Education Sector Plan Preparation:
Education Sector Analysis, Priorities and Strategies

NAGOYA UNIVERSITY

Conceptual Framework of Education Policy Process

Education Policy Process

Policy Planning	Policy Implementation	Policy Assessment	New Policy Cycle

Strategic Policy	Programme Policy Activity Policy	Programme Operation Project Management	Assessment of the Policy Impact	Programme Policy Activity Policy	Strategic Policy
Issue-Specific Policy				Issue-Specific Policy	

Education Strategic Plan 2018-2022

5 years

Education Sector Analysis	Priorities & Strategies	Costing & Financing	Action Plan, Implementation Arrangement	Activity Implementation	Impact Analysis Annual Review	Joint Sector Review	Improved Programme/ Activity Level Planning	Education Sector Analysis
		Programme Design		Research, Reporting				
		Coordination and Partnership		Coordination				
		Results Framework, M&E Framework		Monitoring and Evaluation				

Progress of the KPIs and other indicators

International/National Background

International Comittment (EFA, SDGs...)	Issue Specific, Regional Committment (Jordan Response Plan)	Sector Wide Strategies (Human Resource Development Strategy, National Employment Strategy ….)	Political Context of the Country (Post-Conflict, Multi-Ethnic/ language, Lack of Institutional Structure of Political Sector...)	Economical Context of the Country (Demography, Labour Market, GDP...)	Dynamics of Change (Social pressure to change)

Education Sector Plan Preparation:
Education Sector Analysis

Analytical Framework for Education Sector Analysis: What indicators/Analysis should be in each Component?

S.N.	Component	Sub-component	Means (Indicators)
1	Context Analysis	Macro Economic Growth	?
2		Demographic Context	?
3		Socio-cultural Context	?
4	Analysis of existing policies	Poverty Reduction Strategy Papers	?
5		National Development Plan	?
6		EFA, MDG, SDG	?
7	Analysis of education system performance	Access	?
8		Internal Efficiency	?
9		Quality	?
10		External Efficiency	?
11		Equity	?
12	Analysis of the management capacity	Personnel of each Dept. of MoE	?
13		EMIS situation	?
14		Organogram	?
15	Analysis of the cost and financing	Expenditure of each program	?
16		Core budget flow	?

Education Sector Plan Preparation:
Education Sector Analysis

Analytical Framework for Education Sector Analysis:

S.N.	Component	Sub-component	Means (Indicators)
1	Context Analysis	Macro Economic Growth	GDP growth
2		Demographic Context	Population Growth (6 year old population)
3		Socio-cultural Context	Ethnicity, Languages, Religious distribution
4	Analysis of existing policies	Poverty Reduction Strategy Papers	Document Review
5		National Development Plan	Document Review
6		EFA, MDG, SDG	Document Review
7	Analysis of education system performance	Access	GER, NER, NIR,,,
8		Internal Efficiency	RR, DR, PR, TR, Survival Rate,,,,
9		Quality	Pupil-Teacher Ratio, Class Size, Annual Instructional Hours
10		External Efficiency	Employment Rate, Rate of returns etc.
11		Equity	Gender Parity Index, Indicators by income level
12	Analysis of the management capacity	Personnel of each Dept. of MoE	Number of Personnel, Education Background, ToR,,
13		EMIS situation	Publication of Statistical Yearbook, Data collection situation,,,
14		Organogram	Personnel allocated in the organogram,,
15	Analysis of the cost and financing	Expenditure of each program	Budget allocation reports, Expenditure data
16		Core budget flow	Budget allocation reports, Expenditure data

Education Sector Plan Preparation:
Education Sector Analysis

Availability and contents of Education Sector/Situation Analysis within NESP:

S.N.	Country	Name of ESP	Education Sector/Situation Analysis	Number of Pages for ESP	Content of ESP				
					Context	Policies	System Performance	Management	Cost/ Financing
1	Jordan	Education Strategic Plan 2018-2022	Ch1: Situation Analysis	24/141	✔		✔	✔	✔
2	Timor-Leste	National Education Strategic Plan 2011-2030	Ch1: Situation Analysis Ch2: Policy and Legal Framework	35/251		✔	✔	✔	
3	Papua New Guinea	National Education Plan 2015-2019	Section1: Papua New Guinea Context Section2: Education in Papua New Guinea	14/82	✔		✔		✔
4	Guyana	Education Sector Plan 2014-2018	Part I: Context Part II: Current Performance of Guyana'sEducation Sector	26/90	✔		✔		
5	Cambodia	Education Strategic Plan 2014-2018	Ch1: Introduction and Analysis on Performance	9/67			✔		
6	Afghanistan	National Education Strategic Plan 2017-2021	4. Overview of the Sector: Good achievement but need for more	14/107	✔		✔	✔	
7	Malawi	National Education Sector Plan 2008-2017	NA	0/45					
8	Ghana	Education Strategic Plan 2010-2020	Ch1: Background to the Educaiton Strategic Plan 2010-2020 Ch2: Policy Basis of the ESP	15/48		✔	✔		✔
9	Mauritious	Education & Human Resource Strategy Plan 2008-2020	1. Introduction 2. Inefficiencies in the Current System	24/163	✔	✔	✔		✔
	Total/Average			Average Pages 18/103	5/9	3/9	8/9	3/9	4/9

Education Sector Plan Preparation:
Use of a sector analysis in Education Sector Plan

Review of National Education Sector/Strategic Plans

1. 28 out of 42 plans (67%) conducted an education sector analysis (ESA) prior to developing a plan

2. However, only 18 plans (43%) stated that an ESA had informed the plan and summarized key results.

3. Availability of ESA improved over time

   - Overall- 73% in recent plans vs 60% in older plans.

   - Non-Fragile and Conflict Affected Countries (FCACs) 92% (non-conflict) vs 42% (conflict)

Education Sector Plan Preparation:
Selection of key plan objectives and priority areas

Problem Tree Structure:
       Tools for the Situation Analysis
       But also used for determining the planning objectives and priority area
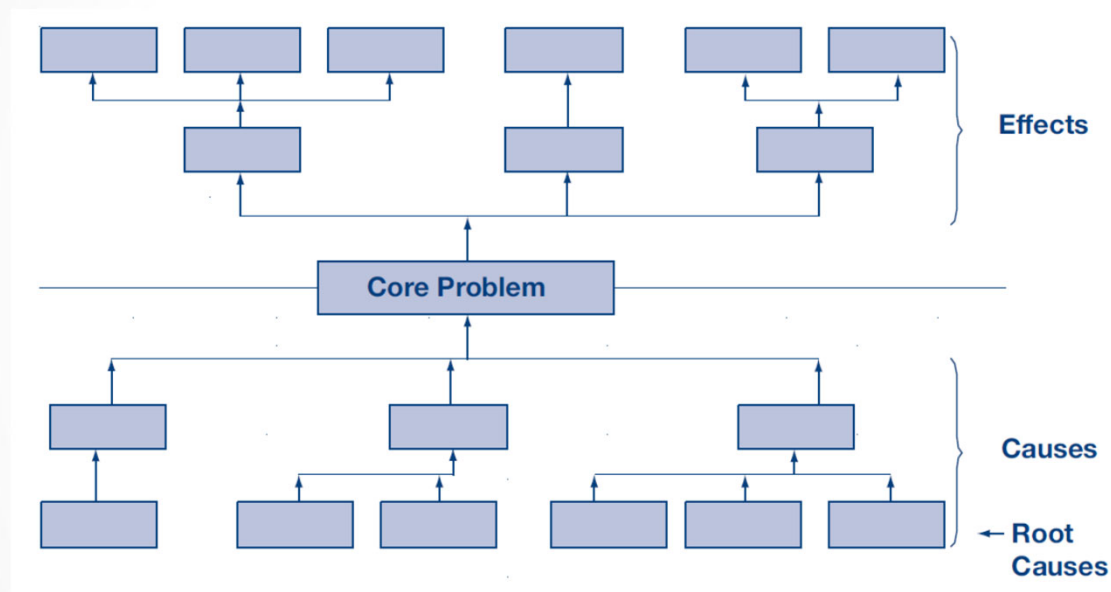
1. Based on the data and findings.

