



GLOBAL PARTNERSHIP *for* EDUCATION

Guidelines for Education Sector Plan Preparation

Raphaelle Martinez



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

Overview of presentation

I) Principles of the Effective Preparation of an Education Sector Plan

II) The preparation of an Education Sector Plan



Introduction

- What does a credible plan **require** in terms of Government leadership, knowledge and data, institutional and human capacities, and dialogue among the education stakeholders? What are the criteria that sets the credibility of the plan?
- These guidelines defines what is a **credible** Education Sector Plan (ESP) and are meant to assist countries in preparing their ESP
- These guidelines should be **adapted to context**: in certain contexts of vulnerability, conflict or crisis, the development of a transitional education plan may be considered



I) Principles of the Effective Preparation of an Education Sector Plan

1. Essential features of a credible ESP
2. Main elements in the process of plan preparation



1. Essential features of a credible ESP

GUIDED BY AN OVERALL VISION

A plan **incorporates the long-term vision** for the country's education system. It includes the government's development policy, the approach to achieve the vision, and the principles and values on which this approach is based. It outlines who should be educated and for what purpose

STRATEGIC

A plan **outlines strategies and sets priorities** to achieve the vision, including the human, technical and financial capacities required. It specifies in what way students will be educated at what cost and who will finance its implementation

HOLISTIC

A plan **covers all education subsectors**, as well as formal and non-formal education and adult literacy. It recognizes the need for coherence among them and reflects that education is a lifelong process.

EVIDENCE-BASED

A plan is **based on data and analyses** that identify the education system issues and causes that the strategies and programs later develop will try to remediate.

ACHIEVABLE

A plan is **based on an analysis of the available capacities** and addresses financial, technical and political constraints to ensure its effective implementation. It should be accompanied by an implementation plan

ATTENTIVE TO DISPARITIES

A plan should **recognize and address inequalities** such as differences between girls and boys and other inequalities due to location, socio-economic status, ethnicity or ability

SENSITIVE TO THE CONTEXT

A plan includes an **analysis of the country vulnerabilities**, such as conflict, disasters, and economic crises, and shall address preparedness, prevention and risk mitigation for the resilience of the system



2. Main elements of the plan preparation process

A COUNTRY LED PROCESS

ESP is the responsibility of the Government which commits resources for plan implementation. ESP preparation must be led by government and supported by all education stakeholders

A PARTICIPATORY PROCESS

At all stages of the plan preparation, all education stakeholders should be consulted. Efficient policy dialogue insures mutual accountability, help reach balance between political ambitions and reality constraints, and gain commitments of a wide range of education stakeholders for its actual implementation

A WELL-ORGANIZED PROCESS

Roles and responsibilities of education stakeholders in plan preparation must be clearly defined. Coordination and work arrangements may include Steering committees, planning committee, working groups

A CAPACITY DEVELOPMENT PROCESS

Plan preparation is a form of capacity development, making the preparation process as important as the final product. When external technical assistance is needed, it must be delivered through the Government, in collaboration with the LEG.

