Overview of presentation

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

II) The preparation of an Education Sector Plan
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

<table>
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<tr>
<th>GUIDED BY AN OVERALL VISION</th>
<th>STRATEGIC</th>
<th>HOLISTIC</th>
<th>EVIDENCE-BASED</th>
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<tr>
<td>A plan <strong>incorporates the long-term vision</strong> 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</td>
<td>A plan <strong>outlines strategies and sets priorities</strong> 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</td>
<td>A plan <strong>covers all education subsectors</strong>, 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.</td>
<td>A plan is <strong>based on data and analyses</strong> that identify the education system issues and causes that the strategies and programs later develop will try to remediate.</td>
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<tr>
<th>ACHIEVABLE</th>
<th>ATTENTIVE TO DISPARITIES</th>
<th>SENSITIVE TO THE CONTEXT</th>
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<td>A plan is <strong>based on an analysis of the available capacities</strong> and addresses financial, technical and political constraints to ensure its effective implementation. It should be accompanied by an implementation plan</td>
<td>A plan should <strong>recognize and address inequalities</strong> such as differences between girls and boys and other inequalities due to location, socio-economic status, ethnicity or ability</td>
<td>A plan includes an <strong>analysis of the country vulnerabilities</strong>, such as conflict, disasters, and economic crises, and shall address preparedness, prevention and risk mitigation for the resilience of the system</td>
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### 2. Main elements of the plan preparation process

<table>
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<tr>
<th>A COUNTRY LED PROCESS</th>
<th>A PARTICIPATORY PROCESS</th>
<th>A WELL-ORGANIZED PROCESS</th>
<th>A CAPACITY DEVELOPMENT PROCESS</th>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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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
Overall, the ESP development process involves:

1. **Education sector Analysis**
2. **Policy priorities & Strategies**
3. **Program Design**
4. **Costing and Financing**
5. **Action Plan**
6. **Implementation Arrangements**
7. **Monitoring & Evaluation**

Consultations play a crucial role at each stage of the process.
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.

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
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

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**Logical Framework**
3. PROGRAM DESIGN

Policy Formulation

Program Design

Results Framework

Policy Priority

Key Strategies

Program 1.1
Program 1.2
...
...

Goal 1

Activity 1.1.1
Activity 1.1.2
...

Program Design

Indicators

Outcome

Intermediate Outcomes

Indicators

Outputs

Indicators

Education Sector Analysis
Setting policies and key strategies
Program Design
Plan costing and Financing
Action Plan
Implementation arrangement
Monitoring and evaluation
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
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
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
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
Questions, comments?