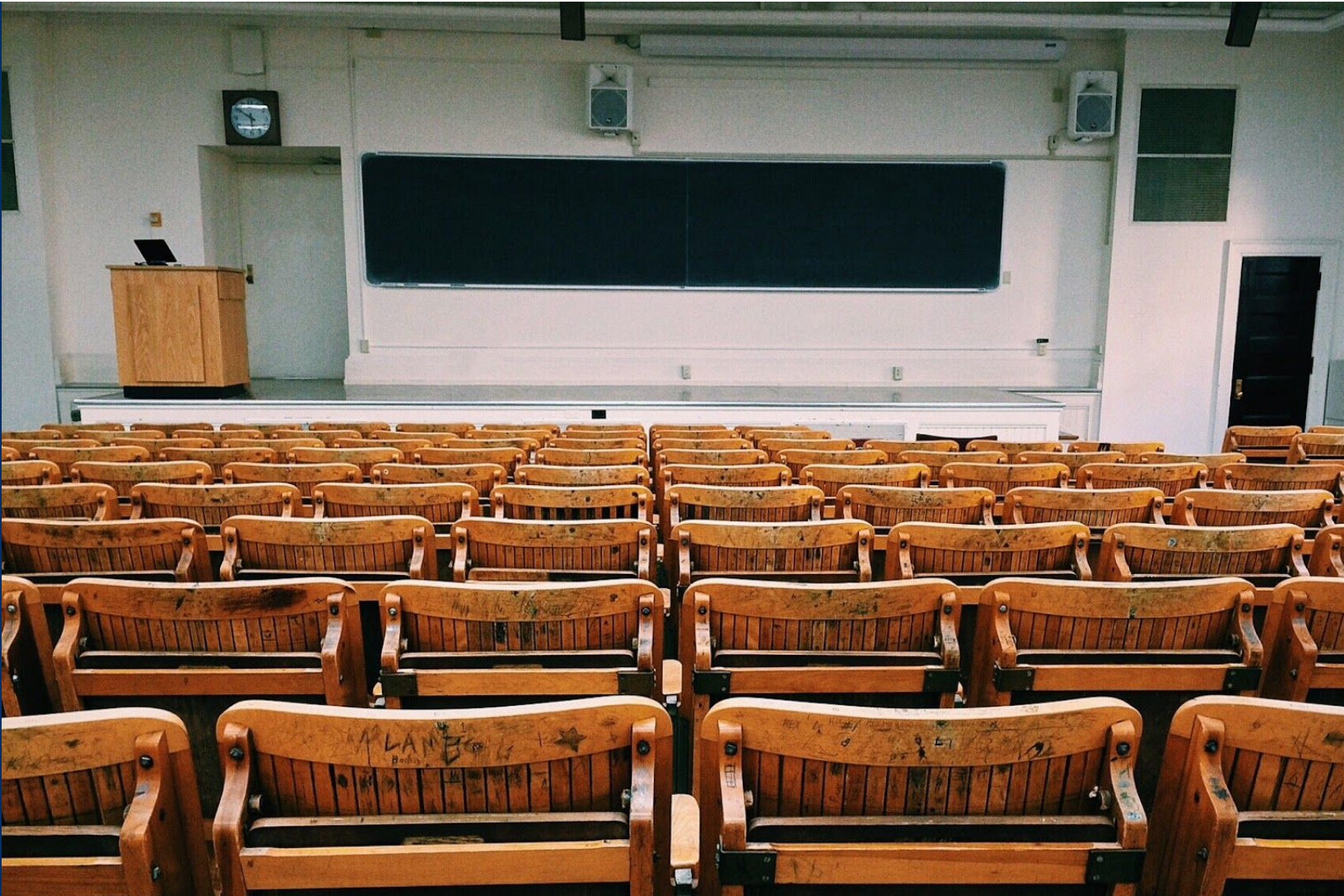




**USAID**  
FROM THE AMERICAN PEOPLE



# Funding the Future: Public Institutions and Education Finance Training

## EVALUATION REPORT

December 2019

This report was produced at the request of the United States Agency for International Development. It was prepared independently by Integra LLC under the Learning, Evaluation, and Analysis project (LEAP III).

# FUNDING THE FUTURE: PUBLIC INSTITUTIONS AND EDUCATION FINANCE TRAINING

## EVALUATION REPORT

**Contract Title:** LEAP III: Learning, Evaluation, and Analysis Project

**Contract Number:** GS-10F-083CA / 7200AA18M0004

**Activity Number:** 1009.1025

**Submitted:** December 23, 2019

**Contractor:** Integra Government Services International LLC  
1100 Vermont Avenue NW, Suite 750  
Washington, DC 2000

Limestone Analytics LLC (Subcontractor)

**USAID Office:** USAID Africa Bureau

**COR:** Yoon Lee (ylee@usaid.gov)

### DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b>	<b>3</b>
<b>EXECUTIVE SUMMARY</b>	<b>4</b>
<b>1. TRAINING OVERVIEW</b>	<b>5</b>
<b>2. COURSE SCHEDULE</b>	<b>6</b>
<b>3. HIGHLIGHTS FROM THE EVALUATION</b>	<b>7</b>
3.1 What did participants learn?	7
Self-reported knowledge	7
Tested knowledge	8
3.2 What did participants find useful?	8
3.3 What do participants expect to use at work?	8
3.4 How could the course be improved?	8
<b>4. WHAT DID PARTICIPANTS LEARN?</b>	<b>9</b>
4.1 Self-reported knowledge	9
4.2 Pre- and post-test participant scores	12
4.3 Evaluation results by day	13
4.4 Breakdown of lecture evaluations	14
4.5 Summary of Most and Least Important Topics as Reported by Participants	14
4.5 What do Participants Expect to Use at Work?	16
<b>5. HOW COULD THE COURSE BE IMPROVED?</b>	<b>17</b>
5.1 Content	17
5.2 Delivery	17
<b>6. RECOMMENDATIONS</b>	<b>18</b>
6.1 Content Relevance & Amount of Material Covered	18
6.2 Effectiveness of content delivery	19
<b>7. ANNEX I: REVIEW OF LOGISTICS &amp; OPERATIONS</b>	<b>20</b>

# EXECUTIVE SUMMARY

Finance is a critical input to a country's education system, yet partner country education systems are strained under the pressure of limited financial resources, demographic changes, and growing enrollments. The USAID/Africa Bureau has identified a significant knowledge gap within its education officers, as well as with DC-based education staff, whose role is to support mission education staff in the area of education programming. To address this gap, the USAID/Africa Bureau requested support from the USAID Learning, Evaluation and Analysis Project (LEAP III) to tailor existing and develop new training sessions and materials for USAID's education staff.