2. List all existing problems, not hypothetical, imagined or future problems.

3. Identify a core problems

4. Decide which problems are causes and which are effects.

5. Arrange causes and effects of the problems

Education Sector Plan Preparation:
Selection of key plan objectives and priority areas

Example of Problem Tree
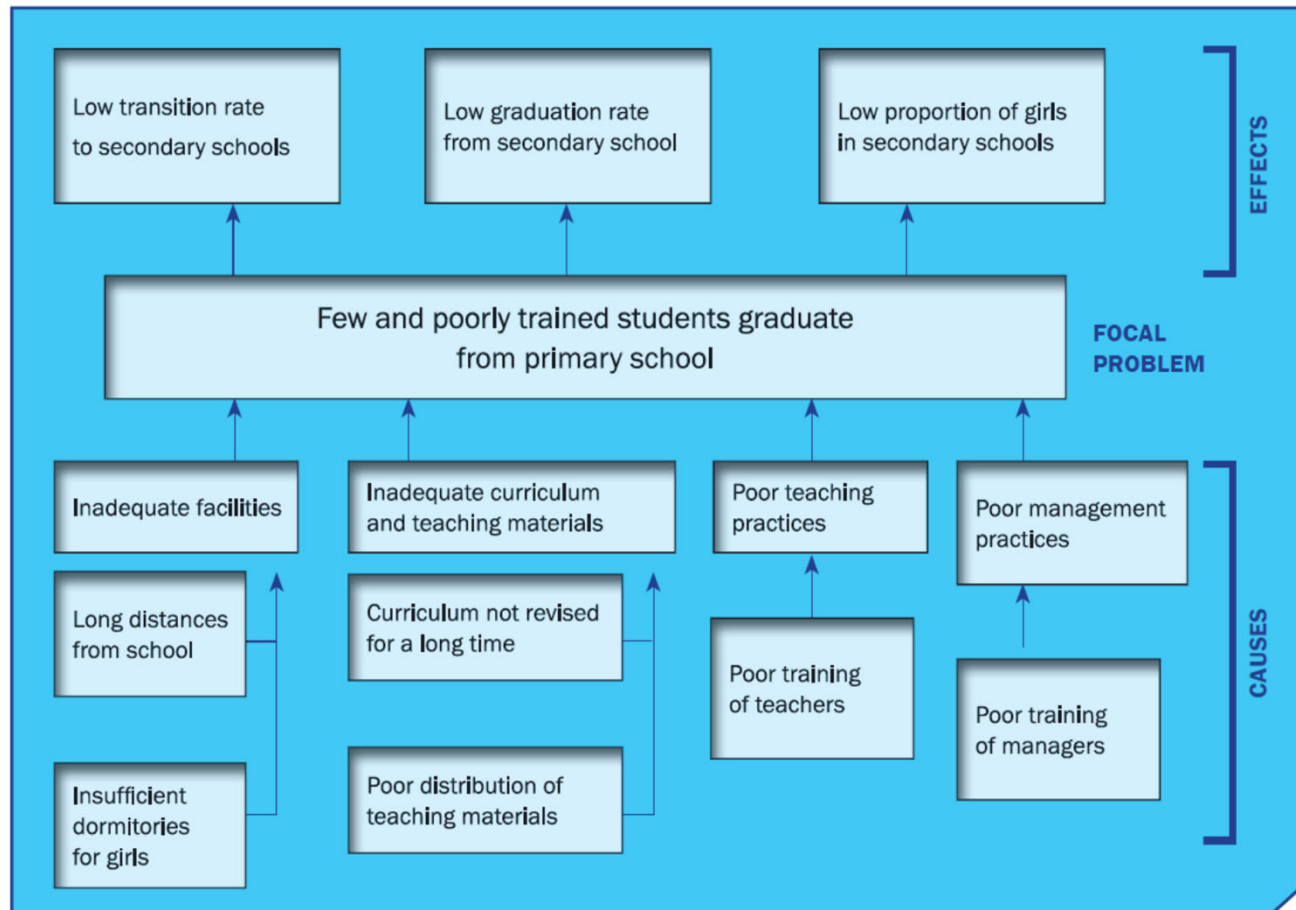
Education Sector Plan Preparation:
Selection of key plan objectives and priority areas