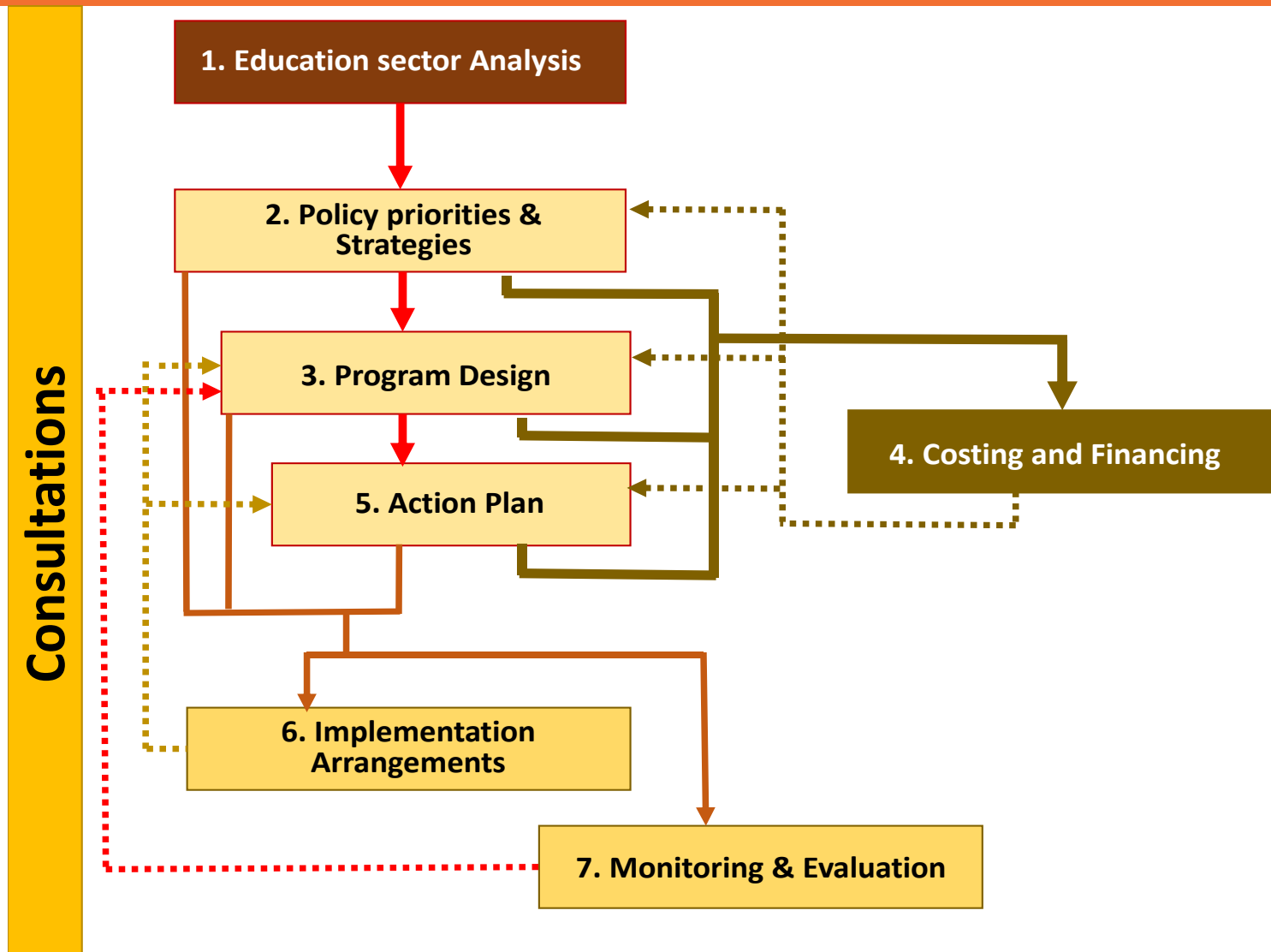


II) The preparation of an Education Sector Plan

1. Education Sector Analysis
2. Policy Formulation: Setting Policy Priorities and Key Strategies
3. Program Design
4. Plan Costing and Financing
5. Action Plan
6. Implementation Arrangements and Capacities
7. Monitoring and Evaluation Mechanisms



Overview of the ESP development process



Preparation of an Education Sector Plan

1. EDUCATION SECTOR ANALYSIS



- The purpose of the sector analysis is to provide a description of the situation of the education system and to provide an analysis of the causes of system weaknesses and difficulties encountered.
- The analysis covers the general country context, existing policies and their effectiveness, performance of the education sector and system capacity, and cost and financing
- The government, with support from key partners and through broad consultations, carries out a thorough quantitative and qualitative diagnosis of the education sector.
- Transparent dissemination of the findings of the analysis



Education Sector Analysis Methodological Guidelines, UNESCO, UNICEF, WB, GPE, 2014, Volume 1 & 2



Education Sector Analysis



Setting policies and key strategies



Program Design



Plan costing and Financing



Action Plan



Implementation arrangement



Monitoring and evaluation



Preparation of an Education Sector Plan

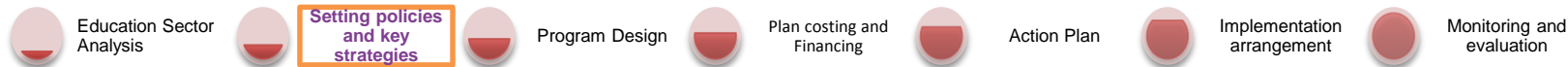
2. SETTING POLICY PRIORITIES AND KEY STRATEGIES