The **Funding the Future: Public Institutions & Education Finance Training** is the first course of a suite of courses and training events intended to strengthen the knowledge of public and private financing of education systems and interventions among USAID's education staff. The suite of training includes course material adapted from previously developed USAID training programs.

The courses will first be delivered to USAID's Washington-based staff, piloting the material with the ultimate objective of creating a training program that can also be delivered to Africa-based education staff. To appropriately pilot and improve the content, evaluation and learning will be an embedded part of this activity, to assure that lessons learned during the piloting can shape future delivery of the program.

The first course in this series was piloted in Washington, DC, from November 4 to November 8, 2019. This Evaluation Report documents the feedback on the training pilot and resulting recommendations for future offerings of this course. Feedback was collected through structured, daily and end-of-course evaluation forms, a final feedback discussion at the end of the course, and informal interviews of USAID trainees by LEAP III staff throughout the week. The robust feedback is expected to guide modifications to the content before being presented in it a second pilot and eventually rolled out to field staff.

# I. TRAINING OVERVIEW

Summary Table	
<b>Name of Training Course</b>	Funding the Future: Public Institutions & Education Finance
<b>Training Venue</b>	The Crowell & Moring Building 1001 Pennsylvania Avenue Suite 703 Washington, D.C.
<b>Training Dates</b>	November 4, 2019 – November 8, 2019
<b>Number of Participants Registered</b>	18
<b>Facilitators</b>	<p><b>USAID</b></p> <ul style="list-style-type: none"> <li>● Lawrence K. Daum</li> <li>● Caitlin Hurley</li> <li>● David Jacobstein</li> <li>● Suezan Lee, PhD</li> <li>● Janine Mans</li> <li>● Steve Rozner</li> <li>● Thomas Solomon</li> </ul> <p><b>LEAP III Team</b></p> <ul style="list-style-type: none"> <li>● Christopher Cotton, PhD</li> <li>● Luis Crouch, PhD</li> <li>● Madhumita Gupta</li> <li>● Bahman Kashi, PhD</li> <li>● Zuzanna Kurzawa</li> </ul>

Participants By USAID Operating Units					
	<b>E3/ED</b>	<b>AFR/SD/ED</b>	<b>LAC/RSD</b>	<b>ME/TS</b>	<b>Total</b>
<b>Total Participants Registered</b>	7	8	1	2	18

## 2. COURSE SCHEDULE

Period	Day 1 (Nov 4)	Day 2 (Nov 5)	Day 3 (Nov 6)	Day 4 (Nov 7)	Day 5 (Nov 8)
<b>Arrivals &amp; Breakfast (8:30 am - 9:00 am)</b>					
<b>Session 1</b> (9:00 am - 10:30 am)	Introductions  Course Pre-test  Overview of Education Finance & Policy (I) (CH & SL)	Market Failure & Rationale for Public Finance (Part II) (LC)  Overview of PFM (TS)	Discussion  Government Cash Management & Procurement (TS)	Public Sector Accounting, Financial Reporting, & Auditing (TS)	Capstone Projects
<b>Break (10:30 am - 11:00 am)</b>					
<b>Session 2</b> (11:00 am - 12:30 pm)	Overview of Education Finance & Policy (II) (CH & SL)  Introduction to FSR (LD)	MacroFiscal Frameworks (TS)  Domestic Resource Mobilization (SR)	Public Accountability (JM)	Measures of Efficiency, Equity, and Effectiveness (Indicators) (LC)	Capstone Projects/Group Presentations
<b>Lunch (12:30 pm - 1:30 pm)</b>					
<b>Session 3</b> (1:30 pm - 3:00 pm)	Market Failure & Rationale for Public Finance (Part I) (LC)	Budget Planning & Budget Preparation (LD)	Inter-governmental Fiscal Relations (LD)	Political Economy (JM & DJ)	Group Presentations
<b>Break (3:00 pm - 3:30 pm)</b>					
<b>Session 4</b> (3:30 pm - 4:45 pm)	Exercise (Market Failure & Market Analysis)	Exercise (Budget Planning)	Exercise (Inter-governmental Fiscal Relations)	Capstone Projects	Course Post-test  Final Course Evaluation
<b>Daily Recap &amp; Course Evaluation (End by 5:00 pm)</b>					



# 3. HIGHLIGHTS FROM THE EVALUATION

The pilot of the **Funding the Future: Public Institutions & Education Finance** training course was a success in many respects. The course brought together subject matter experts across the agency, provided participants with a deep overview of a range of topics in education finance, and most importantly, provided the LEAP III team an opportunity to engage with participants to better align future training to their needs and preferences. Key highlights from the daily and end-of-course evaluations are presented below.

## 3.1 What did participants learn?

### Self-reported knowledge

At the beginning of the course, participants filled out a 'self-reported knowledge' scale, where they ranked their knowledge of 7 topics from 0 ("completely uninformed") to 10 ("confident expert").

