  - Limited outreach to other (potential) partners reduces sustainability of the project results at the national level.

- **Zambia:**
  - High sustainability at the level of individuals trained: willingness and ambition to continue using ICT in their education programmes.
  - Also at institutional level is it very likely that the colleges will continue on this path. They show a high level of commitment and ownership, which is evidenced by own investments and investments of time.
  - At national level the sustainability is a concern. The Project Management Committee is not engaged to the extent that they can enhance country ownership and there is no plan available for the further roll-out of the approach to other colleges and schools.
Online survey (1)

- Online survey distributed among 1081 beneficiaries (primarily teachers / teacher educators). We received 287 responses from all 10 CFIT countries (26.5% response rate).
- Respondents indicate to use computers, internet and email (much) more often than before participating in CFIT.
Online survey (2)

Most respondents see improved institutional and personal capacity related to using ICT.
Online survey (3)

- Respondents see most potential for learning more about knowledge / insights in the pedagogical use of ICT
- Second most important priority remains to learn more basic ICT skills
- Least often mentioned are advanced skills and better knowledge of multimedia
Online survey (4)
E: Review recommendations phase 1 (previous evaluation) - UNESCO

Followed up:

- Further improve the Theory of Change
- Devote a substantial effort in the preparatory phase of the CFIT approach in a country

Partially followed up, more attention needed:

- Allow countries more time in implementing the CFIT approach
- Streamline administrative procedures to reduce common administrative challenges
- Establish a mechanism by which the quality of deliverables can be critically assessed
- Monitor progress on less tangible aspects such as national stakeholder engagement, other donor involvement, and monitor on a more continuing basis
- Further stimulate knowledge sharing between countries and between UNESCO / donor related entities and stakeholders
- Take into account the lessons learned in this evaluation for the preparation and implementation of country-specific CFIT approaches in Zambia and Togo
- Establish a mechanism by which lessons learned, expertise, deliverables from the countries can be mainstreamed more broadly during project implementation and after concluding the project.

Insufficiently followed up, more attention needed:

- Better involve IICBA, UNESCO HQ expertise, ASPnet schools and UNESCO Chairs
- Reconsider how UNESCO supports the implementation in countries where the organization does not have a country presence
Review recommendations phase 1 (previous evaluation)

Recommendations for the Donor

Followed up:

• Continue the CFIT project in phase 2 and possibly a phase 3 after 2018

Partially followed up, more attention needed

• The evaluation concludes that while there are indications of impact of the CFIT project, measuring impact immediately after the implementation remains difficult. **It is recommended that funding is made available to study the impact in all countries after 3-5 years of implementation.**

• The South-South cooperation model used in the CFIT worked well: it contributed to a sense of responsibility among the CFIT countries for their national CFIT implementation. Moreover, the Chinese government provided additional support and accompanying programmes. Despite this positive assessment of the South-South cooperation model, **even more expertise could be mobilized from the Donor in the second phase**
Review recommendations phase 1 (previous evaluation)

Recommendations for National stakeholders in the current eight countries

Followed up

• In phase 2, the countries should not focus on doing new things, developing new modules, procuring new equipment, or developing new platforms, but should instead focus on consolidating the existing model, expanding the outreach, train more teacher educators and teachers in applying a more innovative pedagogy (through the use of ICT in education).

Partially followed up, more attention needed

• Focus on broadening the evidence base to be able to better show that the approach leads to impact (beyond the mere raising of ICT skills: impact in terms of changes in teaching). Where evidence of impact can be observed, phase 2 can be used to further expand the approach to other institutions.

• Further develop national commitment and engagement, involving donors that would make use of the approach (once evidence is provided of that it leads to impact). For this also a close look needs to be given to the role of NPO, both formal and in practice. ‘Country ownership’ and national engagement requires that the country stakeholders are actively involved on a continuous basis in the project implementation.

• Ensure better donor coordination in the CFIT countries and where this is ineffectively organized by the government, create opportunities to establish this with support of the CFIT project.

Insufficiently followed up, more attention needed

• Develop a detailed transition strategy for the period after 2018. National stakeholders should be invited to develop ideas and make practical arrangements on: who will become responsible? Who will take over the coordination in the absence of an NPO supported by the CFIT project?
F: Synthetic findings and recommendations:

- Improving teacher education through ICT remains a relevant topic in the 10 project countries and Africa more broadly.
- Even more emphasis could be placed on the ‘innovative pedagogy’ instead on the technological side of the project (NB: many achievements are independent from the equipment delivery, which often faces long delays)
- The projects generally implemented all expected results. Main challenge in 2 new countries was procurement (as in the previous phase)
- There are indications of impact on the quality of education provided. This mainly in the TTI (as evidenced by statements from teacher educators and students (pre-service and in-service teachers)
- In many countries, there is lack of national outreach of the project.
- There is a general lack of quality assurance mechanisms in and across countries on the developed training modules. This limits the potential to use the developed modules beyond the supported TTIs.
F: Synthetic findings and recommendations:

- Key challenges for further scalability and sustainability are:
  - Lack of meaningful engagement of country stakeholders; and
  - The limited work on policy development and implementation.

- Procurement of ICT equipment leads to delays within the UNESCO infrastructure (complicated internal procedures; lack of technical expertise and procurement expertise; limited mobilisation of the right expertise).

- The success of implementation of a project with the intensity and complexity of CFIT depends to a substantial extent on the infrastructure and presence of a UNESCO field office.

- Knowledge sharing across countries remains underdeveloped. Also the broader involvement of UNESCO to do accompanying work (e.g. policy development); or provide implementation expertise is underused.

- Mixed picture on involvement of other funding partners. In some countries this is well developed, in others this is absent. Mobilisation of (Chinese) private investments is limited.
Recommendations for the future

- Given the results of the evaluation it is **recommended to continue support in the area of teachers and innovative pedagogies**.
  - While in phase 1 the focus was on providing equipment; developing modules and some (first) capacity building;
  - Phase 2 to focus was on broader capacity building. No steps were taken to develop a sustainable exit strategy;
  - Phase 3 could focus on either mainstreaming to all TTIs or otherwise embedding the CFIT results in larger policy frameworks. Phase 3 should explicitly be supported by an exit strategy in which countries take over responsibilities and costs.

- From this perspective it is recommended to **continue to support Togo and Zambia**. The objective for them should be the combined phase 2 and phase 3 (as described above)

- Furthermore, a selection of countries could be supported on the basis of a self-developed proposal for phase 3 (either mainstreaming or policy embedding; including co-funding), with a well-articulated exit strategy as explicit selection criterion.

- This support is preferably be provided through a continuation of CFIT, or taken up through other funding support (e.g. GPE and Local Education Groups, or the International Teacher Taskforce)
Recommendations for the future

Irrespective of any decision on project continuation, the following recommendations are provided to UNESCO, the donor and national stakeholders

**UNESCO**
- Draw lessons learned from CFIT to be applied in the implementation of other projects
  - On knowledge sharing and mobilization of expertise
  - Administrative procedures within UNESCO infrastructure (e.g. on procurement support)
  - Use and support provided to NPOs.
  - Explore possibilities of IPA directly with beneficiary institutions (TTI) to reduce impact of lack of UNESCO field office, conditional to a demonstrated ownership of the project (i.e. co-financing), the presence of an approved workplan and sufficient capacity to manage

**Donor**
- Continue focusing on teacher policies. Work has not yet led to sustainable embedding of results.

**National stakeholders**
- Improve national ownership and commitment
- Embed the CFIT results in national policies