



# **SDG4 – EDUCATION 2030 COUNTRY READINESS SURVEY IN SUB-SAHARAN AFRICA**

## **FINDINGS**

*This report was prepared by the UNESCO Regional Office in Dakar or UNESCO Dakar, based on the country responses to the survey that UNESCO Dakar and the regional team of UNESCO Institute for Statistics conducted between February and May 2016 in collaboration with other UNESCO regional offices in sub-Saharan Africa.*

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## Executive Summary

The present report is the compilation of the results of the country responses to a survey conducted by UNESCO following the Education 2030 Regional Meeting for West and Central Africa held in November 2015 in Dakar. The survey aimed at collecting information about Member States' education planning contexts to have a better understanding of perceived capacity gaps in integrating the SDG4-Education 2030 (ED2030) targets into national education sector planning processes in sub-Saharan Africa (SSA). The survey questions were grouped into two categories: data and sector planning.

This report specifically focuses on the survey sections covering sector planning, providing insights on general trends in SSA with regards to education planning contexts and processes. The main objective of this report is to inform the internal and partner discussions and reflections on support to countries in integrating the SDG4-ED2030 targets into national education planning processes. The survey questionnaire was sent to 47 countries of sub-Saharan Africa (SSA) in February 2016. The present report is based on 41 out of 47 respondent countries: 21 from the West and Central Africa (WCA) region, and 20 from the East and Southern Africa (ESA) region.

The planning-related questions of the survey were divided into the following eight sections: National Planning Context; Stakeholder Dialogue and Participation; Education Sector Reviews/Analysis; Policy & Programme Formulation; Resource Planning; Implementation; Monitoring & Evaluation; and challenges for integrating the new global agenda into national sector planning and monitoring processes.

It is not clear to what extent respondents, all drawn from Ministries of Education's (MOE) planning departments, were able to involve other MOE departments, let alone other stakeholders [development partners (DP), civil society organisations (CSO), etc.] in preparing country responses to the survey. There may be a need to conduct a follow-up survey focusing on specific issues and to collect a more balanced information from various stakeholders.

The following are some main findings of the survey.

### Overview of National Planning Context

**Management structure:** More than 78% of respondent countries reported having 1-2 ministries in charge of education covering from Early Childhood Care and Education (ECCE) to Higher Education, with varying patterns from country to country. 19 countries reported having only one ministry dealing with all levels and types of education (13 in ESA and 6 in WCA). Concerning the "new" targets and thematic areas, most countries reported that they were covered by ministries having an explicit mandate for education, while a few others reported having ministries with no explicit education mandate working on the emerging themes.

**Education Sector Plan (ESP) period:** Out of the 41 countries, 38 reported having an ESP<sup>1</sup> amongst which 14 will reportedly be formulating new ones during the 2016-2017 period. These countries may provide an opportunity for development partners to support an entire policy/planning cycle in line with the new global education agenda.

**Sub-sector plans:** Out of 41 countries, 33 reported having sub-sector plans focusing mainly on: technical and vocational education and training (TVET), non-formal education (NFE), basic education (9-10 years), and higher education. This is likely linked to the fact that there are most often several ministries covering education, as well as to the need to accommodate external/other sources of funding.

**Extent to which SDG4 targets are already taken into consideration in current ESPs:** Target 1 of SDG4 was considered as the most taken into consideration in existing ESPs according to 77% of country responses. As

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<sup>1</sup> Botswana, Madagascar and South Sudan were the only 3 who reported not having an ESP

for the rest of the targets, the survey responses indicate the need to deepen analytical and planning work in areas of post-secondary education (target 4.3), education for sustainable development/emerging “soft” areas (target 4.7) as well as inclusive schools and facilities, scholarships and teachers.

## **Stakeholder Dialogue and Participation**

**Sector dialogue mechanisms:** The survey included a set of questions to better understand the dynamics of existing sector dialogue mechanisms at country level. Almost all countries reported having established mechanisms for consulting and coordinating with various stakeholders, and furthermore, the overall majority perceived them to be effective. Some of the perceived issues which impeded the effectiveness of sector dialogue mechanisms, especially among “direct” stakeholders (teachers, administrators, parents, students), were often conflicts amongst themselves as well as difficulty in identifying appropriate representatives to voice their concerns.

**Local Education Groups (LEG):** Though the understanding of LEG varied across countries, 35 out of 39 countries who responded to the question reported having one. The findings according to the responses were drawn as follows: four countries do not have a LEG; twenty-one countries have a LEG that comprises development partners (DPs), civil society organizations (CSOs) and government institutions; four countries have a LEG with DPs and CSOs; and one country reported having a LEG with only government institutions and CSOs.

**Donor coordination mechanisms and their effectiveness:** Out of 41 countries, 40 reported having some kind of donor coordination arrangements, out of which 73% perceived them to be effective. A few countries reported that there is a need for improvement in donor coordination mechanisms as some donors do not align with government priorities or some of the aid does not come through the government’s accounting mechanism.

**Participatory ESP preparation process:** In response to a set of questions to appraise whether ESP preparation processes were participatory, country-led, and accompanied with a capacity development process, all countries stated that their plan preparation processes were participatory. The majority of countries stated that the results of stakeholder consultations were either well or very well reflected in the final plan documents. Regarding whether the sector planning process was country-led, 79% of respondents indicated yes and 21% judged that it was to some extent. When asked to provide their perspective as to whether the policy and plan preparation involved capacity development process, 64% were positive, 31% said somewhat and 5% said no.

## **Education Sector Analyses**

**Frequency of Education Sector Analysis (ESA):** Most countries have carried out an analytical exercise regarding their education sector development status and challenges in the past 5 years.

**Modality of ESA exercises:** In 25% of countries, ESA was reportedly conducted solely relying on both domestic funding and national experts. 40% of respondent countries reported that sector diagnostics were carried out with domestic funds and close to a quarter of those using national experts only, while 60% of countries conducted ESA with external funding. ESA was conducted using both international funding and international technical assistance in 45% of countries.

**Extent of a causal analysis undertaken for the findings of ESA:** 44% of countries reported that the causal analysis of ESA exercises was fully taken into consideration, while 20% of countries said they did not undertake causal analysis during their sector reviews.

**Extent to which SDG4 -ED2030 Targets have been taken into consideration in ESA:** Close to 80% of countries reported that the themes and issues of the SDG4-ED 2030 targets were overall well or very well taken into consideration in their ESA. On the question pertaining to which of the ED2030 targets and themes

received the most or the least attention in ESA, target 4.1 (general education) and target 4.2 (ECCE) were reportedly well reflected; target 4.5 (gender equality) and target 4.7 (emerging areas) appear to have been fairly well reflected, while other targets related to skills development in both formal and non-formal settings, post-secondary education and teachers are among those most neglected.

**Main challenges when conducting education sector review/diagnosis:** The unavailability of relevant data and capacity gaps in data analysis reportedly occupy a major part of preoccupations in country responses. Dealing with fragmented education sub-sectors was also underscored, while the most frequently cited challenge was the difficulty in assessing and anticipating operational capacities to implement policy objectives, which indicates a potentially important aspect.

## **Policy & Programme Formulation**

**Extent to which policies respond to the findings of sector analyses:** Around 70% of countries reported that their policies well or very well address ESA findings, while close to about a quarter of countries judged that their ESP was only fairly based on evidence and challenges identified in situation analyses.

**Use of education policy simulation models:** Out of 38 countries, 30 used an education simulation model to guide the policy dialogue on trade-offs. Five countries did not use simulation modelling, while three respondents reported that they did not know.

**Use of result frameworks and pertinence of indicators:** Only two countries out of 37 reported that their plans do not comprise a result framework (e.g. log frame, theory of change). Close to 80% considered that existing indicators well or very well reflected the objectives of their education policies and plans.

**Extent to which risks and vulnerabilities are taken into consideration:** The majority of countries considered that their plans take potential economic, political, social and environmental risks into consideration. The types of risks faced by education systems that are taken into consideration in ESPs frequently quoted include political, institutional and security risks as well as financial risks or lack of funding.

## **Resource Planning**

**Resource allocation:** Generally speaking, respondents reported that financial constraints constituted a bigger challenge than the human factor in plan implementation. The human resources allocation was perceived sufficient for plan implementation in 41% of respondent countries while financial resources allocation was perceived sufficient in 26% of respondent countries.

**Costing of education plans:** All countries, except for three (Ghana, Botswana and Mauritius), had costed education plans, 86% of which used a simulation model to project and anticipate their resource requirements including funding gaps. 31% of countries found that their country's annual education budget plans were well in line with projected costs while 28% perceived that they were not aligned.

## **Programme Implementation**

**Action planning under ESP arrangements:** Out of 41 responses, 24 countries (68%) reported preparing annual plans of action while 11 countries (29%) reported having triennial action plans. With the exception of Nigeria, Botswana, Liberia and Somalia, all countries reported that activities, their costs and funding sources are clearly laid out in action plans. All countries stated that they had a results framework built in their action plans defining implementation and performance indicators.

**Clarity of roles and responsibilities and capacity needs:** 70% of respondents expressed that the roles and responsibilities of implementing bodies both at central and decentralized levels were clearly defined, while 23% said only fairly defined. 43 % of respondent countries considered that the needs in personnel and skills development were sufficiently addressed for plan implementation.

**Mechanisms in place to ensure accountability:** Countries most frequently cited as an accountability mechanism the regular reporting by implementing partners. Various other ways to ensure accountability are in place, including linking activity to performance and direct feedback from beneficiaries.

### **Monitoring and Evaluation (M&E)**

**Existence of M&E framework with measurable indicators in the plan:** Out of 40 countries, 34 responded that their education plans contain M&E frameworks with measurable indicators. The degree of integration of specific subsectors and thematic areas into M&E frameworks of education plans differs. Primary and secondary education are included in M&E frameworks of all reported countries whereas ECCE, higher education (HE), TVET, and non-formal education (NFE) are less integrated. New emerging areas, such as global citizenship, environmental education and reproductive health are given less attention in existing M&E frameworks.

**Monitoring mechanisms for continuous assessment and feedback:** 37 responding countries reported having some kind of monitoring mechanisms for which 27 indicated that they are conducting sector reviews but with varying frequencies (annual, bi annual, quarterly); 10 countries indicated having regular performance assessment reports whereas others cited joint field monitoring missions and regular meetings with education stakeholders (LEG, coordination committees, workshops, etc.)

### **Challenges for integration of the Education 2030 targets**

Based on the responses one may draw some preliminary conclusions as follows:

First, funding was frequently cited as a challenge. Wider stakeholder participation, diversification of education programmes (including vocational training, non-formal and informal learning), professionalization of higher education, renewed focus on entrepreneurship, scientific and technical disciplines, the use of new technologies in education delivery and lobbying for increased donor support were quoted as some mitigating measures to overcome the funding challenge.

Second, weak capacity is a challenge frequently cited in country responses. An appropriate strategy to motivate and professionalize the teaching force was emphasized. Capacities of managers to adapt curriculum and school education to the needs of communities and to socio-economic contexts, to ensure minimum educational materials and resources especially for disadvantaged children, to promote literacy and national languages and to ensure safe and healthy educational environment were also quoted as challenging. Capacity to manage and monitor education development is seen as another important factor. Call for more attention on the part of development partners to strengthen human and institutional capacities of education ministries in managing and monitoring skills acquisition was related.

Third, country responses indicate the need for more technical guidelines, advocacy and communication with regard to the new education agenda and its integration into national policy formulation and implementation with necessary adaptation. Some responses report on the need to review the current sector policies and plans in view of integration of the SDG4-ED2030 targets, to increase the education sector budget in order to meet the targets, to further strengthen the management capacity to plan and monitor education policy implementation and to advocate education SDG at all levels.

The findings of the survey provide a glimpse of preliminary conclusions that emerge from the compilation and analysis of country responses regards to the challenges in integrating the SDG4-ED2030 agenda. However, the results should be taken with caution. A survey through local education groups and CSOs to collect the views of wider stakeholders rather than ministries of education may also help to triangulate the findings and build a more balanced picture of the challenges for SDG4 integration and related capacity needs.