Self-reported knowledge increased significantly (at the 95 percent confidence level) for all topics except for "the channels through which education leads to economic growth". This is unsurprising as knowledge of this topic was high to begin with, relative to other topics. The greatest improvement was on self-reported knowledge of USAID's Financing Self-Reliance (FSR) framework.

Topic	Pre-Test Score	Post-Test Score	Average Increase (p-value) <sup>1</sup>
The way education systems and schools are typically funded in developing countries.	5.65	7.44	1.79 (0.0004)
The five pillars of USAID's Financing Self Reliance framework.	3.74	6.88	3.14 (0.0002)
The process by which governments plan and develop their budgets.	4.59	7.34	2.75 (0.0003)
The channels through which education leads to economic growth.	6.94	7.19	0.25 (0.4739)
Domestic Revenue Mobilization (DRM), including tax systems.	4.00	6.81	2.81 (0.0007)
The relationships between the centralized government, provincial or regional governments, and schools for both financial management and policy making.	5.00	7.47	2.47 (<0.000)
Issues of procurement, accountability, corruption and auditing within financial systems.	4.29	7.13	2.84 (<0.000)

---

<sup>1</sup> Based on paired t-test.

## Tested knowledge

In addition to asking about the participants' self-reported knowledge, a pre-test and post-test was administered. The post-test contained the same questions as the pre-test (as well as a few supplemental questions) to enable comparison. The topics covered on the test included sources of funding, dedicated taxes, trade-offs between decentralization/centralization, medium term benefits, and financing self-reliance. The assessment questions were chosen to reflect general knowledge of education finance and public financial management; they were not directly shared with those leading the lectures or chosen with the detailed content of the lectures in mind.

The average on the post-test **increased by 16.53 percentage points** from 47.88 percent to 64.41 percent. Only two participants performed worse on the post-test, while others increased their scores (about 40 percent increased their scores by over 20 percentage points).

### 3.2 What did participants find useful?

Based on reports by the participants, the highest scoring sessions with respect to usefulness were: Public Accountability (4.91/5.00), Overview of Education Finance and Policy (4.80/5.00), and Domestic Resource Mobilization (4.64/5.00). The lowest scoring sessions with respect to usefulness were: Macro-Fiscal Frameworks (3.80/5.00), Market Failure & Rationale for Public Finance Part I (3.82/5.00) and Part 2 (3.90/5.00). These scores are consistent with the end-of-course evaluation question asking participants directly about which topics they found most and least useful.

### 3.3 What do participants expect to use at work?

Knowledge of how budgeting works, information on revenue generation and earmarks, financing self-reliance, tradeoffs between centralization and decentralization, and political economy analysis were among the top topics participants expect to apply to their work. The Catalyze Mechanism, stakeholder mapping, and audit resources were among the top tools and resources participants expect to use in their work.

### 3.4 How could the course be improved?

Suggestions by participants for course improvements fell into two main categories: content and delivery. Regarding content, the most-common recommendations from participants were to include better integration of how topics apply to the USAID context (education policy, program cycle, journey to self-reliance), more real-world examples in some lectures, and shifting the time allotted across various topics (e.g. less time on market failure, more time on intergovernmental fiscal relations). Regarding delivery, the most common recommendation was to include more integration of in-class exercises, 'pair and share', discussions, etc.

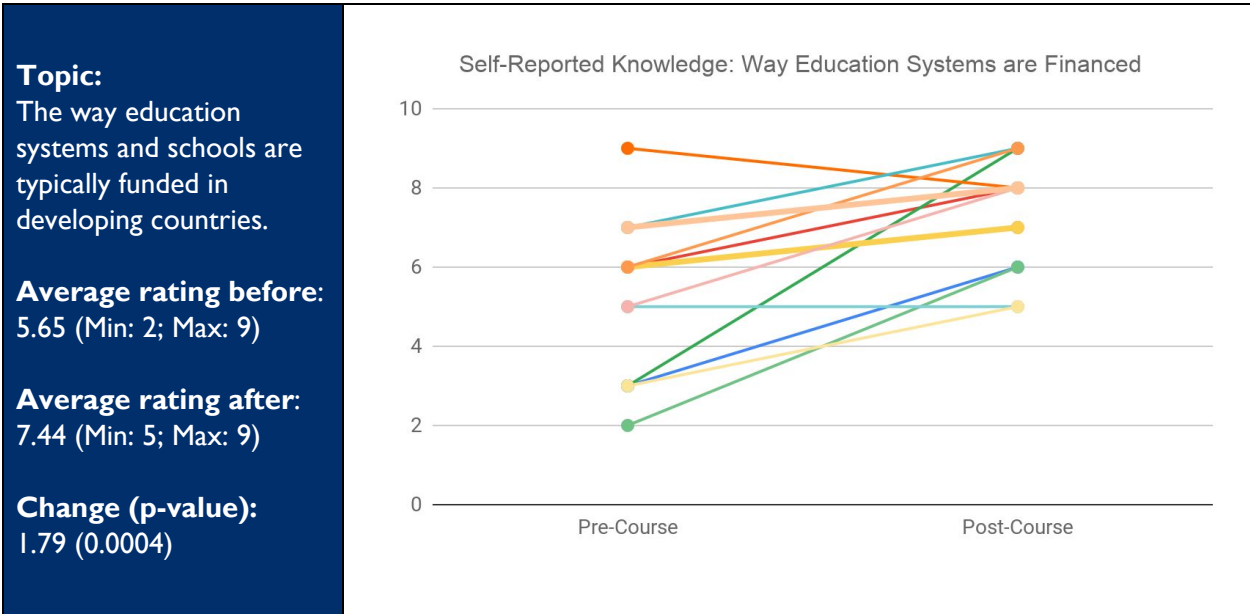
Participants were divided on their preferred style of delivery. Some participants said they did not enjoy hands-on activities and group work during individual lectures, while other participants wanted to see more of such activity throughout the course. Based on an assessment of all feedback and evaluation reports, the presence of hands-on activities and group work seemed to be less important for the vast majority of participants than ensuring that, and clearly conveying how the material covered is relevant for their work. Participants also recommended that lectures connect to a common theme or framework that is referenced throughout, suggesting the need for greater coordination across lecturers.