- Policies and strategies are defined through **policy dialogue** led by the government
- Policies and strategies :
 - Address the challenges identified during the education sector analysis
 - Are evidence-based, and based on an explicit causal chain
 - Are achievable, coherent with each other, consistent with demographic and economic perspectives
- Policy priorities are translated into key strategies accompanied by measurable targets to measure the sector performances




Simulation models



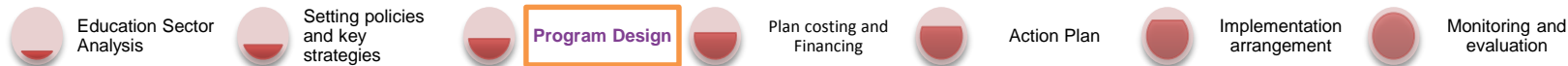
Preparation of an Education Sector Plan

3. PROGRAM DESIGN

- 
- The policy priorities and key strategies are then turned into results-based goals, programs and actions.
 - ✓ **Goal or general objective:** addresses a given challenge and is linked to a target as **an expected outcome**
 - ✓ **Programs or specific objectives:** addresses the underlying cause of the challenge and is linked to targets as **intermediary outcomes**
 - ✓ **Activities:** with their corresponding activity targets as **outputs**

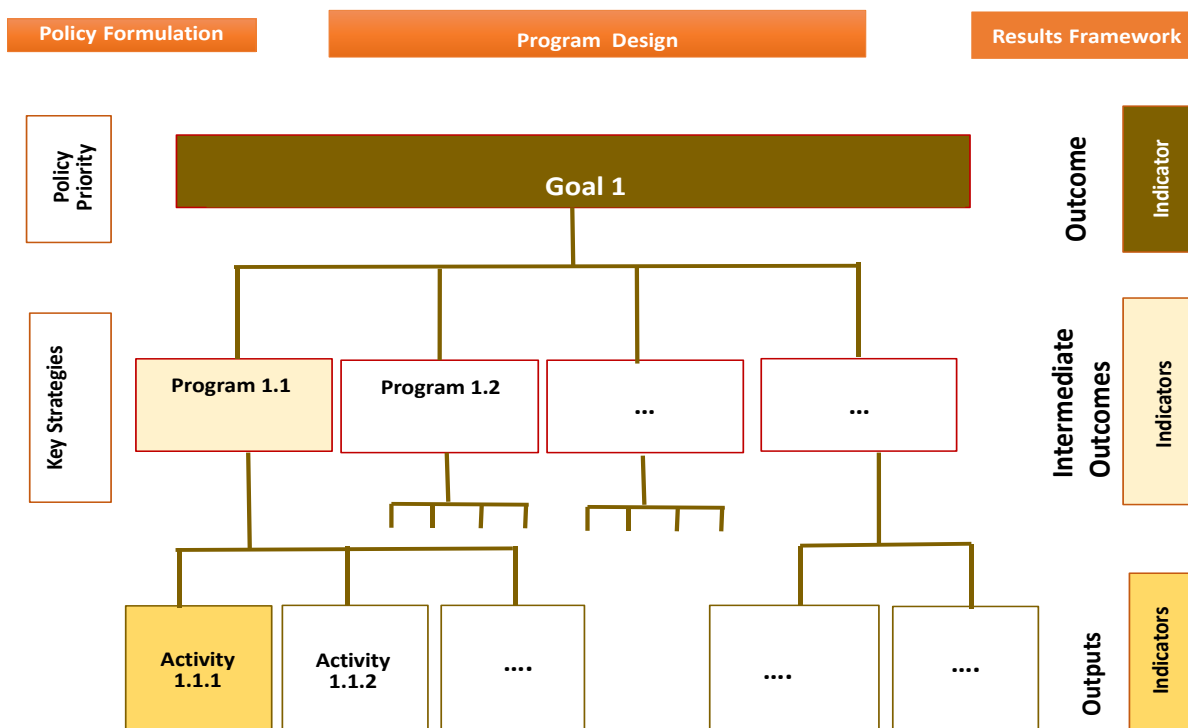


Logical Framework

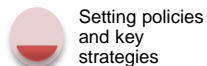


Preparation of an Education Sector Plan

3. PROGRAM DESIGN



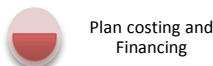
Education Sector Analysis



Setting policies and key strategies



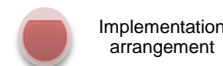
Program Design



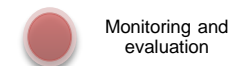
Plan costing and financing



Action Plan



Implementation arrangement



Monitoring and evaluation



Preparation of an Education Sector Plan

4. PLAN COSTING AND FINANCING



- A credible ESP should be developed on the basis of an optimum scenario projecting the development of the education system needs and resources requirements according to policy and financial assumptions and targets.
- A simulation model helps inform the policy dialogue by testing the financial sustainability of policy options to make trade-offs.
- Funding gaps shall be calculated and if needed, strategies are revised to reduce the resource gap.



Simulation models



Preparation of an Education Sector Plan

5. ACTION PLAN



- Defines the activities, expenditures and responsibilities for a medium-term period of the strategic plan.
- Linked to MTEF and national budget process for an integrated planning and reporting.
- The Action Plan should include:
 - A clear statement of the activity
 - Time period
 - Quantity of inputs/ outputs and unit costs