## Abbreviations

CSO	Civil Society Organization
DP	Development Partners
ED2030	Education 2030
ECCE	Early Childhood Care and Education
ESA	Education Sector Analyses
ESA region	East and Southern Africa region
ESD	Education for Sustainable Development
ESP	Education Sector Plan
FFA	Framework for Action
GPE	Global Partnership for Education
HE	Higher Education
LEG	Local Education Group
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NFE	Non Formal Education
SDG	Sustainable Development Goals
SDG4	Sustainable Development Goal 4
SSA	Sub-Saharan Africa
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
WCA region	West and Central Africa region



## I. Introduction

Following the SDG4-Education 2030 Regional Meeting for West and Central Africa in November 2015 in Dakar, organized by UNESCO and its partners, the Regional Team of UNESCO Institute for Statistics (UIS) and UNESCO Regional Office in Dakar jointly sent a survey questionnaire<sup>2</sup> to all countries of sub-Saharan Africa (SSA) to have a better understanding of countries' education planning status and Member States' perceived capacity gaps in integrating the SDG4-Education 2030 targets into national education sector planning processes.

The purpose of undertaking the survey was two-fold, addressed in Data and Sector Planning sections of the survey questionnaire:

- i) Given that the proposed indicators provided in the Education 2030 Framework for Action (FFA) will require new data/sources, and the efforts needed to tailor these to national contexts, the survey aimed to assess the availability of data needed for production of Education 2030 (ED2030) indicators and the capacity development needs of Member States in their commitment to producing quality and comparable data (Data sections);
- ii) In view of supporting the integration of ED2030 Targets into education sector-wide policies and plans, there was need to get a sense of how countries are presently planning and monitoring their education systems, as well as the extent to which the themes and issues related to ED2030 targets have already been taken into consideration in existing policies and plans to better understand the capacity gaps and support needs (Sector Planning sections).

The present report only takes into account the survey sections related to Sector Planning (re ii of the above purpose), while the regional team of UIS is undertaking analyses of the data-related sections of the survey for SSA, with the eventual aim to subsequently produce a consolidated report. This separate report on Sector Planning provides general trends in SSA with regards to planning contexts and processes in order to inform the internal discussions and reflections on our support to countries in integrating the ED2030 targets into national education planning processes.

The survey was sent to the 47 countries of sub-Saharan Africa (SSA) in February 2016. The report is based on the responses from 41 countries: 21 from West and Central Africa (WCA) and 20 from East and Southern Africa (ESA). The countries that responded to the survey are presented in the table below:

WCA region (21)		ESA region (20)	
Angola	The Gambia	Botswana	Seychelles
Benin	Ghana	Comoros	Somalia
Burkina Faso	Guinea	Djibouti	South Africa
Burundi	Mali	Ethiopia	South Sudan
Cameroon	Niger	Kenya	Swaziland
Cabo Verde	Nigeria	Liberia	Tanzania
Central African Republic (CAR)	Rwanda	Madagascar	Uganda
Chad	Sao Tome	Malawi	Zambia
Congo	Senegal	Mauritius	Zimbabwe
Cote d'Ivoire	Togo	Mozambique	
Democratic Republic of Congo (DRC)		Namibia	

All survey "respondents" were from Planning and/or Statistics departments of Ministries of Education.

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<sup>2</sup> Based on the one prepared by UNESCO Bangkok Office

## II. Methodology and Limitations of the Survey

The planning related questions of the survey were addressed under “Part A” of the questionnaire (see Annex I), grouped in a single excel worksheet and divided into the following eight sections:

- 1) National planning context
- 2) Stakeholder dialogue and participation
- 3) Education sector reviews/analysis
- 4) Policy & programme formulation
- 5) Resource planning
- 6) Implementation
- 7) Monitoring & evaluation
- 8) Challenges for integrating the new global agenda into national sector planning and monitoring processes.

To better identify the entry points and timeliness for the integration of the ED2030 targets, Section 1 informs the overall country planning contexts and Section 2 gauges the level of stakeholder participation in plan preparation processes. The rest of the sections relate to information on the different stages of the sector policy and planning cycle, from sector analyses to policy formulation, programme implementation, and monitoring and evaluation. Under each of the eight sections, there was a combination of Yes/No, rating scale, and open-ended questions. In other words, a drop-down menu in an Excel sheet was proposed for some responses, while for others respondents were invited to choose among multiple-choice questions or select a relevant response. There were also a few open-ended questions for which respondents were asked to provide as much detail as possible.

Guidelines were provided on a separate sheet for respondents. Countries were asked to nominate a focal point, preferably from planning and statistics departments of ministries of education (MOE), and/or those who participated in the ED2030 regional meeting held in Dakar, to coordinate the filling of the questionnaire in cooperation with the relevant entities across ministerial departments as well as with education stakeholders in country.

The following are some of the limitations and constraints in the collection and reporting of the information received:

- It is not clear to what extent the responses are based on broad consultations with stakeholders within and outside the MOE;
- Education 2030 (SDG4) being a holistic, ambitious and aspirational global framework, the understanding of countries on its essence may still be limited, diverse or partial to capture the depth and width of the new agenda;
- There was much variety in the responses to open-ended questions, which often made it difficult to categorize responses into groupings;
- Yes/No questions didn’t always provide enough elements to have more insight into specific issues;
- Incomplete responses in the questionnaire reduced the reporting rate in some cases and may have brought in some inconsistencies in the analysis.

Overall, it was found that country responses were positive as regards their current planning processes, education plans and M&E frameworks. It would be useful at a later stage to conduct a follow-up survey focusing on specific issues and to collect the views of other stakeholders on countries’ education planning and monitoring processes in order to triangulate the findings and to build a more balanced understanding of country situations.

### III. Main Findings of the Survey

The following sections report on the main findings of the survey. For details on the findings, please consult the responses by country presented in Annex II.

#### 1. Overview of National Planning Context

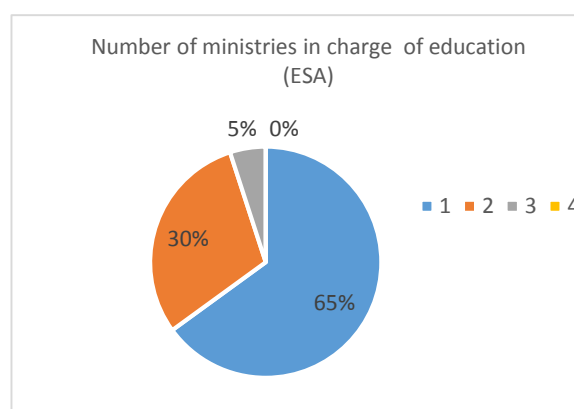
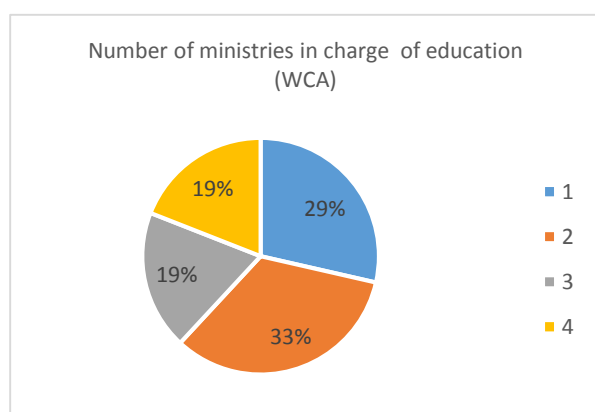
In order to better understand country planning contexts in which national policies and plans may be reviewed for integration of SDG4, this section of the survey covered questions on countries' education sector management structures, the timing and nature of their Education Sector Plans (ESP), as well as the extent to which ED2030 targets have already been addressed in existing ESPs.

##### Number of ministries covering education

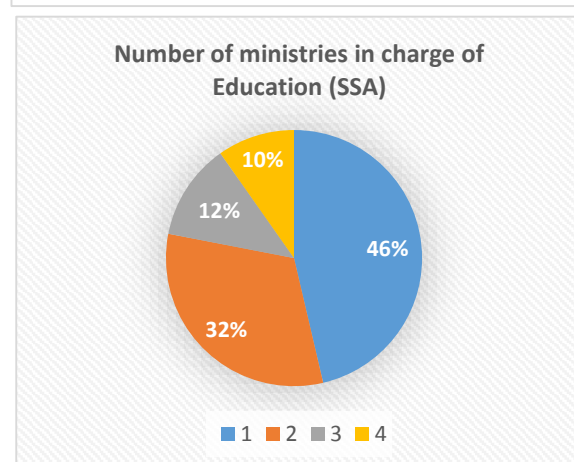
With a range of 1-4 ministries in charge of education management in the 41 respondent countries, 46% (or 19 countries) reported having only one ministry dealing with all levels and types of education while 32% reported having two, with varying patterns from country to country.

Number of ministries	Number of countries	Results %
1	19	46
2	13	32
3	5	12
4	4	10

In West and Central Africa, only 29% of respondent countries have one ministry in charge of all aspects of education while the figure is 65% in ESA.



In terms of “new”<sup>3</sup> thematic areas linked to ED2030, especially education for sustainable development, peace and global citizenship education, most countries reported that they fall under ministries having an explicit mandate for education while a few others reported having ministries with no explicit education mandate working on SDG4's new emerging themes. In other words, most countries do not have a specific ministry dedicated to the new thematic areas, but rather linked them to Ministries of Health, Women and Family, Environment, Youth and Justice and Human Rights. This



<sup>3</sup> “New” is sometimes used in this report to distinguish those education levels and thematic areas that were not specifically addressed in the Education for All Framework, but which are now included as separate targets and/or themes in the SDG4-Education 2030 agenda.

indicates the spread of the work across several ministries at national level, requiring both intra- and inter-sectoral collaboration.

Global citizenship/peace education	Gender equality in education	Environmental education	Sexuality or reproductive health education
Occasionally connected with others ministries (Internal affairs & Peace building, Labour affairs, etc.)	Regularly connected with ministries of women, family, gender, social affairs, etc.	Often connected with environmental ministry	Often connected with health ministry

### ESP period

Out of 41 respondent countries, 38 reported having an ESP<sup>4</sup>, with over one-third of them formulating new ones during the 2016-2017 period (please see Annex II for detailed plan periods). These countries are: Benin, Chad, Comoros, Cote d'Ivoire, Djibouti, Gambia, Malawi, Mali, Namibia, Somalia, Swaziland, Tanzania, Uganda and Zambia.

These countries may provide an opportunity for development partners to support an entire policy/planning cycle in line with the new global education agenda. That being said, several other countries who are in the midst of implementing the education sector policy and/or ESP (e.g. Senegal and Burkina Faso) are also making efforts to review and revise their existing sector policy or plan in order to integrate emerging areas in light of the Education 2030 agenda.

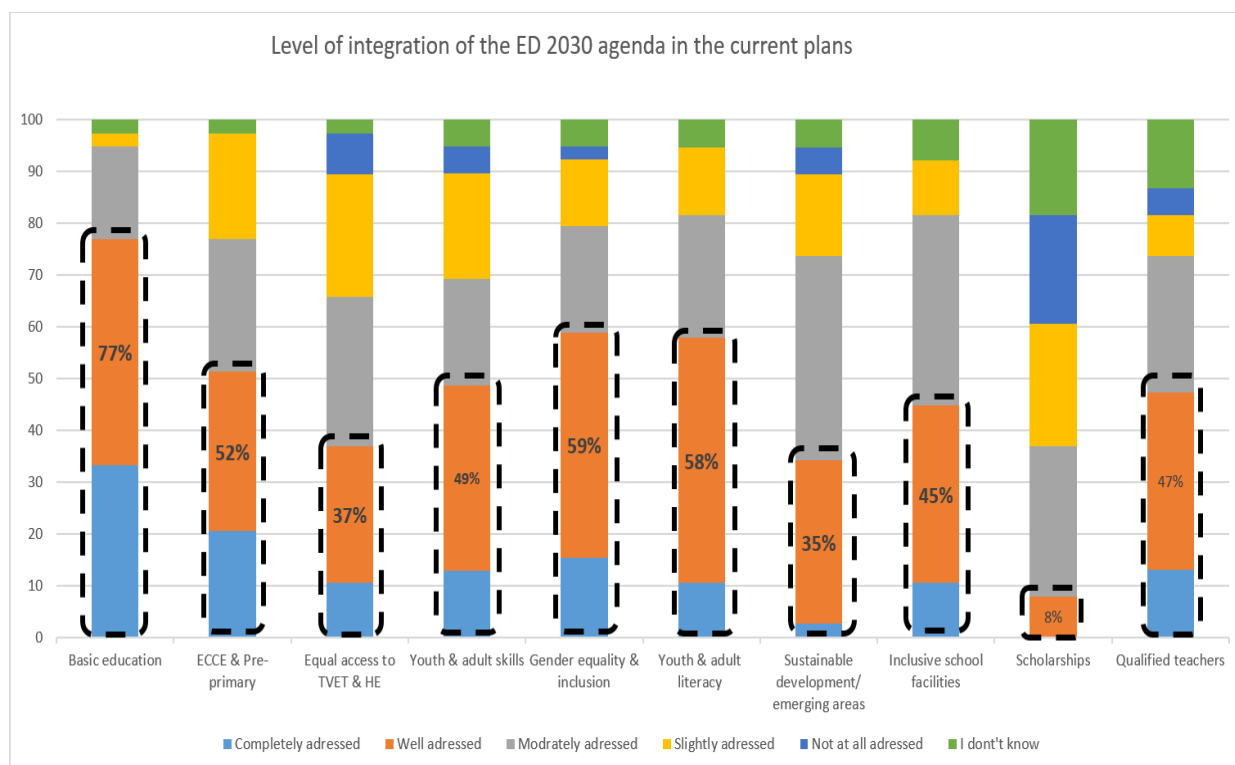
### Sub-sector plans

Out of 41 countries, 83% of countries have sub-sectorial plans ranging from 4 to 15 years and focused on Basic Education, Secondary Education, Higher Education, TVET, Special Education as well as Non-formal Education (NFE). For example, Benin had five education-related plans, including a TVET reform plan, literacy and adult education policy (DEPOLINA), literate environment development strategy, language policy, higher education and scientific research development plan. These are likely linked to the fact that there are most often several ministries covering education, as well as the need to accommodate external sources of funding. Given the perspective of lifelong learning through all modes, further advocacy may be required to underscore the importance of coherence across these sub-sector plans and their possible integration within a broad sector policy.