# 4. WHAT DID PARTICIPANTS LEARN?

## 4.1 Self-reported knowledge

At the beginning of the course, participants filled out a ‘self-reported knowledge’ scale, where they ranked their knowledge of 7 topics from 0 (“completely uninformed”) to 10 (“confident expert”). Self-reported knowledge increased significantly (at the 95 percent confidence level) for all topics except for “the channels through which education leads to economic growth”. This is unsurprising as knowledge of this topic was high to begin with, relative to other topics. The greatest improvement was on self-reported knowledge of USAID’s Financing Self-Reliance (FSR) framework (p-value: 0.0002).

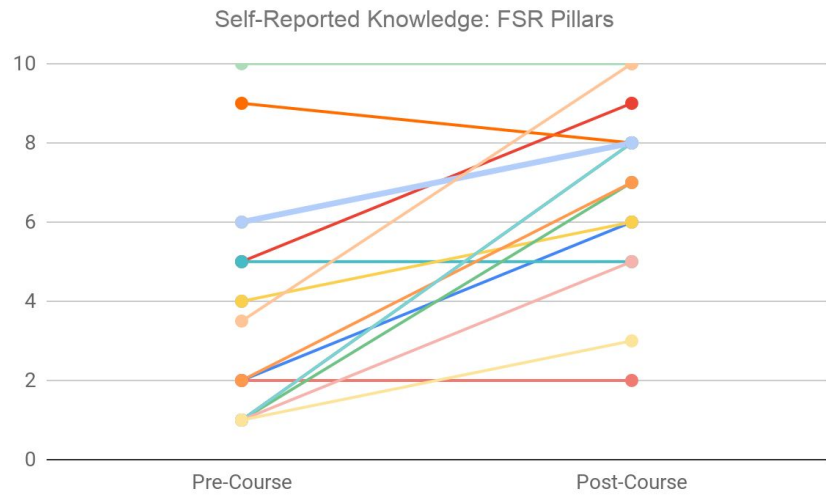


**Topic:**  
The five pillars of  
USAID's Financing Self  
Reliance framework.

**Average rating before:**  
3.74 (Min: 1; Max: 10)

**Average rating after:**  
6.88 (Min: 2; Max: 10)

**Change (p-value):**  
3.14 (0.0002)

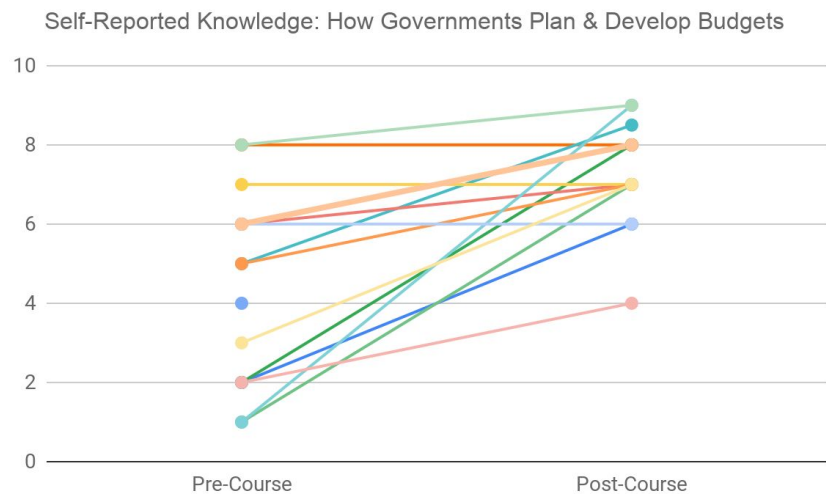


**Topic:**  
The process by which  
governments plan and  
develop their budgets.

**Average rating before:**  
4.59 (Min: 1; Max: 8)

**Average rating after:**  
7.34 (Min: 4; Max: 9)

**Change (p-value):**  
2.75 (0.0003)



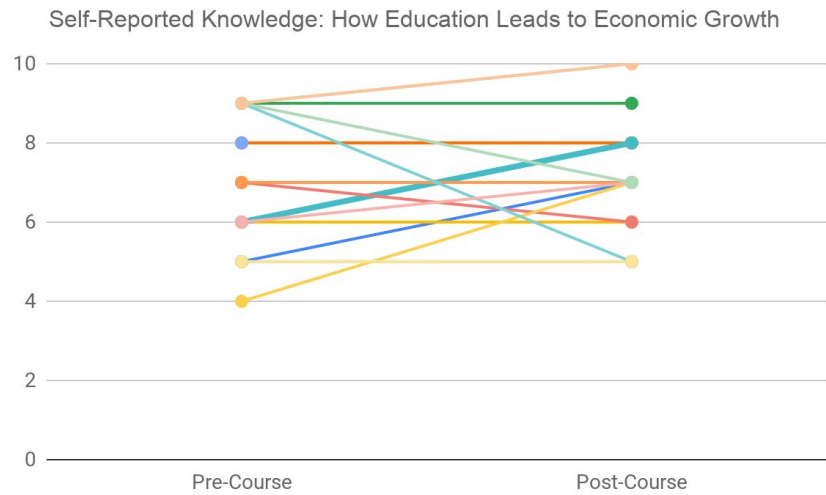
**Topic:**

The channels through which education leads to economic growth.