Transformation of Problems Tree to Objectives Tree
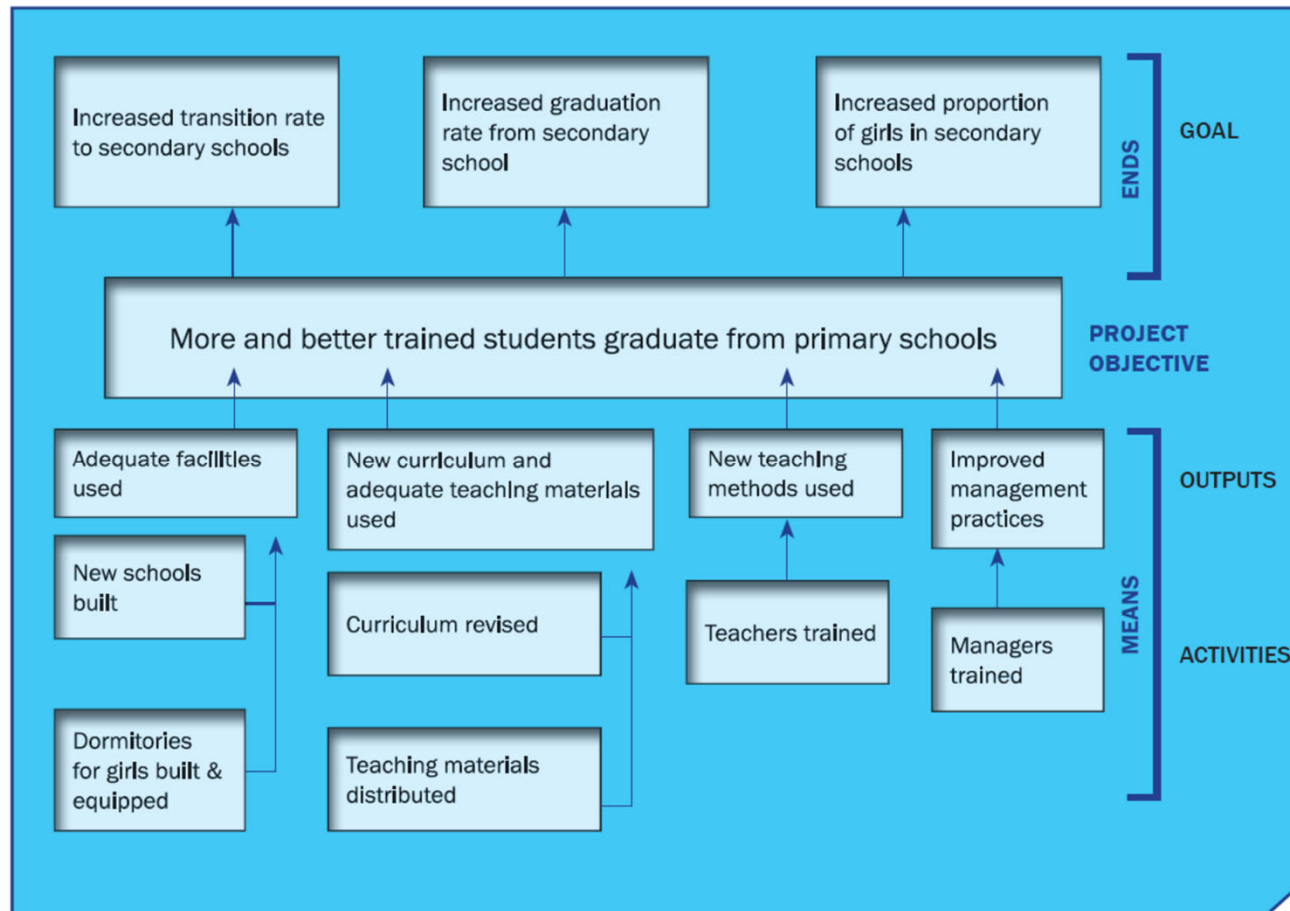
Education Sector Plan Preparation: Exercise:

Exercise: Completing the Problem and Objective Trees

1. Each of you are participant called to the MoE Educational Sector Plan Coordination Meeting.

2. You might be school principal, district MoE officer, Local NGO staff, International Agency staff or Central MoE staff.

3. Each of you have different activities, experiences and issues in education, and this meeting is the chance for MoE to take it as priority.

4. Have discussion based on your knowledge and experiences, and complete the problem tree and convert it to objective tree, and then decide what is the core problem.
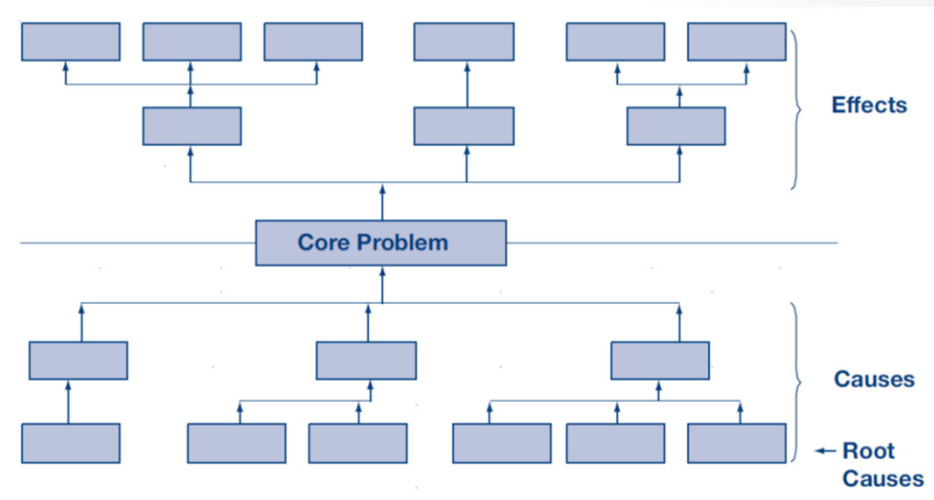
Education Sector Plan Preparation: Exercise:

Include below points in your discussion

- Many volunteer teachers exists.
- Distribution of schools are not assessed.
- Internet connectivity is low in rural area.
- Large dropout in 4th - 6th grade of primary school.
- Textbook is only in English whereas local language is different.
- GPI of Promotion rate is 1.5 in average in primary school.
- Toilets are not adequate enough in rural area for both boys and girls.
- Indicator calculations are too slow in MoE Planning Department.
- Low employment of newly graduates of secondary school.
- School facilities (tables and chairs) are not enough in general in rural area.
- Secondary school graduates are low in girls.
- Teachers are not trained well on mathematics.
- Many rural schools don't have generator or only low power generator.
- Math and Language test scores are low in grade 6th of primary school.
- Most of primary schools have two shifts both in rural and urban areas.
- Schools don't have stable electricity.
- Transition rate from Primary to Secondary is low.
- There are only five universities in the country.
- The country's economy is shrinking.
- Teacher trainings are only conducted to half of official teachers.