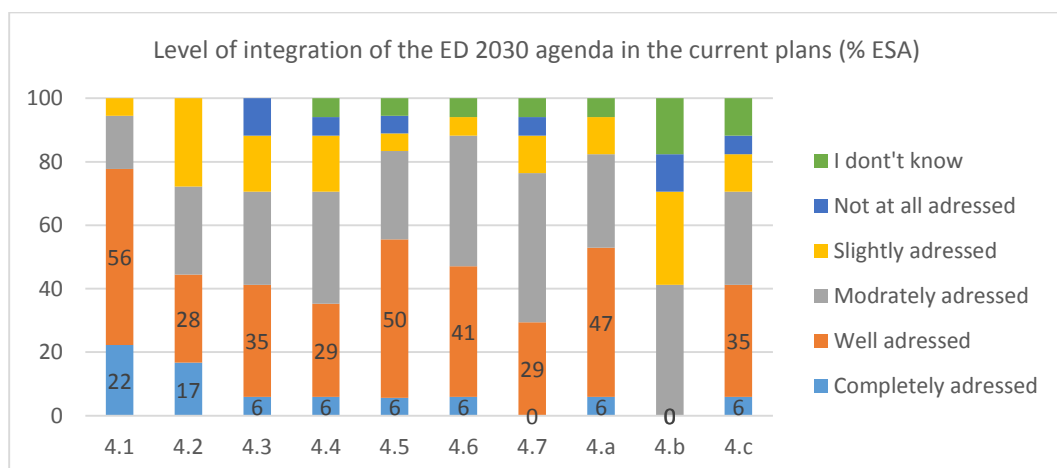
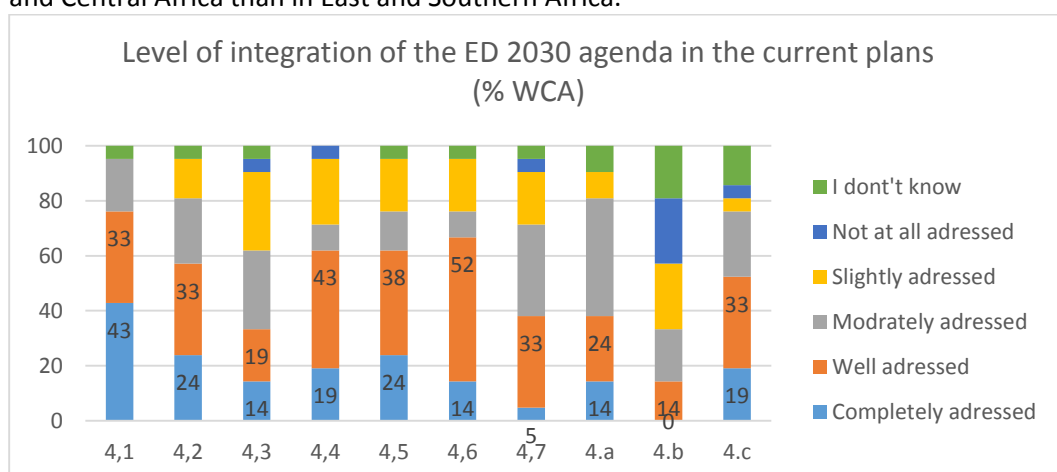
### Extent to which ED2030 targets are already taken into consideration in ESP

The chart below shows that the target that is most taken into consideration in existing ESP is in the area of Target 1 with 77% of countries responding that ensuring completion of free and equitable basic and secondary education for all is already prioritized. As for the rest of the targets, the survey results indicate the need to deepen analytical and planning work in areas of post-secondary education (target 4.3) and education for sustainable development/emerging “soft” areas (target 4.7). With regards to the issue of scholarships, current education policies appear to give limited attention to this target of the new education agenda.

<sup>4</sup> Botswana, Madagascar and South Sudan were the only 3 who reported not having an ESP



In comparing the two sub-regions, with the exception of Target 4.3 (access to TVET and HE) and 4.a (inclusive school facilities), all targets were considered better addressed in education sector plans of West and Central Africa than in East and Southern Africa.

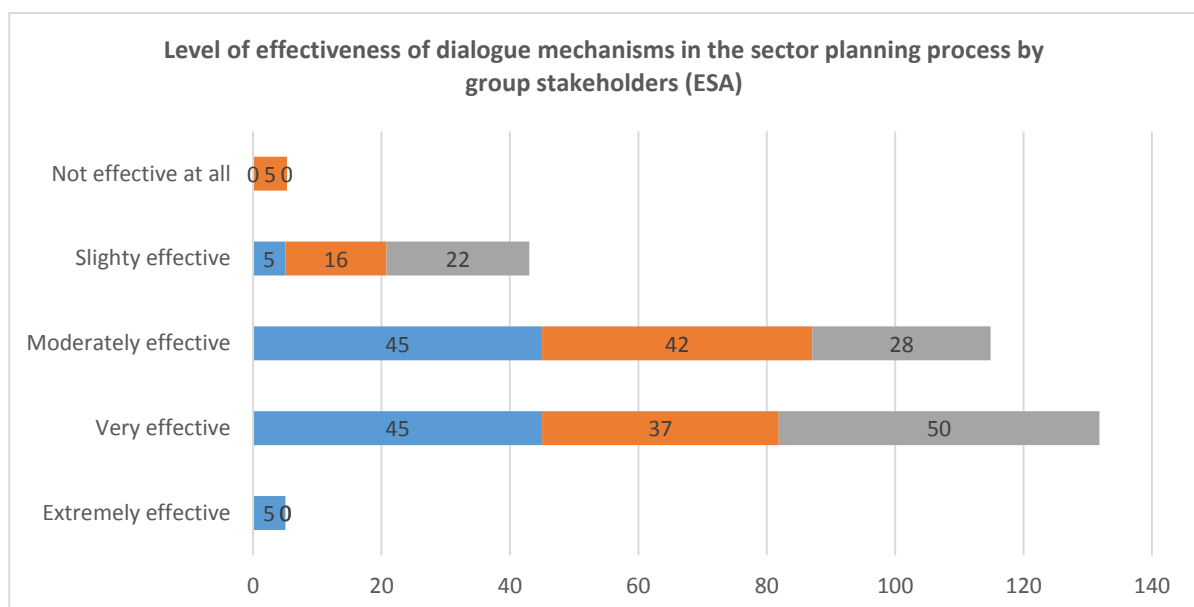
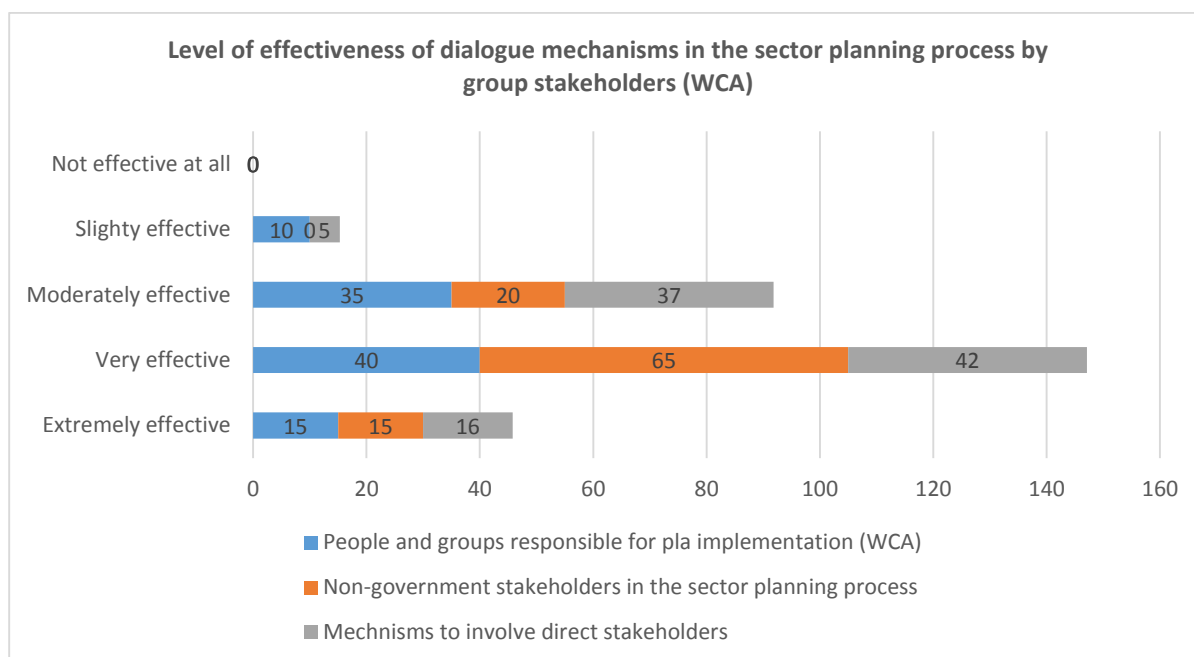


## 2. Stakeholder Dialogue and Participation

### Sector dialogue mechanisms

The survey included a set of questions framed to better understand the dynamics of existing sector dialogue mechanisms, at country level, as well as the extent to which various education stakeholders participate in sector dialogue and coordination, which serve as an indication of the level of stakeholder engagement in education planning processes.

Country responses indicate that almost all countries reportedly have established mechanisms for consulting and coordinating with various stakeholders, and furthermore, the overall majority perceived them to be either very or fairly effective.



The reasons that may explain the level of effectiveness of dialogue coordination mechanisms for different groups of stakeholders were reportedly:

- For people and groups responsible for plan implementation, the level of effectiveness seems to be linked to i) existence of coordination at decentralized levels, and ii) existence of well structured

dialogue mechanisms (e.g. involvement of all stakeholders, frequent meetings, coordination committees, thematic working groups, etc.). Similar results can be perceived across WCA and ESA, with most countries responding having moderately to very effective dialogue mechanisms.

- For non-government stakeholders, the level of effectiveness is dependent on the existence of well-structured coordination mechanisms specifically engaging CSOs through frequent meetings, coordination committees, sector reviews, etc. In WCA, more countries reported having extremely effective dialogue mechanisms (see annexes for details).
- For primary (or direct) stakeholders (e.g. parents' associations, teachers' unions, and councils or parliaments for students), the level of effectiveness is higher when the primary stakeholders are actively engaged in meetings and reviews. There were often cases of conflicts between these stakeholders as well as the difficulty to identify appropriate representatives, which impeded the effectiveness of sector policy dialogue mechanisms. Levels of effectiveness differ across the two regions with WCA's responses categorized mainly between moderately (37%), very (42%) and extremely effective (16%) and ESA's responses between slightly (22%), moderately (28%) and very effective (50%).

### **Local education groups**

A local education group (LEG), as advocated by the Global Partnership for Education (GPE) as one of the pre-conditions for grants, is meant to be a collaborative forum of stakeholders who accompany the development, implementation, monitoring and evaluation of education sector plans in "recipient" countries. Co-led in principle by the government and designated coordinating partner, the LEG usually includes donors and development agencies, teachers' organizations, civil society organizations, and private education providers.