**Average rating before:**  
6.94 (Min: 4; Max: 9)

**Average rating after:**  
7.19 (Min: 5; Max: 10)

**Change (p-value):**  
0.25 (0.4739)



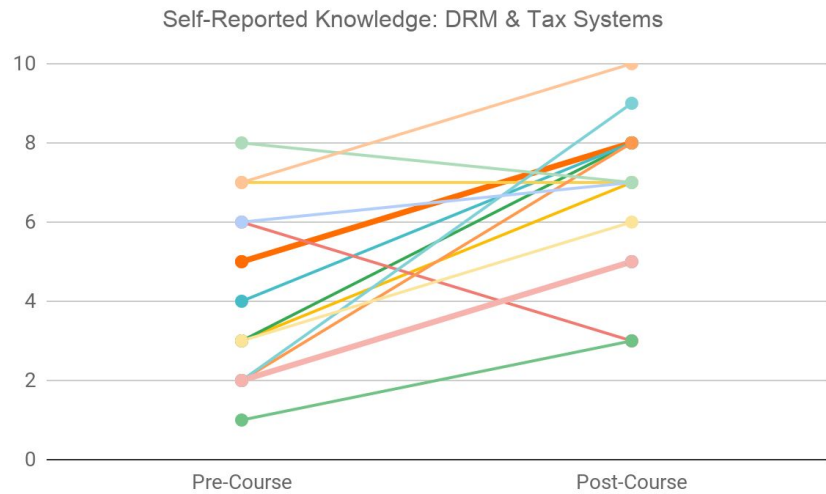
**Topic:**

Domestic Revenue Mobilization (DRM), including tax systems.

**Average rating before:**  
4.00 (Min: 1; Max: 8)

**Average rating after:**  
6.81 (Min: 3; Max: 10)

**Change (p-value):**  
2.81 (0.0007)



**Topic:**

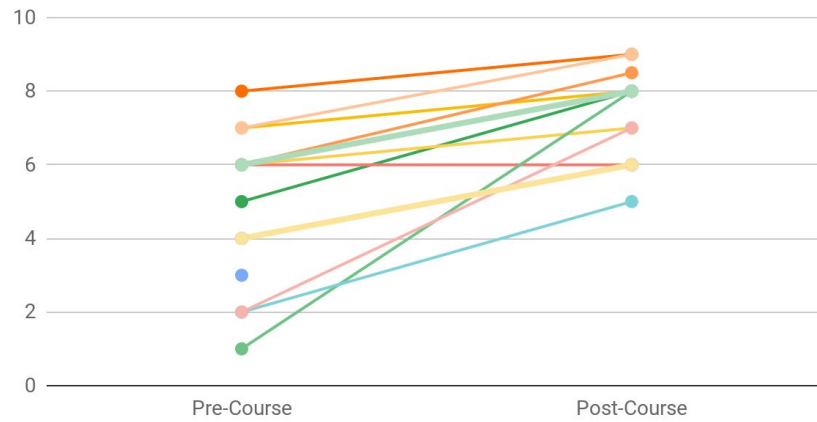
The relationships between the centralized government, provincial or regional governments, and schools for both financial management and policy making.

**Average rating before:**  
5.00 (Min: 1; Max: 8)

**Average rating after:**  
7.47 (Min: 5; Max: 9)

**Change (p-value):**  
2.47 (<0.000)

Self-Reported Knowledge: Relationships Between Levels of Government for Financial Management & Policy Making



**Topic:**

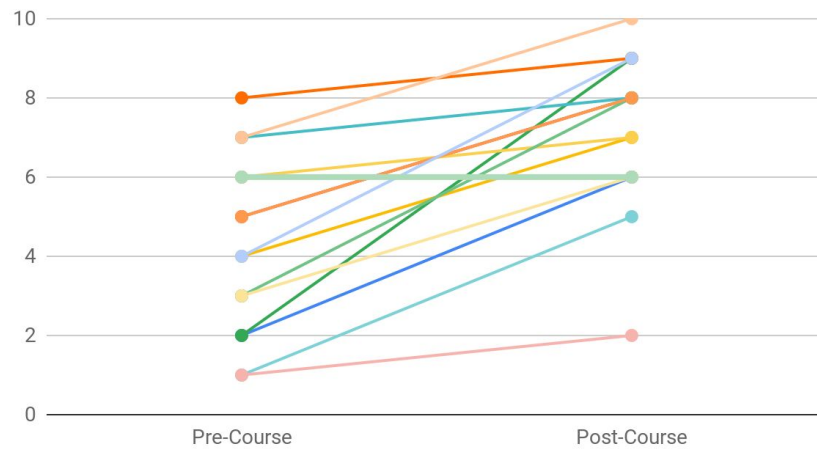
Issues of procurement, accountability, corruption and auditing within financial systems.

**Average rating before:**  
4.29 (Min: 1; Max: 8)

**Average rating after:**  
7.13 (Min: 2; Max: 10)

**Change (p-value):**  
2.84 (<0.000)

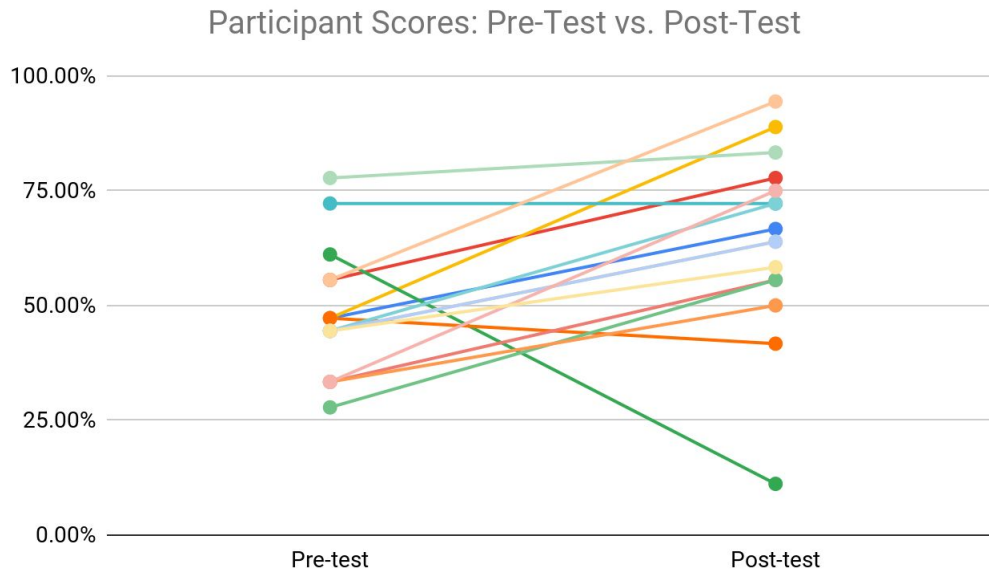
Self-Reported Knowledge: Procurement, Accountability & Auditing