Include below points in your discussion

- There are no teacher guide book for the textbooks.
- There are not many staff in the Planning division of MoE.
- Curriculum reform put in the previous sector plan has not yet implemented.
- Pupil teacher ratio is 1:50 in average.
- Teachers are absent from school quite often.
- Repetition rate in the 1st grade of secondary school are generally very high.
- Frequent changes of Education Minister stops many of project implementation.
- Youth literacy rate remains low compared to the other countries in the region.
- Brain drain of university graduates occurs a lot.
- NER of secondary education in girls are very low.

Education Sector Plan Preparation:
Making Programme Design:

1. The ENDS of the Objective Tree ➔ Policy Priority and Goal of Programme Design.
2. The PROJECT OBJECTIVES of the Objective Tree ➔ Policy Strategies and Programme itself of Programme Design.
3. The MEANS of the Objective Tree ➔ Activities of the Programme Design.
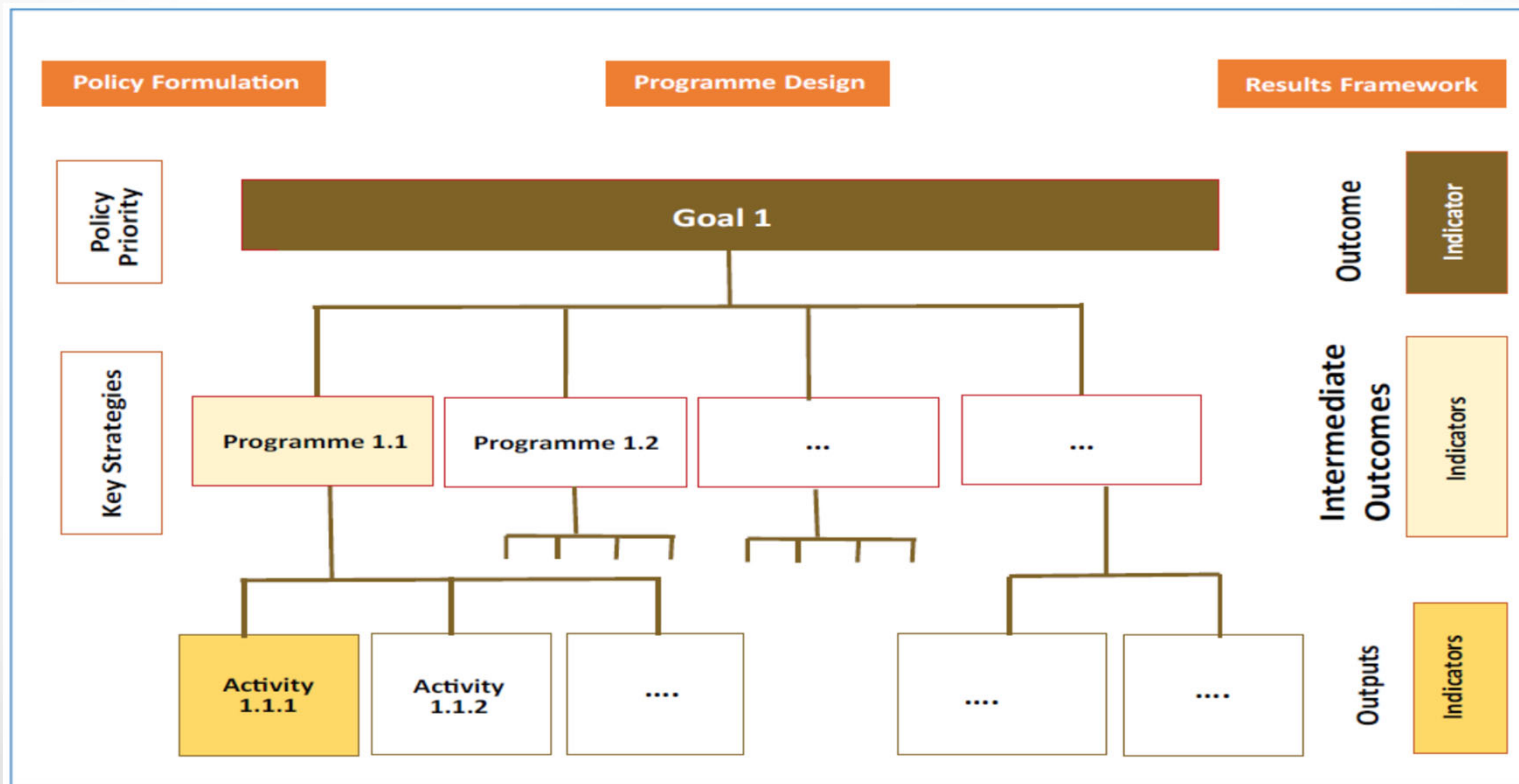
Source: IIEP, Guidelines for Education Sector Plan Preparation