In practice, understanding of the LEG proved to be diverse across countries, especially in non-GPE partner countries. In this report, LEG has been used as an evasive term, reported as such by countries in their responses, referring overall to a consultative forum that brings together various groups of education stakeholders.

Out of 39 countries, 35 reported having a LEG. However, not all respondents provided information on its membership, and for those who did, there were inconsistencies<sup>5</sup> in responses. This can be an indication that the shift towards establishing local education groups – bringing together all education stakeholders in a country around the same table to discuss and coordinate on education policy and interventions - is still a work in progress in many countries.

According to country responses, some findings can be drawn as follows:

- Four countries do not appear to have a LEG: Angola, Sao Tome & Principe, Madagascar and Zimbabwe;
- Twenty-one countries have a LEG that comprises development partners (DPs), Civil Society Organizations (CSOs) and government institutions;
- Four countries have a LEG with DPs and CSOs (however there was no indication of national authorities' participation);
- Two countries have a LEG with government institutions and CSOs.

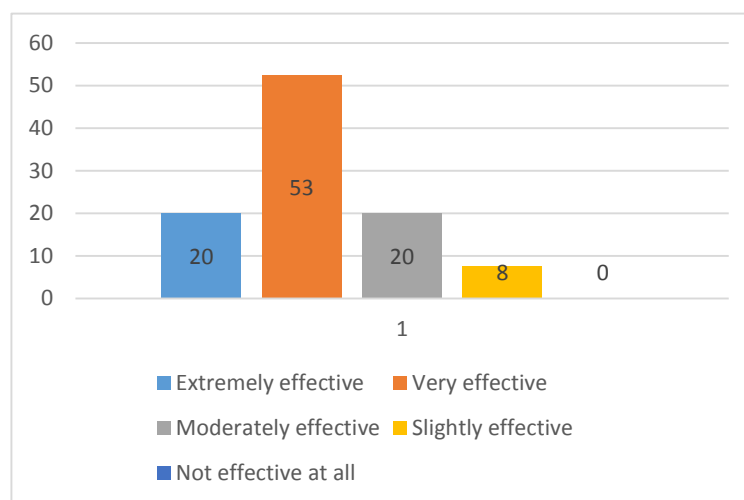
According to the responses, it was found that there are varying set-ups of LEGs, such as in Botswana (LEG with only DPs), Somalia and Namibia (LEG with only CSOs) and Uganda (LEG with only DPs and government institutions).

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<sup>5</sup> Some countries listed the groups composing the LEG, some gave the name of the actual members, some started a list and put etc., others only mentioned a partnership framework

## Donor coordination mechanisms and their effectiveness

Out of 41 countries, 40 reported having some kind of donor coordination arrangements, out of which 73% are perceived to be very or very much effective because they are managed through an effective lead agency and a well-structured coordination mechanism. A few countries, however, reported that there is room for improvement in donor coordination mechanisms as some donors do not align with government priorities (e.g. Democratic Republic of Congo) or some of the aid does not come through the government's accounting mechanism (e.g. Kenya).



Overall, there are two main types of donor coordination mechanisms, the second one being perceived to be a slightly higher effectiveness factor:

- Managed through a strong government lead
- Managed through a strong coordinating development partner role in support of government leadership

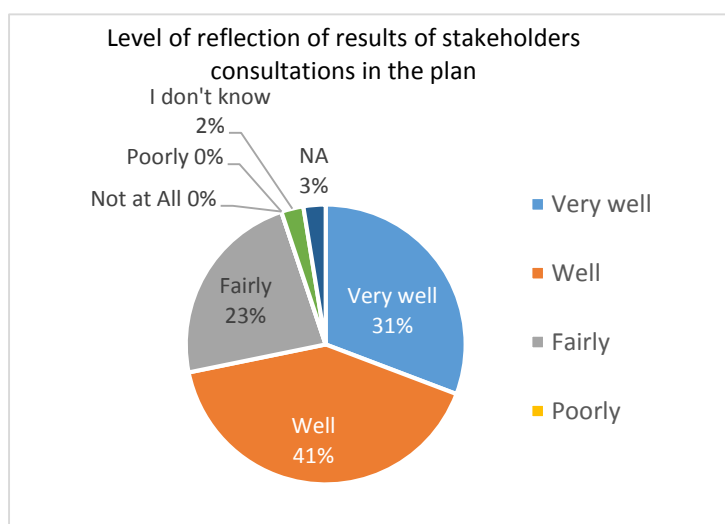
The level of effectiveness is reportedly influenced by the frequency of meetings, the existence of partnership frameworks, clear leadership on the part of the LEG (together with clearly identified roles and a clear leadership) and regular plan monitoring or sector reviews.

## Participatory ESP preparation process

In response to a set of questions to appraise whether ESP preparation processes were participatory, country-led and accompanied with a capacity development process, the findings of the survey are reported below:

All countries stated that their plan preparation processes were participatory, with the majority of countries being confident that the result of the stakeholder consultations were either well or very well reflected in the final plan documents.

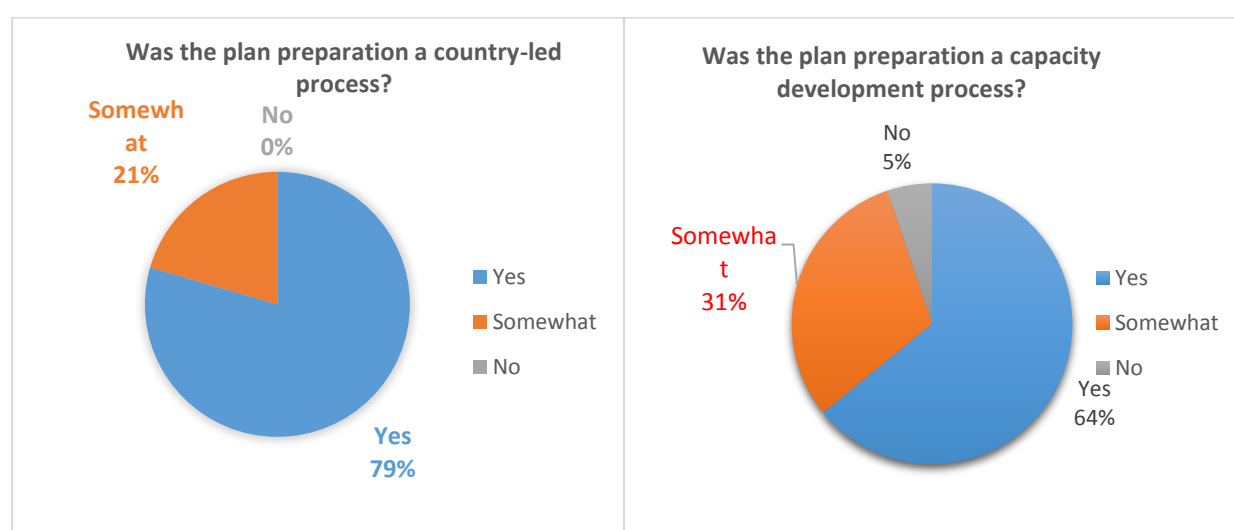
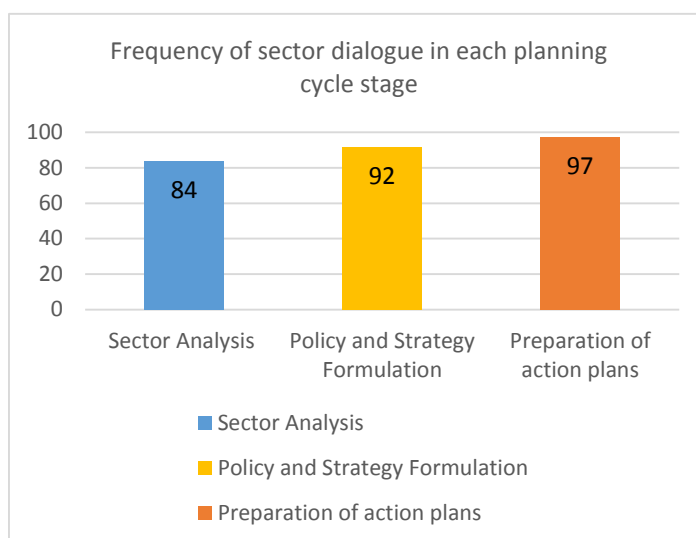
With regards to sector dialogues arranged at each of the various stages of the education policy/planning cycle, 84% of country responses argue that their sector review/analysis involved policy dialogues, as compared to 92% of cases for policy formulation and 97% of action planning stages. This may mean that sector analyses, which are often conducted by consultants with funding from development partners and with relatively limited participation of national stakeholders (including ministries of education) in several countries, require more consideration for national involvement.





Survey respondents were also asked to provide perspective as to whether the sector planning process was country-led, for which 79% of respondents indicated yes and 21% indicated that it was only to some extent.

When asked to provide their perspective as to whether the policy/plan preparation involved capacity development process, 64% were positive, 31% said somewhat while 5% said not at all.



### 3. Education Sector Analyses

Questions related to sector reviews (also referred to as sector diagnoses and analyses) sought to gain a sense of the extent to which education sector policies/plans were based on the analytical work that is conducted to build evidence and basis for action. They were also intended to get a sense of the way analyses were conducted and whether the themes and issues of SDG4 targets have already been addressed in existing sector diagnostic studies. According to country responses, analyses of the education sector situation, its performance, effectiveness and capacity, were conducted in different intervals and forms.

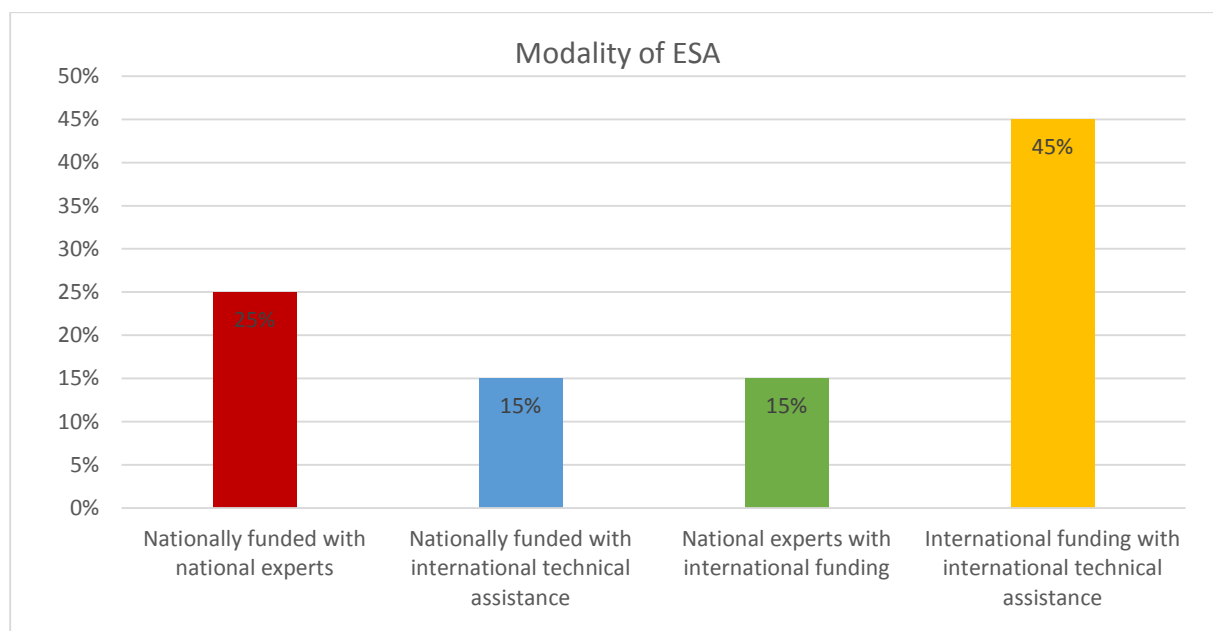
#### Frequency of Education Sector Analysis (ESA)

Most countries have carried out an analytical exercise as regards education sector development status and challenges in the past 5 years.

Some countries reported not having conducted ESA in recent years, such as Burkina Faso (2008, but there is one underway), Congo (2007), Nigeria (2005), Djibouti (2009), Kenya (possibly in 1994), and Somalia (never).

### Modality of ESA exercises

Out of 40 respondent countries, only 10 indicated that ESA was conducted using both domestic funding and national experts<sup>6</sup> due to various reasons, including the heavy costs of international technical assistance. While 40% of respondent countries reported that sector diagnostics were carried out with domestic funds, only a quarter of them are using national experts only, while 60% of countries conducted ESA with external funding.