## 4.2 Pre- and post-test participant scores

In addition to asking about the participants' self-reported knowledge, a pre-test and post-test was administered. The post-test contained the same questions as the pre-test (as well as a few supplemental questions) to enable comparison. The topics covered on the test included sources of funding, dedicated taxes, trade-offs between decentralization/centralization, medium term benefits, and financing self-reliance.

The average on the post-test increased by **16.53 percentage points** from 47.88 percent to 64.41 percent. Only two participants performed worse on the post-test, while others dramatically increased their scores (~40 percent increased their scores by over 20 percentage points).



### 4.3 Evaluation results by day

**On Day 1**, some of the commonly reported highlights were the overview of education finance, Catalyze mechanism, the case study, and discussions. The main thing participants reported struggling with were the nuances of market failure. Other comments included wanting to have opportunities for ‘pair and share.’

**On Day 2**, the most commonly reported highlights were the presentations on PFM and DRM. Participants also enjoyed the discussions on the budget planning exercise, though wanted more time for discussion. Participants struggled to follow some of the topics covered in budget planning, and were unsure how to relate it to their work. Other comments included recommending having co-facilitators that are there throughout so they can help synthesize learnings and maintain a consistent teaching style.

**On Day 3**, the group work and interactive sessions, particularly in the Public Accountability session, was the highlight for most participants. This said, participants also derived value from some of the more ‘lecture style’ sessions since they saw the relevance to their work, such as government cash management and procurement. Some participants found part of the intergovernmental fiscal relations content difficult to follow, but acknowledged it was important. They recommended distilling and better tailoring to the education sector. Again, some participants wanted more small group discussions.

**On Day 4**, the political economy analysis (PEA) and accompanying activity was the highlight for almost all participants. The general comment was that the day was well balanced. While participants did not find anything confusing, a few were unsure how the concepts would apply to their work, and a few recommended that the stakeholder mapping example be modified so that “too much” and “not sure” do not dominate the first two categories. This said, the exercise was enjoyed by the participants.

#### 4.4 Breakdown of lecture evaluations

Day, Session	Session Name	Facilitator(s)	Usefulness of topic	Appropriate amount of material covered	Relevance to education finance
1,1 & 2	Overview of Education Finance and Policy (Part I & II)	Suezan Lee Caitlin Hurley	4.8	4.5	4.8
1,3	Introduction to FSR	Lawrence Daum	4.5	4.0	4.3
1,4	Market Failure & Rationale for Public Finance (Part I)	Luis Crouch	3.9	3.5	3.7
2,1	Market Failure & Rationale for Public Finance (Part II)	Luis Crouch	3.82	3.36	3.82
2, 2.1	Overview of Public Financial Management (PFM)	Thomas Solomon	4.27	4.00	4.41
2, 2.2	Macro-Fiscal Frameworks	Thomas Solomon	3.80	3.55	4.00
2, 2.3	Domestic Resource Mobilization	Steve Rozner	4.64	4.00	4.55
2, 3	Budget Planning & Budget Preparation	Lawrence Daum	4.18	3.18	4.36
3, 1	Government Cash Management & Procurement	Thomas Solomon	4.36	4.09	4.45
3, 2	Public Accountability	Janine Mans	4.91	4.45	4.55
3, 3	Intergovernmental Fiscal Relations	Lawrence Daum	4.30	3.80	4.30
4, 1	Public Sector Accounting, Financial Reporting, & Auditing	Thomas Solomon	4.44	4.00	4.00
4, 2	Measures of Efficiency, Equity, and Effectiveness	Luis Crouch	4.00	3.56	3.70
4, 3	Political Economy	Janine Mans David Jacobstein	4.20	4.00	4.80

#### 4.5 Summary of Most and Least Important Topics as Reported by Participants

The scores above are consistent with the end-of-course evaluation question asking participants directly about which topics they found most and least useful as presented below. Where answers were mentioned more than once, a check mark is added for each instance of that topic.



<b>What topics were the most important?</b>	<ul style="list-style-type: none"> <li>● Introduction/overview ✓✓✓✓✓</li> <li>● Centralization/decentralization ✓✓✓</li> <li>● Stakeholder mapping</li> <li>● Financing Self-Reliance (FSR)</li> <li>● Public Financial Management (PFM) ✓✓✓</li> <li>● Political Economy Analysis (PEA) ✓✓✓✓✓</li> <li>● Auditing ✓✓✓</li> <li>● Domestic Resource Mobilization (DRM) ✓✓✓</li> <li>● Public Accountability ✓✓✓</li> <li>● Formula-based budgeting</li> <li>● Government cash management &amp; procurement</li> <li>● Indicators</li> </ul>
<b>What topics were the least important?</b>	<ul style="list-style-type: none"> <li>● Market failure ✓✓✓✓✓</li> <li>● Macro-fiscal frameworks ✓✓</li> <li>● Domestic Resource Mobilization (DRM)</li> <li>● Financing Self-Reliance (FSR)</li> <li>● Centralization/decentralization</li> <li>● Audit, accounting, procurement</li> <li>● Indicators</li> <li>● Budget planning and preparation</li> </ul>

Participants valued the hands-on exercises. Based on feedback, the first two exercises would have to be better tailored and adjusted to better fit within the time allotted for the session. The Capstone was highly rated, and was the highest rated session with respect to 'relevance to education finance'.