Education Sector Plan Preparation:
Making Programme Design: Different by Country

The case of Ghana ESP Priorities and Strategies

Table 3.3: Outline Strategic Framework

| Focal Area (Sub-sector)	Outline Strategies by Thematic Area		
	Socio-humanistic	Educational	Economic
1 Basic Education (BE) *Strategic Goal: Provide equitable access to good-quality child-friendly universal basic education, by improving opportunities for all children in the first cycle of education at kindergarten, primary and junior high school levels*	**BE1.** Make available public and private child-friendly basic education for all through the District Assemblies, the Private Sector, CBOs, NGOs and FBOs. **BE2.** Ensure that no child is excluded from BE by virtue of disadvantage **BE3.** Remove barriers to education by improving pupil welfare to motivate parents and learners to attend school. **BE4.** Ensure equal basic education opportunities for all. **BE5.** Promote public-private partnerships (CBOs, NGOs, FBOs, and DPs) in the Integrated School Health programs. **BE6.** Ensure that all BE schools meet national norms in health, sanitation and safety **BE7.** Make transport available for KG and Lower Primary (P1 – P3) infants who live more than 3 km from school. **BE8.** Include BE schools within national initiatives to reduce HIV&AIDS pandemic and STDs **BE9.** Provide all BE schools with an up-to-date curriculum relevant to personal and national development. **BE10.** Ensure that girl-friendly guidance and counselling systems are in place centrally and in Districts.	**BE11.** Ensure that BE pupils have access to relevant up-to-date teaching/learning materials. **BE12.** Ensure that all P6 graduates are literate and numerate (n English and a Ghanaian language **BE13.** Provide relevant opportunities for ICT and skills development	**BE14.** Improve the preparation, upgrading and deployment of teachers and head teachers especially in disadvantaged areas with emphasis on female and pupil teachers. **BE15.** Ensure that the teaching service provides value for money in terms of pupil contact time and effective learning. **BE16.** Develop an effective operational SMCs in BE schools. **BE17.** Provide capitation grants to SMCs to manage school improvements **BE18.** Remove the 'subsidy culture' from the BE sub-sector **BE19.** Develop an open mutual-accountability scheme for parents, teachers, BE schools and Districts (likewise, DEO, REOs, GES). **BE20.** Establish and operationalise an effective NIB. **BE21.** Rationalise the deployment of KG, PrS, JHS teachers raising PTRs through multi-grade teaching, boarding, bussing and closure of uneconomic courses/schools

Source: Ghana ESP 2010-2020, p25

The case of Malawi ESP Priorities and Strategies

The Government of Malawi will tackle the challenges raised above through the following priorities and strategies:

PRIORITY 1 - Access and Equity

i. Promote stimulation-learning activities at an early life for all children,
ii. Promote early detection, intervention and inclusion for children with special health and education needs, and
iii. Promote early childhood care for orphans and vulnerable children.

PRIORITY 2 – Quality and relevance

i. Improve quality ECD services for children in Malawi,
ii. Design a curriculum for children with disabilities, and
iii. Improve training of ECD teachers/educators/trainers.