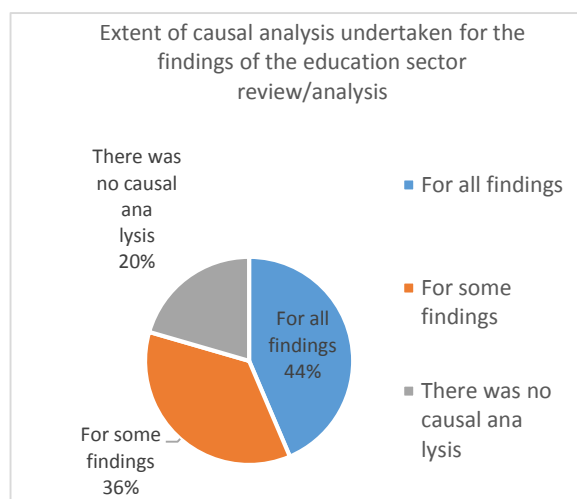


60% of ESA were reportedly carried out with international technical assistance. It is interesting to note that ESA was conducted using both international funding and international technical assistance in close to half of respondent countries who responded to the surveys.

### Extent of a causal analysis undertaken for the findings of ESA

This question was asked to countries to get a sense of whether problem analyses were carried out to identify root causes and subsequent solutions beyond solely analysing the effects of problems on which many ESA approaches are focusing.

As noted in the chart, 44% of countries reported that causal analyses of ESA exercises was fully taken into consideration, while 20% of countries said they did not undertake causal analyses during their sector reviews/analyses.

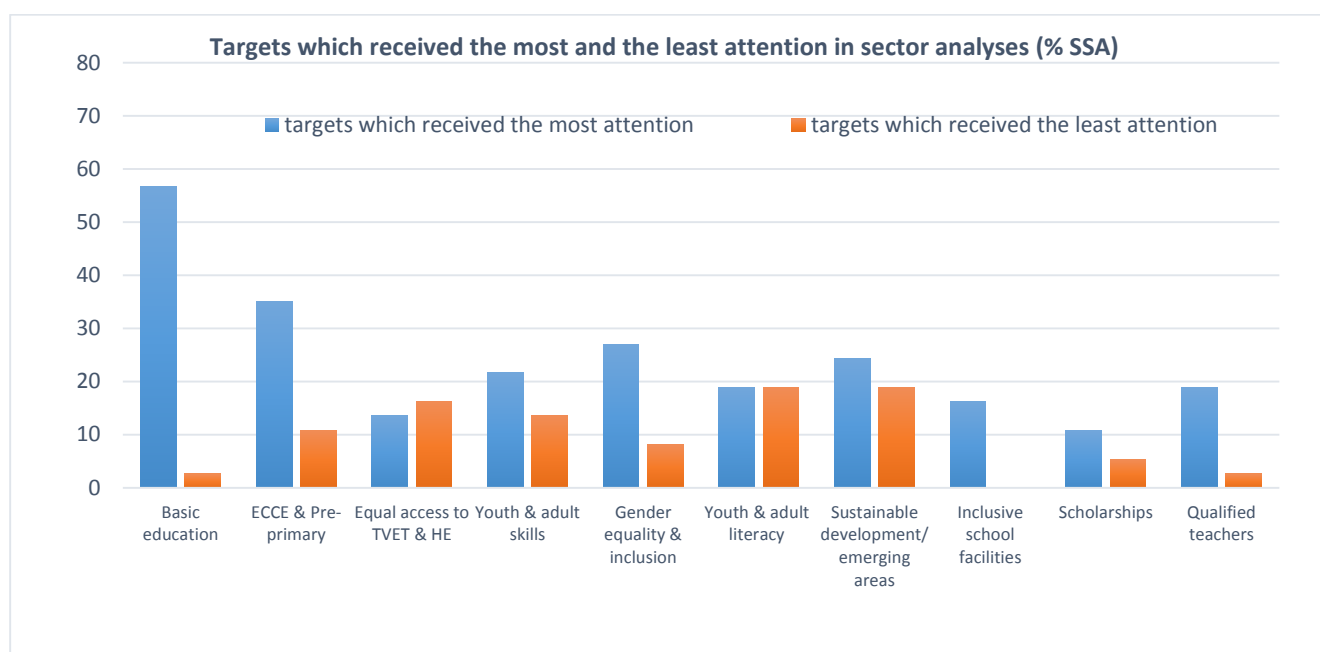
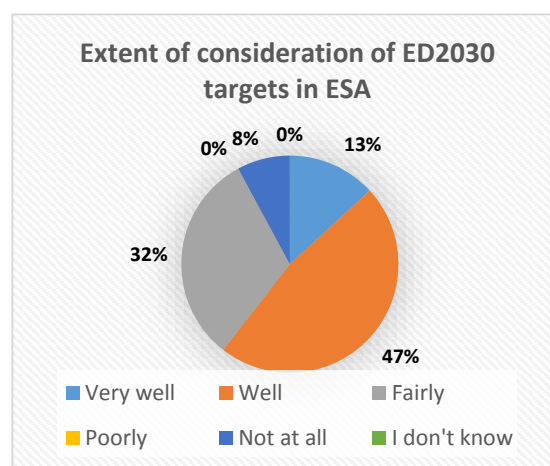


<sup>6</sup> Angola, Botswana, Congo, the Gambia, Malawi, Niger, Rwanda, South Africa, Uganda and Zimbabwe

### Consideration of Education 2030 Targets in ESA

Out of 38 respondent countries, 79% reported that the themes and issues of the Education 2030 targets were overall well or very well taken into consideration in their ESA. 32% said they were only fairly taken into consideration, and 8% said not at all (Angola, Nigeria, Zambia).

When asked to specify which of the ED2030 targets and themes received the most or the least attention in sector analysis, we can observe the following trends:



- Target 4.1 (general education) and Target 4.5 (gender equality) are reportedly well reflected in sector analyses of respondent countries, which might be attributable to the fact these two targets were in one way or another well represented in previous international agendas (MDGs and EFA goals).
- Target 4.2 (early childhood) was also well reflected and Target 4.7 (soft skills) seems to have been fairly well reflected in their ESA despite being “new” targeted areas.
- The other targets related to skills development in both formal and non-formal settings, post-secondary education and teachers are among those that are the most neglected, which may call for increased attention in the future in sector analyses and policies.

While these responses should be taken with caution, they appear to be more or less consistent with responses in Section 1 regarding the extent to which Education 2030 targets were taken into consideration in ESP.

When taking a closer look at the two sub-regions, it can be observed that there are noticeable differences regarding some of the ED2030 targets in terms of the percentage of countries that considered they were the most or least taken into consideration, as summarized in the following tables and graphs:

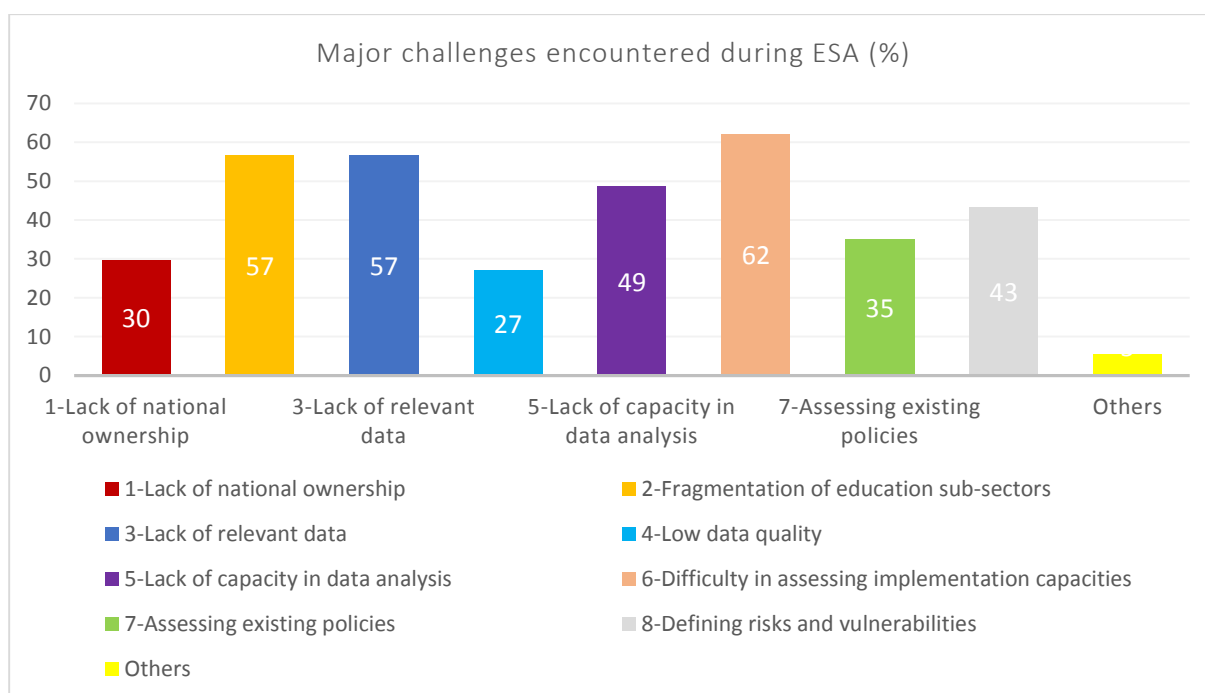
TARGETS	% of Targets MOST considered in ESA			% of Targets LEAST considered in ESA		
	SSA	WCA	ESA	SSA	WCA	ESA
<i>Basic education</i>	59	52	65	3	5	0
<i>ECCE &amp; Pre-primary</i>	38	38	35	11	10	12
<i>Equal access to TVET &amp; HE</i>	16	24	6	16	14	18
<i>Youth &amp; adult skills</i>	22	19	24	14	19	6
<i>Gender equality &amp; inclusion</i>	27	29	24	8	10	6
<i>Youth &amp; adult literacy</i>	19	24	12	19	14	24
<i>Sustainable development/ emerging areas</i>	24	24	24	22	24	18
<i>Inclusive school facilities</i>	16	19	12	0	0	0
<i>Scholarships</i>	11	14	6	5	5	6
<i>Qualified teachers</i>	22	29	12	3	0	6

For example, in WCA Target 4.3 (TVET & higher education) was considered by 24% of countries as being most considered in sector analyses against only 6% of countries in ESA. Target 4.4 (youth and adult skills) was most considered by 19% of WCA countries versus 6% in ESA.

### Main challenges when conducting education sector review/diagnosis

From survey results<sup>7</sup>, the unavailability of relevant data and capacity gaps in data analysis reportedly occupy a major part of country preoccupations in responses to the survey.

Dealing with fragmented education sub-sectors was also underscored, while the most frequently cited challenge was the difficulty in assessing and anticipating operational capacities to implement policy objectives. This indicates a potentially important aspect to which development partners may need to pay more attention when devising their support programmes. This may include working on finding local solutions to development challenges specific to African contexts and/or strengthening exchange of experiences and proven practices across regions, countries and localities.

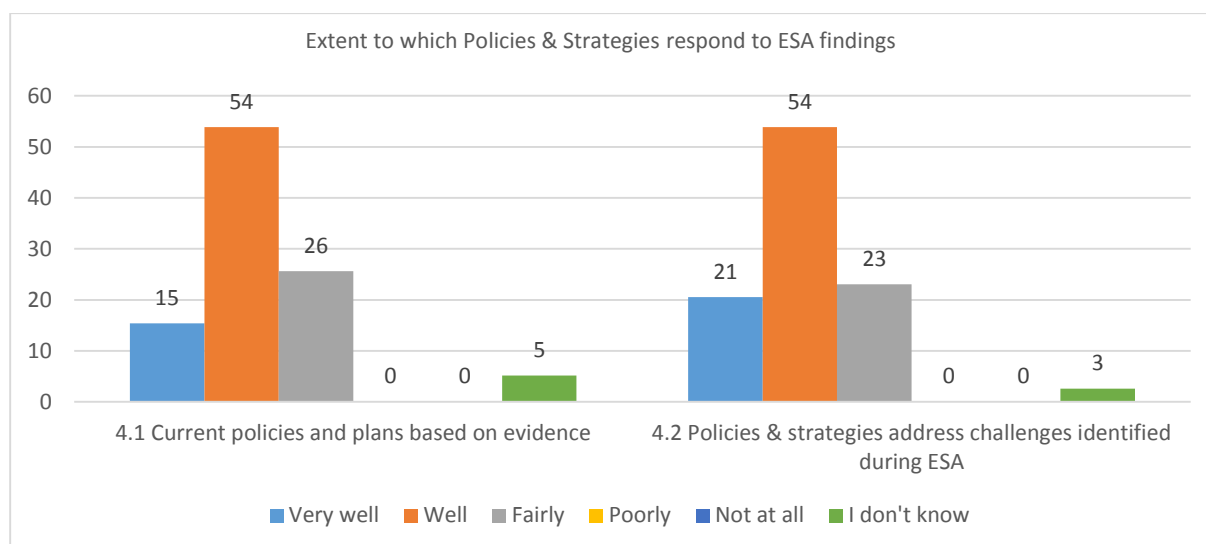


<sup>7</sup> A selection of pre-defined categories were provided to countries to choose from as can be seen in the chart

## 4. Policy & Programme Formulation

In this section, a set of questions were asked to weigh the extent to which sector analyses informed policy making, what kinds of planning tools were used to design education policies and plans and whether risks and vulnerabilities analyses were conducted to anticipate contingency actions.