Day	Exercise	Facilitator(s)	Usefulness of session	Appropriate time allotted	Relevance to education finance
1	Market Failure & Market Analysis	Luis Crouch	4.00	3.30	3.9
2	Budget Planning	Luis Crouch	3.64	3.45	4.00
3	Intergovernmental Fiscal Relations	Luis Crouch	4.30	4.20	4.40
4	Capstone Project	Luis Crouch	4.80	4.60	5.00

## 4.5 What do Participants Expect to Use at Work?

<p><b>Day 1</b></p>	<ul style="list-style-type: none"> <li>● Mechanisms to operationalize USAID funding to education</li> <li>● Data &amp; resources on how education is financed globally</li> <li>● Financing Self-Reliance (FSR) ✓✓✓✓✓</li> <li>● Catalyze Mechanism ✓✓✓</li> <li>● Examples of standalone and integrated education finance activity</li> <li>● 50% of the education budget in LICs comes from households</li> <li>● Data on education financing for the country I'm posted to</li> <li>● The landscape of finance in education</li> <li>● Educate our stakeholders about the myth of our partner countries don't fund education rather depend on donors</li> <li>● Through the data that was presented in class it shows that most of the funding comes from domestic revenue of our partner countries. Also, the private sector has a big role in our sector.</li> <li>● Want to do more with PFM so just getting acquainted with terminology; theories</li> </ul>
<p><b>Day 2</b></p>	<ul style="list-style-type: none"> <li>● Knowledge of how budgeting works ✓✓✓</li> <li>● Thinking creatively what our role is to support our partner countries as they develop their medium-term expenditure framework</li> <li>● Domestic Resource Mobilization (DRM) ✓✓✓</li> <li>● Public Financial Management (PFM) ✓✓</li> <li>● The information on revenue generation, VAT &amp; earmarks ✓✓</li> <li>● Better understanding of decentralization of different activities within sector ✓✓✓</li> <li>● Pros and cons of earmarks and different approaches to school fees</li> <li>● Comparing country data in the field</li> <li>● The budget planning session is useful in the international development context</li> </ul>
<p><b>Day 3</b></p>	<ul style="list-style-type: none"> <li>● Look more into how governments manage their accounts</li> <li>● Procurement</li> <li>● Formulation to increase transparency, how to think about revenue types coming into government and variety of ways can be used and their pros/cons</li> <li>● The cash management session was practical as was the end of day activity, made me more excited about using EMIS data</li> <li>● Budget execution and cash management</li> <li>● Treasury single account</li> <li>● Decentralization takeaways ✓✓✓</li> <li>● Public accountability sessions ✓✓</li> <li>● Working with data to evaluate decision making</li> <li>● The need for political economic analysis</li> <li>● The value of aiming for deconcentration over decentralization at ministries</li> </ul>
<p><b>Day 4</b></p>	<ul style="list-style-type: none"> <li>● Audit resources (INTOSAI &amp; ISSAI). Additionally, use the resources from the World Bank, EPDC, and UNESCO ✓✓✓</li> <li>● Look for country-based audits ✓✓✓</li> <li>● Stakeholder mapping</li> <li>● Political economy analysis (PEA) ✓✓✓✓✓✓✓</li> <li>● Thinking more about laws/norms</li> <li>● Consideration of indicators</li> </ul>

# 5. HOW COULD THE COURSE BE IMPROVED?

Recommendations on course improvement fell into two categories: content modification and delivery style. Recommendations across participants were fairly homogenous.

## 5.1 Content

- More integration of how topics apply to the USAID context. This includes education policy, program cycle, and the journey to self-reliance.
- Participants also recommended that it be explicitly noted how some of the concepts relate to an education officer's role.
- More application of real-world examples in several of the lectures where such examples were not prioritized.
- While no topic (with the exception of 'market failure') was requested for removal by any participant, many suggested shortening or focusing some topics (e.g. budget planning, indicators) and expanding/amending others (e.g. overview of education finance, intergovernmental fiscal relations).
- Some participants suggested that private finance be integrated with the public finance material in a one-week overview course.

## 5.2 Delivery

- The most-common recommendation was more integration of in-class activities, 'pair and share', etc. This said, some participants said they preferred the straight-lecture style used by some of the facilitators.
- There was general agreement among participants that additional discussions and examples would be beneficial during most lectures.
- Participants recommended that lectures connect to a theme or framework that is referenced throughout the week.
- Some recommended having a co-facilitator from the education staff who could synthesize the findings from previous lectures, and thus provides a common thread throughout the course.
- There was mixed feedback regarding the use of technology (such as spreadsheet work).
- There were several recommendations on integrating more 'adult learning' techniques; although participants seemed to define 'adult learning' in two different ways. Some participants emphasized the importance of leading discussions so as to identify examples that incorporate the participants' own experiences and clearly relate the concepts back to their work. For other participants, 'adult learning' was synonymous with 'interactive', requesting more discussions as opposed to straight lectures, moving around, group activities, visual aids, fidget and stress toys, stretching, etc

# 6. RECOMMENDATIONS

Below is a general summary of recommendations based on the feedback the LEAP III team collected during the delivery of the first course. In addition to these recommendations, the team has kept detailed notes from the feedback forms, discussions with participants, and observations from the delivery of the course that will shape the revision of specific lectures and content. These extensive notes will enable the team to efficiently update and improve the course material for a second pilot and eventual delivery in the field.