PRIORITY 3 – Governance and management

i. Develop ECD data base including on SNE and gender segregation,
ii. Strengthen the institutional framework for the delivery of ECD services,
iii. Promote the profile of ECD,
iv. Develop an ECD Act,
v. Improve implementation of the ECD policy, and
vi. Provide parental education and support groups on early childhood.

To realise the priorities and strategies, the following **guiding principles** will be adhered to between 2008 and 2017 for developing and sustaining an effective and efficient ECD:

i. At least 80 percent of children aged 5 years and below will have an opportunity to access ECD by 2017,
ii. The average annual growth of ECD, as a whole, will be 17.5 percent,
iii. The increase coverage of ECD services will be based on the current basis of 84 percent CBCCs, 4 percent day care centres and 12 percent pre-schools,
iv. Each ECD centre will increase the number of minimum classes from two to three in order to curb underage enrolment and prepare five year olds for entry into standard one (primary education) at an appropriate age of six years. Thus, three classrooms will still be levels 1 and 2 although level 2 will have separate classes for ages 4 and 5 with a relatively modified syllabus/course content,
v. Communities, as Community Based Care Centres (CBCC), will be encouraged to establish ECD centres through grants which will be accessible upon meeting minimum standards,
vi. Each education district will have an ECD resource centre to offer the necessary services to CBCCs, and
vii. By 2018, the average care giver to child ratio will be 1:20 and the helper to child ratio will be 1:40.

Source: Malawi NESP 2008-2017, p6

Education Sector Plan Preparation:
Making Programme Design: Different by Country

The case of PNG ESP Priorities and Strategies
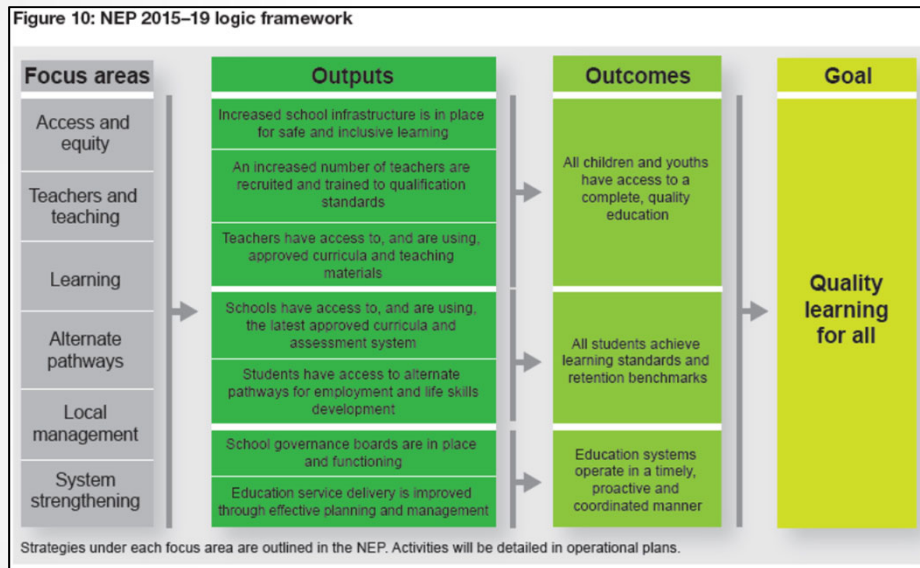
Source: PNG ESP 2015-2019, p36, p38

A bit confusing structure at first, but understandable especially from the right side table.

The ESP includes activity plan and implementation arrangement

Education Sector Plan Preparation: Exercise:

Exercise: Making the Programme Design

1. Using the problem tree constructed by the team, transform the problem tree to objective tree.

2. With the objective tree, discuss within the team and complete the Strategic Goal (policy priority), Programmes (Key Strategies) and Activities.

3. Make the goals, programmes and activities in the form of the tables shown in the previous slides.