This section first examines the extent to which policies and strategies respond to the findings of sector diagnoses and analyses.



When asked whether their policies and plans were based on evidence, close to 70% of respondent countries answered positively and 75% of countries reported that their policies and plans specifically addressed the problems and challenges identified in sector diagnostics.

Whereas 80% of WCA countries reported having well or very well used evidence and addressed ESA challenges in policy and plan formulation, less than 60% of ESA countries considered having well or very well used the findings of sector analyses.

Furthermore, 88% of all respondent countries reported that the current implementation strategies well or very well reflect the policy objectives and targets of education sector plans.

### Use of education policy simulation model

Out of 39 countries who responded to the question, 31 responded that they used an education simulation model to guide the policy dialogue on trade-offs. Five countries reported that they did not use simulation modelling (Botswana, Kenya, Malawi, Mauritius and Zimbabwe), while three respondents reported that they did not know (Angola, Ghana and Zambia).

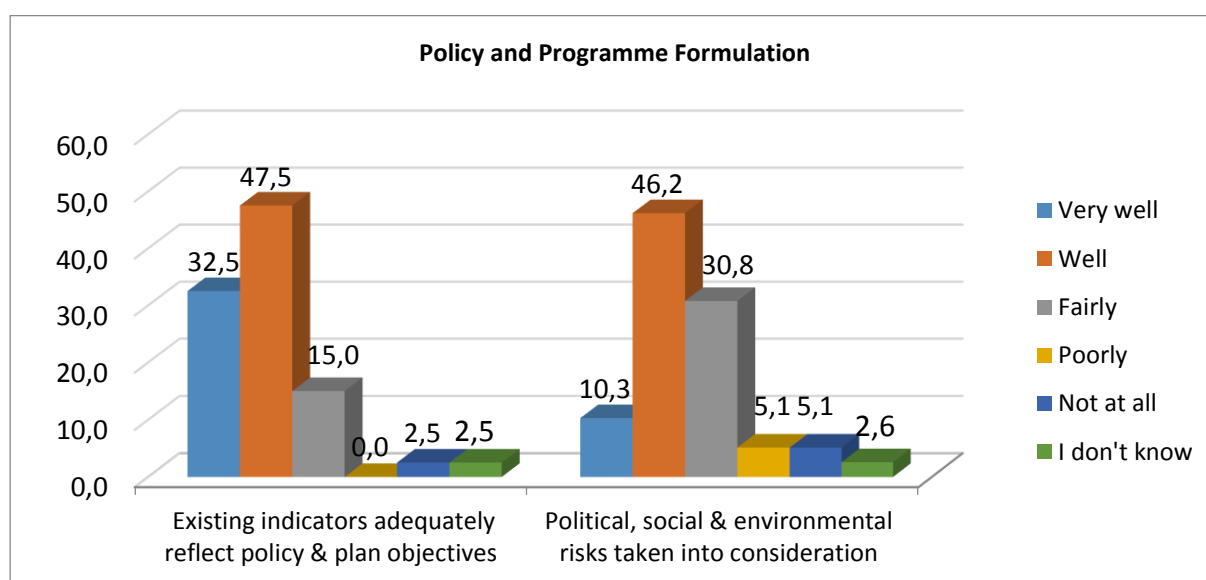
When asked which stakeholders were involved in the policy dialogue accompanying the simulation exercise, the overall majority<sup>8</sup> of respondents indicated that DPs, Government and CSOs were actively involved. This could be attributed to the growing recognition of the importance of participatory sector dialogue. A few countries such as Guinea and Cabo Verde, showed to only have included government institutions in policy dialogue.

<sup>8</sup> Difficult to provide an exact number as answers were not detailed (e.g. "all stakeholders").

### Use of result frameworks and pertinence of indicators

Countries were asked whether their ESP have results frameworks with adequate indicators that reflect policy/plan objectives. Only two out of 40, Congo and Ghana, reported that their plans do not comprise a results framework (e.g. log frame, theory of change), which could have been an important instrument for structuring the findings of ESA, identifying relevant policies & strategies for implementation, and monitoring and evaluation of policy interventions and programmes.

While around 80% of countries considered that existing indicators well or very well reflected the objectives of their education policies and plans, given the width and holistic nature of the new global education agenda, these may need to be further re-visited and to have more indicators developed.



### Extent to which risks & vulnerabilities are taken into consideration

While the majority of countries considered that their plans take potential economic, political, social and environmental risks into consideration, almost one-third of respondent countries felt that risks are only fairly taken into consideration. In some countries (e.g. Benin, Burundi, Chad and Sao Tome), risks analysis appears to have been very poorly or not at all conducted when preparing education plans. Respondents also provided insight into the types of risks faced by their education systems and that are taken into consideration in ESPs.

From the 29 out of 39 countries that provided information on the types of risks, the following are the main categories<sup>9</sup> of risks mentioned:

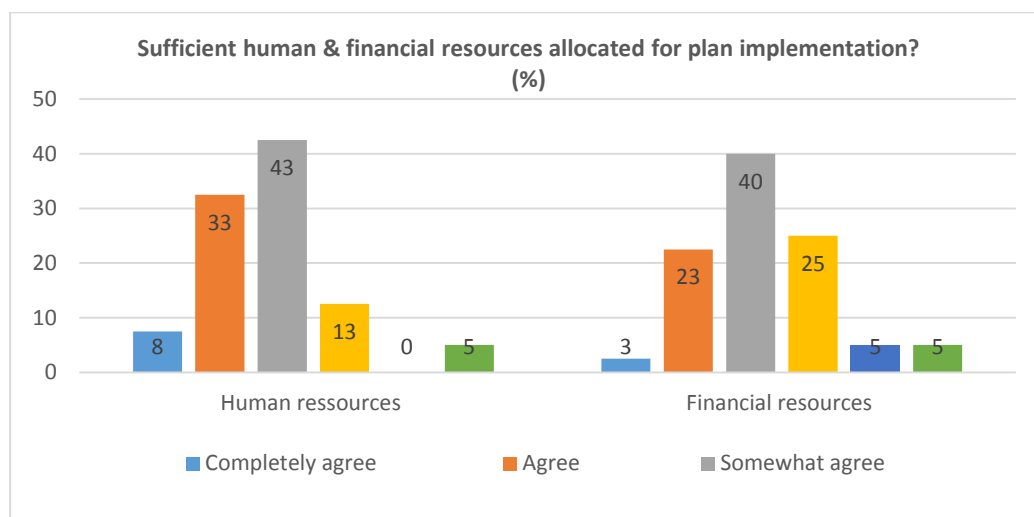
- Political, institutional and security risks (13)
- Financial risks: lack of funding (8)
- Environmental risks (5)
- Social risks (3)
- Human and implementation capacity risks (3)
- Cultural risks (3)

It is interesting to note that political, institutional and security risks, which are most often governance-related aspects, were the most frequently noted concerns faced by education systems and given higher consideration in country policies and plans.

<sup>9</sup> The survey questionnaire did not provide any pre-defined risk categories

## 5. Resource Planning

The perceived sufficiency of resource allocation for plan implementation and the extent to which countries' annual budget plans are in line with projected costs are captured in this section. Analysis of country responses on this aspect requires particular caution given the subjectivity involved when sufficiency of resources was gauged. Generally speaking, respondents reported that financial constraints constituted a bigger challenge than the human factor for plan implementation.



The chart indicates that the human resources allocation was perceived sufficient for plan implementation in 41% of respondent countries, while financial resources allocation was considered sufficient in only 26% of respondent countries. 30% of respondent countries reported that financial resource allocation was not sufficient for plan implementation.

As said above, the figures need to be taken with caution and more in-depth analysis of human and financial resources allocation in countries may need to be conducted.

### Costing of education plans

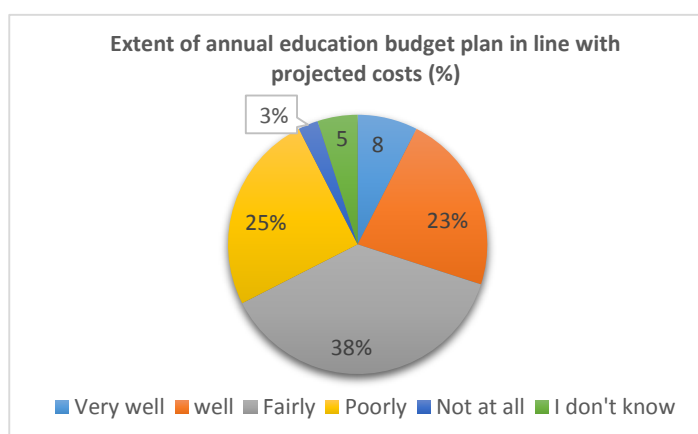
All countries except Botswana, Ghana and Mauritius had costed education plans, of which 86% used a simulation model to project and anticipate their resource requirements including funding gaps.

31% of respondent countries found that their country's annual education budget plans were well in line with projected costs while 28% perceived that they were not aligned.

Out of 30 countries who cited reasons behind their response, 24 had supported their arguments on their "fairly", "poorly" or "not at all" alignments, with various explanations, including the following main factors:

- Budget constraints
- Inadequate budget distribution
- Funds allocated for implementation which do not match with projected costs.

Some country respondents specified the reason behind the misalignment, such as lack



of national resources in a context of conflict (CAR), oil crisis (Chad), weak economy after crisis (Madagascar) and weakness of the central government (Somalia).

## 6. Programme Implementation

Programme implementation and accountability are the focus of this section, including the timelines of action planning and the extent to which capacity development and roles and responsibilities are clarified to support policy implementation.

### Action planning under ESP arrangements

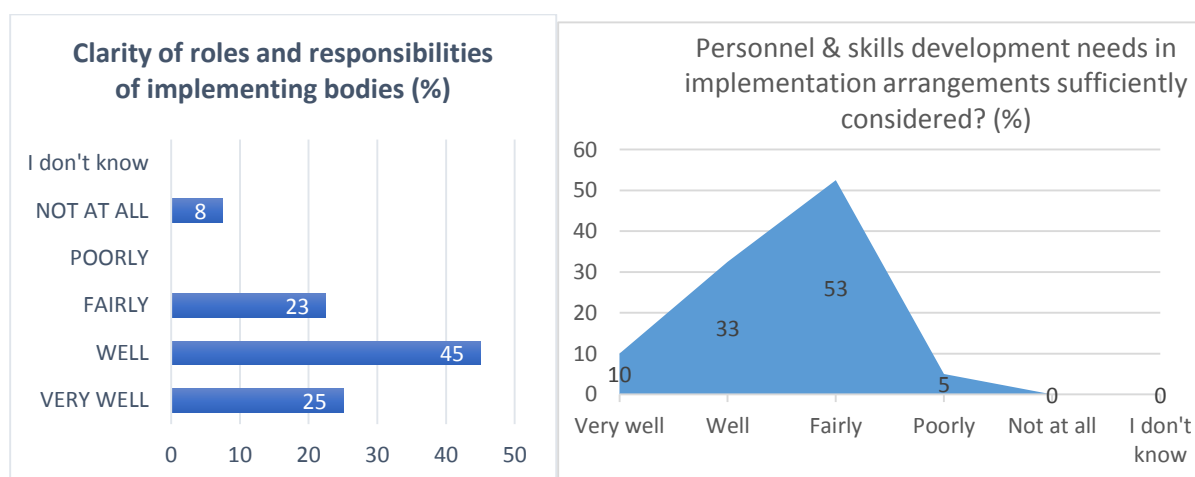
Regarding the length/timeframe of action plans under ESP, 24 countries (62%) reported preparing annual plans of action while 11 countries (28%) reported having triennial action plans. Four countries (Burkina Faso, Burundi, Congo and Togo) reported having both. Additionally, two countries (Congo and Cote d'Ivoire) reported that their action plans were prepared every 5 years.