 - Overall cost of the activity
 - Source of funding
 - Entity responsible for implementation
 - Output indicators

Education Sector Analysis

Setting policies and key strategies

Program Design

Plan costing and Financing

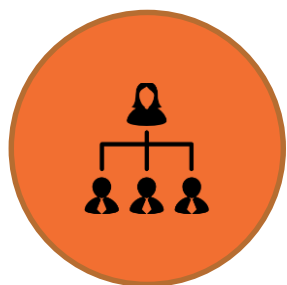
Action Plan

Implementation arrangement

Monitoring and evaluation

Preparation of an Education Sector Plan

6. IMPLEMENTATION ARRANGEMENTS



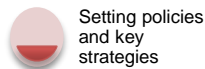
- The government defines responsibilities and accountabilities for the implementation and oversight of the plan and the specific programs
- An analysis of the capacity for plan implementation needs to examine the following:
 - ✓ public sector management and institutions
 - ✓ effectiveness of the educational administration
 - ✓ profile of individual officers
 - ✓ aid effectiveness principles



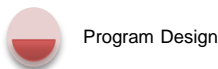
Capacity Needs Assessment – Institutional Audits



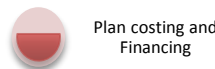
Education Sector Analysis



Setting policies and key strategies



Program Design



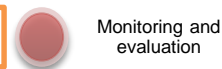
Plan costing and Financing



Action Plan



Implementation arrangement



Monitoring and evaluation

Preparation of an Education Sector Plan

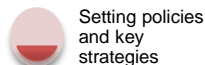
7. MONITORING AND EVALUATION



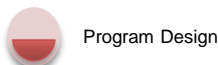
- M&E systems to ensure that the planned activities are being carried out and reported on, and that targets are being achieved. Stakeholders must organize and establish procedures for monitoring and evaluation.
- Including mid-term evaluation are formative and final evaluation are summative
- Results framework is a tool for monitoring sector progress that must be aligned with the structure and organization of the **goals, programs, and activities** (see 3: Program Design).
- Progress and achievement of established targets is measured with different indicators at various levels:
 - ✓ outcomes of the **goals**
 - ✓ intermediate outcomes of the **programs**
 - ✓ outputs of the **activities**



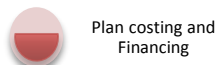
Education Sector
Analysis



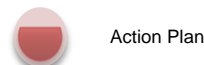
Setting policies
and key
strategies



Program Design



Plan costing and
Financing



Action Plan



Implementation
arrangement



Monitoring and
evaluation

Questions, comments ?





GLOBAL
PARTNERSHIP
for EDUCATION

Visit our website:
www.globalpartnership.org