## 6.1 Content Relevance & Amount of Material Covered

1. **Make a stronger case for the importance of this training for education officers in the field and in DC** by more clearly demonstrating how the presentations (topics covered) relate to and respond to 1) agency mandates; 2) education sector policy and strategy; and specifically, 3) to education-specific program/project cycle issues. Each section of the course can be related back to a common theme (e.g. the program cycle) as a way of more clearly tying things together.
2. **Further reduce the technical details and the scope of topics included in most lectures (especially for the more technical PFM-related presentations) in order to free up time for additional examples and discussions.** Develop additional examples of how the concepts and frameworks presented can be applied to the education sector to advance its objectives to help participants to see value in, retain the knowledge received and more importantly, convert the knowledge into skill sets and practice. Ensure that each lecture incorporates clear education-relevant examples and provides enough time for discussion in which participants can share their own relevant experiences.
3. **Completely rework (and streamline) certain lectures including the lectures on market failures, budgets, and indicators.** The lectures on market failure can be greatly reduced in length and focus more on intuition. The important aspects of the lecture on indicators can be better incorporated into the coverage of other topics. The lecture on budget planning and preparation can be made much more relevant to the education sector and better relate back to the project cycle.
4. **Other lectures and group exercises should also be reviewed and revised.** There is room for continued improvement in most of the lectures and activities.
5. **Expand the introduction of the course and Education Finance Overview lecture.** This expansion may spend additional time discussing global trends, challenges faced by education staff when it comes to financing education systems and projects, and the roles of both public and private financing. It should also briefly-but-clearly present a macro-view of the entire public-private finance framework and illustrate how all the separate public finance presentations fit together and relate to the agency mandate (J2SR) and the education strategy. The final day of lecture should revisit many of these initial topics to improve participants' understanding and help drive key points home.
6. **When reworking the material, assign USAID education staff to each lecture to work alongside the financial experts and facilitators** to ensure maximum relevance for educationalists and sign-off on content.
7. **Consider offering a “blended” five to seven-day training course that combines both public and private finance.** This will allow participants to see the inter-relationship between

public and private education finance issues and tools, especially in the context of global trends – and how they relate to agency mandates and the program cycle.

## 6.2 Effectiveness of content delivery

1. **Ensure that each day includes a balance of content delivery methods and teaching techniques, so that no day has full mornings or afternoons of ‘pure lecture’.** Consider more participatory learning activities, discussions and group exercises. Revisit Janine Mans presentation, that by unanimous consensus, was considered by many participants to be “spot on” with respect to content delivery and introduction of tools that help translate knowledge into practice.
2. **Make sure to finish each lecture with a discussion of the key takeaways and relevance for the education sector.** Due to time constraints, such discussions were too often skipped during the first course. Address the readability of some of the graphical content.
3. **Consider engaging an education specialist as a facilitator to work alongside the financial expert facilitating each lecture.**
4. **Encourage greater participation by inviting questions and through group exercises throughout the training course to help provide the participants with a sense of ownership and involvement.** This requires ensuring that there is enough time for questions and discussions throughout the course. Potentially make time for “ice breaker” exercises that are still on topic, especially when the course is offered to the field.

# 7. ANNEX I: REVIEW OF LOGISTICS & OPERATIONS

The table below summarizes the experience with logistics and operations that may be helpful for future DC offerings.

Notes on Venue, Logistics & Operation	
<b>Excellent Location</b>	The Crowell Moring Building is ideally located in the heart of Washington, D.C., within seven minutes walking distance from the Federal Triangle and Metro Center metro stations and five minutes walking distance from the Ronald Reagan Building that houses USAID. Just outside the building are numerous cafés and restaurants.
<b>Restricted Building Access</b>	A pass is required to use the elevators to get to the 7th floor where Zemitek, the training center, is located. USAID had forwarded our names to the reception in advance. This helped to obtain the passes without any difficulty. However, this pass did not work for everyone, requiring assistance from security each day. Moreover, this pass did not allow us access to the restaurant, Crowell Moring Culinary Café, located on the 9th floor; we had to be escorted up by USAID staff with special passes.
<b>Capacity Limitations</b>	We recommend no more than 20 people be seated in the training room (Nairobi), the largest of the three rooms. No one wanted to sit in the center of the front row due to its proximity to the projector screen. A mic (handheld/lapel mic) would have also helped participants to better hear certain lectures. However, having access to all three rooms at Zemitek was very helpful – it allowed participants to have a room for break-out group discussions and another room to allow facilitators to work in between lectures.
<b>Good Working Environment</b>	Zemitek offered a well-equipped, quiet training environment. The Suite was well lit, clean, well maintained, the trash was cleared out every night, and there were secure spaces for participants to leave their belongings, including two cloakrooms.
<b>Technical Support and Office Supplies</b>	Streaming lectures from the main training room to another was very smooth but this must be planned in advance since Zemitek has no spare laptops. Zemitek also does not have any IT support capacity. Other items not available with Zemitek but essential to run a good training program – a clock to help facilitators time their presentations and a mic (hand-held or lapel mic). Photocopy facility is available but not recommended for running large sets of material. We were very impressed with all types of office supplies – punchers, staplers, flip charts, markers, etc. Each room has at least one white board.



<p><b>Attendance &amp; Timing</b></p>	<p>While the number of registered participants was 18, we had, on average, a daily attendance of 16 over the course of the week. In the afternoons, we lost around two participants each day. And, although we had the days ending at 5:00 pm, there was an implicit hard stop around 4:30 pm when we lost about 25 – 30 percent of the class. We had also used the mid-morning and mid-afternoon breaks as a buffer, scheduling them for 30 minutes each but actually eating into them by about 15 minutes, on average, due to lecture run overs. Lunch timings were perfect at one hour.</p>
<p><b>Meals</b></p>	<p>All participants made their own luncheon arrangements. Many used the upstairs Lawyer’s café (Crowell Moring Culinary Café) to have their lunch. The Café is subsidized and offers both hot and cold meals in a modern, clean environment. The only issue was access. One had to depend on the few USAID staff with access to go up to the 9th floor, enter the Café, as well as come back down; most times, the elevator passes did not work.</p>