With the exception of Nigeria, Botswana, Liberia, and Somalia, all countries reported that activities and their costs and funding sources are clearly laid out in action plans. All countries stated that they had a results framework built into their action plans defining implementation and performance indicators.

### Clarity of roles and responsibilities and capacity needs

When enquired regarding the extent to which roles and responsibilities of implementing bodies both at central and decentralized levels were clearly defined, 70% of respondents expressed that they were well or very well defined, 23% said only fairly defined.

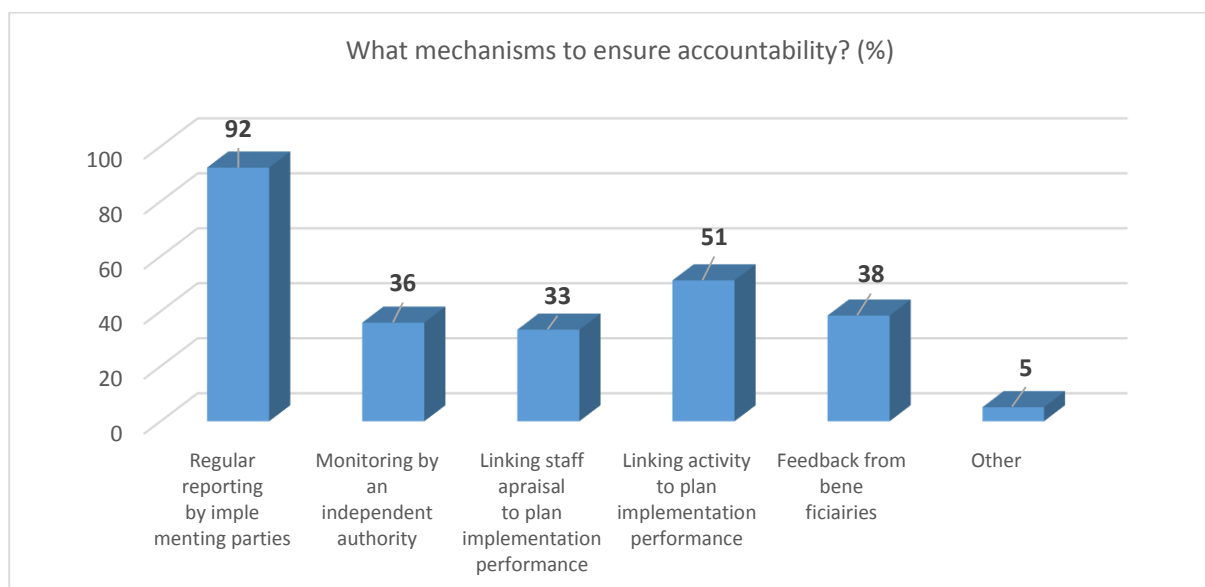
43% of respondent countries considered that the needs in personnel and skills development were sufficiently addressed for plan implementation, while 53% of countries considered that they were only fairly addressed. With the Education 2030 global agenda, strengthened implementation capacities will be key to ensuring that targets are met.



### Mechanisms in place to ensure accountability

From a set of pre-defined categories, countries most frequently cited, as an accountability mechanism, the regular reporting by implementing partners. Various other ways to ensure accountability are in place, including linking activity to performance and direct feedback from beneficiaries.



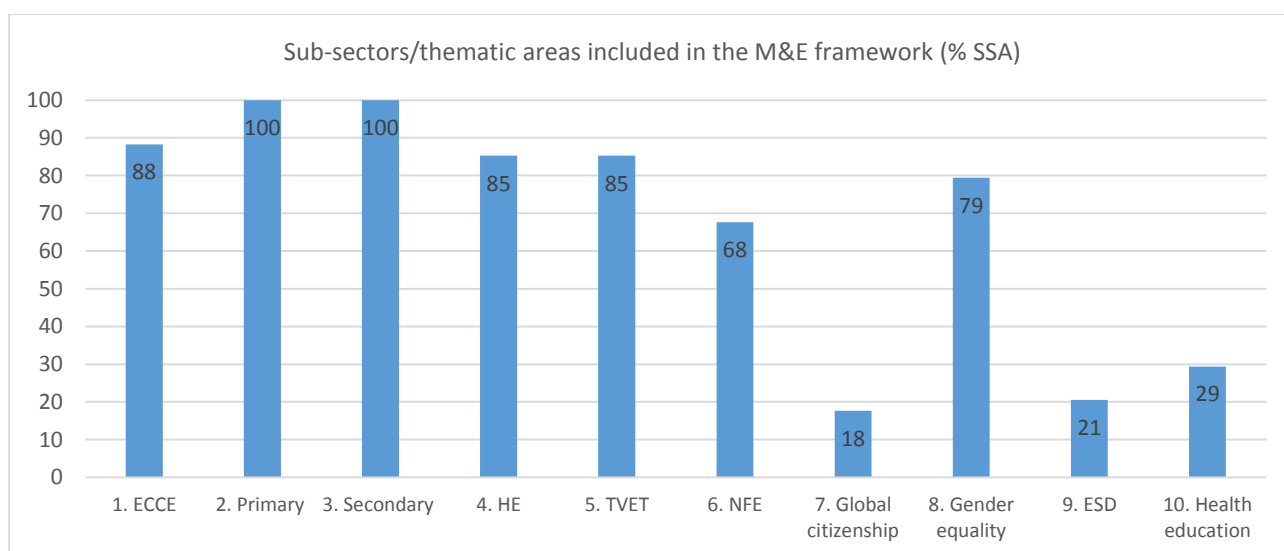


## 7. Monitoring & Evaluation

This section aimed to assess the extent to which countries' education plans comprise clear monitoring and evaluation (M&E) frameworks with measurable indicators, what education subsectors and/or themes were weakly covered in these frameworks and how they reviewed the progress of policy implementation.

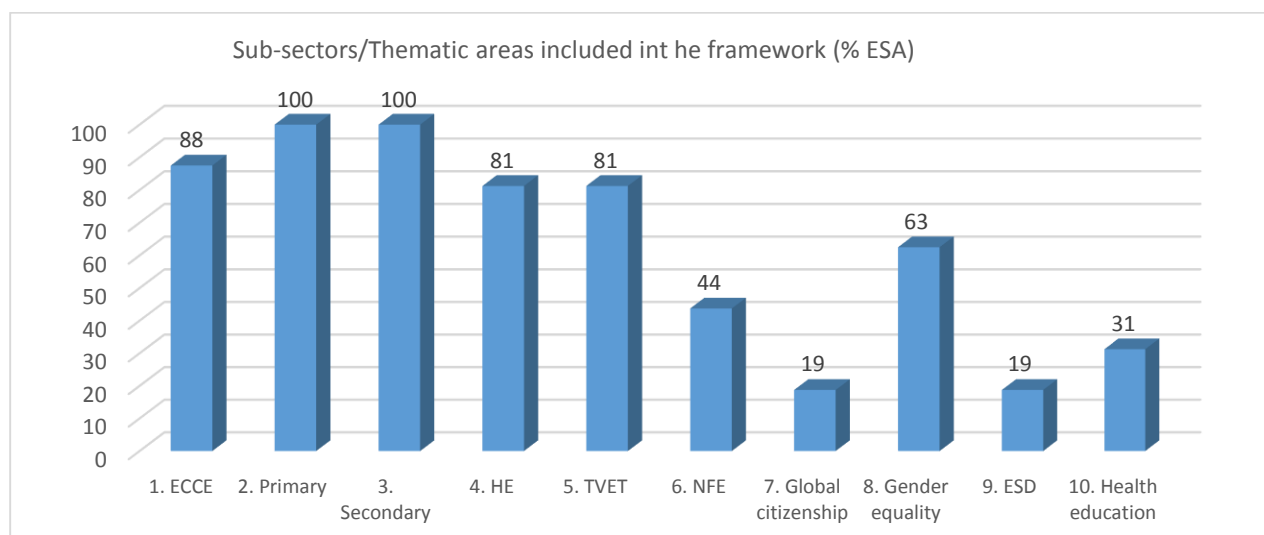
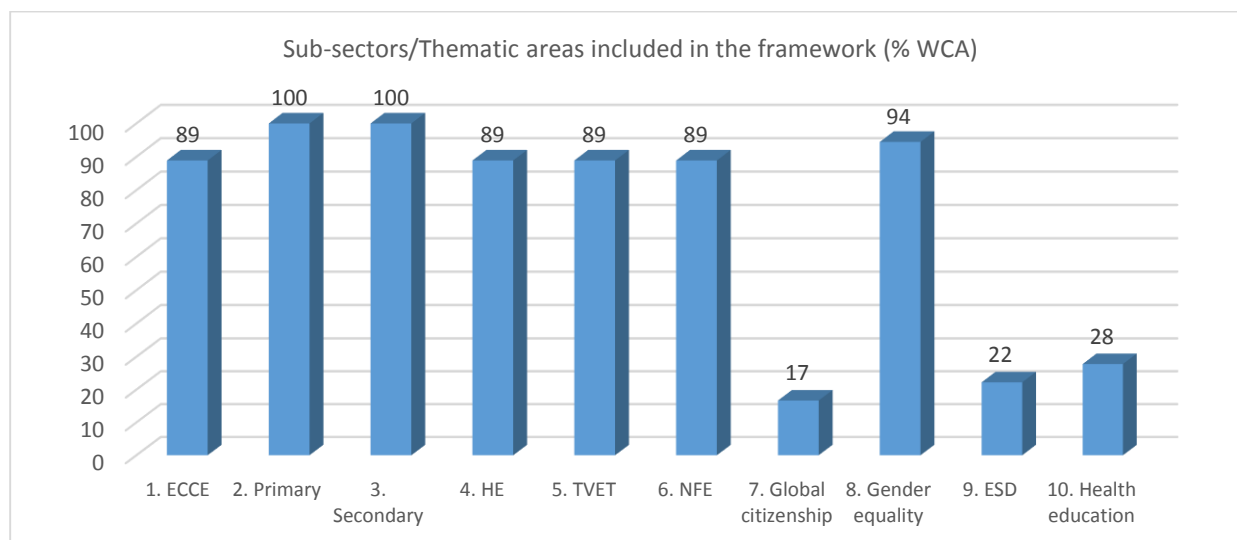
Out of 40 respondent countries, 34 responded that their education plans contain M&E frameworks with measurable indicators. The six countries that did not report that their plans had an M&E framework were Angola, Congo, Sao Tome, South Sudan, Zambia and Zimbabwe.

The degree of integration of specific subsectors and thematic areas into M&E frameworks of ESP among countries who included them differs, as is noted in the figure below:



- Primary and secondary education are included in M&E frameworks of all reported countries having an M&E framework included in their plan;
- ECCE, Higher Education, and TVET are slightly less integrated, with gender equality in education figuring in almost 80% of M&E framework and NFE at nearly 70%;
- New emerging areas, such as global citizenship, environmental education and reproductive health are given less attention in current M&E frameworks.

WCA and ESA regions reported similar results, with the exception of NFE which figured in 89% of M&E frameworks in WCA respondent countries versus in only 44% of ESA respondent countries, and gender equality in education was included in 94% of WCA respondent countries and in only 63% in ESA.



New data requirements in the context of Education 2030 will likely drive reforms of M&E frameworks in many countries. This is an area of capacity support to be considered by development partners.

Regarding monitoring mechanisms in place to allow for continuous assessment and feedback during plan implementation, 37 countries reported having some kind of monitoring mechanisms, where:

- 27 indicated conducting sector reviews but with varying frequencies (annual, bi annual, quarterly).
- 15 countries indicated having regular performance assessment reports.
- Others cited joint field monitoring missions and regular meetings with education stakeholders (LEG, coordination committees, workshop, etc.).

Congo and Namibia did not report on this question and Sao Tome indicated that it does not have any regular monitoring mechanism in place.

## 8. Challenges in integrating Education 2030 in Education Sector Plans

This part of the report features an attempt to interpret the responses to the questions asked in Section 8 of the Planning cluster of the survey. In order to capture the challenges countries will likely be facing for integration of the Education 2030 targets in national education sector planning and monitoring, two questions were asked:

- What are the major challenges for your country to integrate the Education 2030 targets in national education sector planning and monitoring process(es)?
- What needs to be done for your country to overcome those challenges identified above?

