EDUCATION SECTOR ANALYSIS:
FROM DIAGNOSIS TO REFORM MAPPING

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GLOBAL PARTNERSHIP FOR EDUCATION
Methodology developed by a team from IREDU (Institute of Research on Education in Dijon, France) and World Bank in the 90’s and regularly updated since then.

2001: creation of Pole de Dakar (UNESCO-IIEP)

Fast Track Initiative (2003) promoted ESAs

In 2014, the Board of the Global Partnership for Education made ESAs a key component to apply for GPE funding

As of today 92 ESAs completed/under preparation. Applied in fifty countries (mainly GPE developing country partners)
What is an ESA?

• An **analytical product** using mainly **existing data/statistics** from different sources and **recent studies** aiming to inform sector policy dialogue and planning.

• A **capacity development exercise (learning by doing)**: **Government teams** in the driver seat.
What is an ESA?

• A sector-wide diagnosis of the education system:
  – Addresses the whole education system
  – Based on an empirical approach relying on statistical evidence
  – Focus on efficiency: how does the system transform its education inputs into outcomes in relation to: schooling coverage, quality, equity and external efficiency?
Between 2012 and 2014: development of new education sector analysis methodological guidelines jointly by UNESCO-IIEP, WB, UNICEF and GPE Secretariat

Dissemination (in English and French versions) to Ministries, Local Education Groups/Development Partners in 170+ countries. Portuguese and Spanish translations (ongoing)
The first volume covers six sector-wide chapters:
- context
- enrolment, internal efficiency and OOSC
- costs and financing
- quality, system capacity and management
- external efficiency
- equity

The second volume covers four sub-sector chapters:
- early childhood development
- higher education
- literacy and non-formal education
- technical and vocational education and training

Countries are NOT expected to develop the 10 chapters! Chapters should be chosen “a la carte” based on the country needs/context and keeping pragmatism/timeline in mind.

Include recommendations to use findings/data from initiatives supported by different partners such as SABER, SDI, PETS (World Bank); Employment/Graduates Tracer studies; OOSC surveys and database (UNICEF/UIS).
ESA GUIDELINES (VOL 3)

• Education sector analysis volume 3 under development; covers four thematic chapters;
  • Risk/vulnerability analysis (already included in the latest ESAs in Chad, DRC, Cote d’Ivoire, and Guinea Bissau)
  • Inclusive education (with a focus on children with disabilities and from ethnic/linguistic minorities)
  • Political economy/governance
  • Institutional capacity analysis (already integrated in the latest Chad ESA)

Developed jointly by IIEP, UNICEF, World Bank, GPE secretariat and DFID.

Application will also be “a la carte” based on countries’ specificities, priority needs
Why an ESA?
The place of the ESA in the planning process
guidelines developed by GPE Secretariat and IIEP

Guidelines for Education Sector Plan Preparation:
http://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation
Use of a sector analysis
Review of 42 Education Plans

• 28 out of 42 plans (67%) conducted an education sector analysis (ESA) prior to developing a plan
• However, only 18 plans (43%) stated that an ESA had informed the plan and summarized key results.
• Availability of ESA improved over time
  • Overall- 73% in recent plans vs 60% in older plans.
  • Non FCACs only- 92% vs 42%
Causal analysis in key strategies of Education Plans

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<th>Access Challenges</th>
<th>Quality Challenges</th>
<th>Management Challenges</th>
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<td>23</td>
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**Access Challenges**
- Yes: 34
- No: 8

**Quality Challenges**
- Yes: 27
- No: 15

**Management Challenges**
- Yes: 26
- No: 16
Can ESAs contribute to change systems?

Yes if...

• Sound sector analysis
• Shared diagnosis
• Part of an inclusive planning process
Thank you for your attention