These open-ended questions aimed to trigger reflections on the possible challenges that countries may encounter in integrating the Education 2030 agenda, which comprises holistic, ambitious and aspirational targets. The new education agenda calling for establishing education and learning systems that “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” is challenging, even for many developed countries.

However, in many cases, country responses to these questions seem to not directly address the issue of integration of the targets into their education sector planning and monitoring processes, but rather related to the general problems that their countries are facing in education development. Two main reasons may be possible in a number of cases: either respondents were not fully cognizant of the depth and width of the new agenda or they were not in a position to respond to these questions at this stage.

Based on the responses that, in one way or another, related to the questions asked, one may group them as follows:

First, funding was frequently cited as a challenge. On top of the already heavy bottlenecks and constraints to achieving universal basic education, the new agenda calls for ensuring that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030. This is in addition to several other aspirational targets on early childhood, skills development through adequate formal and non-formal education programmes and emerging themes such as contribution to peace, sustainable development and global citizenship, while ensuring inclusion and gender equality. Wider stakeholder participation, diversification of education programmes (including vocational training, non-formal and informal learning), professionalization of higher education, renewed focus on entrepreneurship, scientific and technical disciplines, the use of new technologies in education delivery and lobbying for increased donor support were quoted as some mitigating measures to overcome the funding challenge.

Second, weak capacity is another challenge frequently cited in country responses. Insufficient number of qualified teachers is an obvious bottleneck in responding to ambitious targets of the new education agenda. An appropriate capacity development strategy to motivate and professionalize the teaching force was emphasized. Capacity of managers to strengthen and adapt curriculum and school education to the needs of communities and to socio-economic contexts, to ensure minimum educational materials and resources especially for disadvantaged children, to promote literacy and national languages and to ensure safe and healthy educational environment was also quoted an enabler to improve the quality and relevance of education services. Capacity to manage and monitor education development is seen as an important factor. On top of the current data collection, which is already challenged in capturing quantitative dimensions of education systems, the new agenda puts emphasis on learning outcomes and effective acquisition of skills, values and behaviours. Current monitoring and evaluation frameworks are ill-equipped to appraise the “qualitative” dimensions of education systems, which calls for more attention on the part of development partners to strengthen human and institutional capacities of education ministries in managing and

monitoring skills acquisition, curriculum implementation and school realities. Country responses call for increased financing support to this end.

Third, country responses indicate the need for more technical guidelines, advocacy and communication as regards the new education agenda and its integration into national policy formulation and implementation with necessary adaptation. Some responses report on the need to review the current sector policies and plans in view of integration of the 2030 targets in order to increase the education sector budget in order to meet the targets, to further strengthen the management capacity to plan and monitor education policy implementation, to develop data collection tools that can help adapt the requirements of the Education 2030 agenda, and finally, to advocate more on the SDGs, including education, at regional, national and subnational levels.

#### IV. Concluding remarks

The findings of this report emerge from the compilation and analysis of country responses in regards to country readiness for integrating the Education 2030 Targets into national education sector plans, and obtaining a sense of the areas of support for development partners. A follow-up survey and interaction with countries may complement the process by focusing on specific questions and highlighting the depth of the new education targets, including those relating to learning assessments and outcomes.

Follow-up information may include whether national/sub-national consultations on contextualizing the Education 2030 agenda have been held; the link between SDG4 coordination and wider national coordination of SDGs; the extent to which there have been gap analyses of existing laws/policies/plans in relation to SDG4 targets and commitments; assessing the level of engagement of various stakeholders; and recommendations for regional coordination mechanisms; etc.

A survey/interaction through other channels (e.g. local education groups, CSOs) to collect the views of wider stakeholders may also help to provide a more balanced picture of the challenges for SDG4 integration into education sector plans and ensuing capacity needs.

## Annexes

### Annex I: Questionnaire for Mapping National Education Planning

#### Part A: Mapping of national education planning process

##### 1. Country's planning context

##### 1.1 Which ministry is in charge of the below education sub-sectors/services?

Sub-sectors	Ministry(ies)	Comments
1. Early Child Care and Education		
2. Pre-school education		
3. Basic education		
3a. Primary		
3b. Lower secondary		
3c. Upper secondary		
4. Higher education		
5. Technical/vocational education		
5a. Secondary		
5b. Post-secondary		
6. Non-formal/informal education		

Thematic Areas	Ministry(ies)	Comments
Global citizenship/peace education		
Gender equality in education		
Environmental education		
Sexuality or reproductive health education		

##### 1.2. Is there a sector-wide education strategic plan covering all sub-sectors indicated above?

Yes	<input type="text"/>	If yes, what is the current plan period (e.g., 2011-2015)?	<input type="text"/>
No	<input type="text"/>		
I don't know	<input type="text"/>		

##### 1.3. Are there any sub-sector plans (e.g., basic education plan, TVET, non-formal education etc.)?

Yes	<input type="text"/>	If yes, please list all sub-sector plans and their plan periods	<input type="text"/>
No	<input type="text"/>		
I don't know	<input type="text"/>		

##### 1.4. (If your country has education sector plans) In your opinion, to what extent are the below Education 2030 targets already addressed in your existing plans?

**Target label : Please select in the list (Drop-down menu: Completely addressed; Well addressed; Moderately addressed; Slightly addressed; Not at all addressed; I don't know)**

1)	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	<input type="text"/>
2)	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	<input type="text"/>
3)	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	<input type="text"/>
4)	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship	<input type="text"/>
5)	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	<input type="text"/>
6)	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	<input type="text"/>

- 7) By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- a) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- b) By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- c) By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small-island developing States


## 2. Engaging stakeholders and coordination

### 2.1. Are there existing mechanisms to involve the people and groups responsible for plan implementation, particularly at the decentralized and school levels and relevant branches of government, in the sector planning process?

Yes  
No  
I don't know


If yes, to what extent do you think the current mechanisms are effective? (Drop-down menu: Extremely effective; Very effective; Moderately effective; Slightly effective; Not effective at all; I don't know)

Please select in the list (*Click on the cell to see the choices*)

--

Please explain why:

--

### 2.2. Are there existing mechanisms to involve non-government stakeholders such as civil society organizations, academic researchers, and private sector in the sector planning process?

Yes  
No  
I don't know

If yes, to what extent do you think the current mechanisms are effective? (Drop-down menu: Extremely effective; Very effective; Moderately effective; Slightly effective; Not effective at all; I don't know)

Please select in the list (*Click on the cell to see the choices*)

--

Please explain why:

--

### 2.3. Do you have mechanisms to involve direct stakeholders such as teachers, administrators, parents, and students?

Yes  
No  
I don't know

If yes, to what extent do you think the current mechanisms are effective? (Drop-down menu: Extremely effective; Very effective; Moderately effective; Slightly effective; Not effective at all; I don't know)

Please select in the list (*Click on the cell to see the choices*)

--

Please explain why:

--

### 2.4. (If you receive external funding) Do you have mechanisms for donor coordination in education?

Yes

--

No

I don't know

To what extent do you think the donor coordination mechanism in your country is effective?  
(Drop-down menu: Extremely effective; Very effective; Moderately effective; Slightly effective;  
Not effective at all; I don't know)

Please select in the list *(Click on the cell to see the choices)*

Please explain why:

**2.5. Was the plan preparation a participatory process?**

Yes

No

I don't know

Which of the planning cycle stages were accompanied by sector dialogue?

Sector Analysis

Policy & Strategy Formulation

Preparation of action plans

To what extent are the results of the stakeholder consultations documented and reflected in the plan developed?

Please select in the list *(Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)*

**2.6. Is there a local education group (LEG)?**

Yes

No

I don't know

If yes, which stakeholders are members?

**2.7. Was the plan preparation a country led process?**

Yes

Somewhat

No

**2.8. Was the plan preparation a capacity development process?**

Yes

Somewhat

No

**3. Education sector analyses**

**3.1. When was the last time you conducted an education sector review/diagnosis? How regularly is it done?**

Please specify:

**3.2. What was the modality of the review? (please select one)**

Nationally funded with national experts

Nationally funded with international technical assistance

National experts with international funding

International funding with international technical assistance

Others (please specify):

**3.3. To what extent was a causal analysis undertaken for the findings of the education sector analysis (ESA)?**



Please select in the list (Click on the cell to see the choices): (Drop-down menu: For all findings; For some findings; There was no causal analysis)

**3.4. To what extent are the education 2030 targets taken into consideration in your ESA?**

Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)

Which of the 7 Education 2030 targets received the most and which received the least attention in your ESA and why:

**3.5. When conducting education sector review/diagnosis, what have been the major challenges (please select all that apply)?**

Lack of national ownership

Fragmentation of education sub-sectors

Lack of relevant data

Low data quality

Lack of capacity in data analysis

Difficulty in assessing implementation capacities

Assessing existing policies

Defining risks and vulnerabilities

Others (please specify):


**4. Policy and Programme formulation**

**4.1. To what extent are the current policies and plans based on evidence?**

Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)

**4.2. To what extent do the sector policies and strategies address the challenges identified during the sector analysis?**

Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)

**4.3. Was an education simulation model used to guide the policy dialogue on trade-offs?**

Yes

No

I don't know


Which stakeholders were involved in the policy dialogue?

**4.4. Does the plan include logframe(s)/result framework(s)/theory of change (ToC)?**

Yes

No

I don't know


**4.5. To what extent does the plan take potential political, social and environmental risks to the education system into consideration?**

Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)

If yes, what are the risks considered?

**4.6. To what extent do you think the current implementation strategies reflect the objectives and targets of the education sector plan(s)?**

Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)

**4.7. To what extent do you think the existing indicators adequately reflect the objectives of the policies and plans?**  
Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)

**5. Resource planning**

**5.1. To what extent do you agree that the sufficient resources are allocated for plan implementation?**  
Human resources (Click on cell): (Drop-down menu: Completely agree; Agree; Somewhat agree; Disagree; Completely disagree; I don't know)   
Financial resources (Click on cell): (Drop-down menu: Completely agree; Agree; Somewhat agree; Disagree; Completely disagree; I don't know)

**5.2. Are your education plans costed? If no, please go to Section 6.**  
Yes   
No   
I don't know

**5.3. Was a simulation model used for projecting resource requirements including funding gaps?**  
Yes   
No   
I don't know

**5.4. To what extent is your country's annual education budget plan in line with the projected cost?**  
Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)   
Please explain why:

**6. Programme implementation**

**6.1. What are the timeframes of the action plans under the education sector strategic plan?**  
Annual   
Tri-annual   
Other   
  
If other, please specify

**6.2. Are activities, their costs and funding sources clearly laid out?**  
Yes   
No   
I don't know

**6.3. To what extent are the roles and responsibilities of implementing bodies both at central and decentralized levels clearly stated in the plan?**  
Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)

**6.4. To what extent are the needs in personnel and skill development in central and decentralized levels sufficiently considered in the implementation arrangement?**  
Please select in the list (Click on the cell to see the choices): (Drop-down menu: Very well; Well; Fairly; Poorly; Not at all; I don't know)

**6.5. Is there a results framework defining implementation and performance indicators?**  
Yes   
No   
I don't know

**6.6. What are the mechanisms to ensure accountability? (please select all that apply)**  
Regular reporting by implementing parties   
Monitoring by an independent authority

Linking staff appraisal to plan implementation performance  
 Linking activity funding to implementation performance  
 Feedback from beneficiaries  
 Others (please specify)


**7. Monitoring and evaluation (M&E)**

7.1. Is there clear M&E framework with measurable indicators and targets included in the plan?

Yes  
 No  
 I don't know


If yes, which of the following sub sectors/thematic areas are included in the framework (please select all that apply)

1. Early Childhood care and education including pre-primary education
2. Primary education
3. Secondary education
4. Higher education
5. Technical and vocational education
6. Non formal and informal education
7. Global citizenship/peace education
8. Gender equality in education
9. Environmental education
10. Sexuality or reproductive health education


7.2. What monitoring mechanisms are in place to allow for continuous assessment and feedback during implementation period?

(example: joint annual sector reviews)

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**8. Challenges for integration of the Education 2030 targets in national education sector planning and monitoring**

8.1. What are the major challenges for your country to integrate the Education 2030 targets in national education sector planning and monitoring process (es)?

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8.2. What needs to be done for your country to overcome those challenges identified above?

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**End of Part A - Thank you very much!**

## Annex II: Country Responses

Details of country responses to specific questions can be found in the Excel file.