Integrating Education 2030 in education planning at country level: Identifying and meeting the capacity development challenges

Session 12
Satoko Yano
Programme Specialist, UNESCO Bangkok
Why integrate/reflect the Education 2030 in education planning?

• Critical timing to “start building a house” – it is important to “get it right” in the beginning

• Lessons from EFA National Action Plans

• Universality and greater flexibility of the Education 2030 – more relevance to all countries
Objectives of the session

• Identify **challenges** of integrating the Education 2030 targets in national education sector planning, including monitoring

• Identify **capacity developing needs** for ensuring integration of the Education 2030 targets, adapted to the country contexts, in national education planning and monitoring cycle

• Identify **action points** to meet the identified capacity developing needs
Results of the Questionnaire: responses

<table>
<thead>
<tr>
<th>Sub-regions</th>
<th>Countries</th>
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</thead>
<tbody>
<tr>
<td>South and West Asia</td>
<td>Afghanistan, Bhutan, Iran, Maldives, Nepal, Pakistan, Sri Lanka</td>
</tr>
<tr>
<td>South-East Asia (Insular)</td>
<td>Indonesia, Malaysia, Philippines, Singapore, Timor-Leste</td>
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<tr>
<td>South-East Asia (Mekong)</td>
<td>Cambodia, Myanmar, Vietnam</td>
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<td>East Asia</td>
<td>China, DPR Korea, Mongolia, Japan</td>
</tr>
<tr>
<td>Pacific</td>
<td>Cook Islands, Fiji, Kiribati, New Zealand, Niue, Papua New Guinea, Palau, Samoa, Solomon Islands, Tuvalu</td>
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<tr>
<td>Central Asia</td>
<td>Kazakhstan, Tajikistan, Uzbekistan</td>
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<tr>
<td><strong>Total number of countries</strong></td>
<td><strong>32</strong></td>
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</table>
Many countries feel that their plans already address many of the Education 2030 targets, especially **Goal 1: universal primary and secondary education**.
Level of integration of the ED 2030 agenda in the current plans

Goals 2 (ECCE & pre-primary) & 3 (post-secondary) are also addressed, but to lower extent.
Level of integration of the ED 2030 agenda in the current plans

Eliminating disparities (Goal 5) and youth & adult literacy (Goal 6) have relatively low level of perceived integration, despite these goals being part of EFA

Targets

- Completely addressed
- Well addressed
- Moderately addressed
- Slightly addressed
- Not at all addressed
- I don't know
Level of integration of the ED 2030 agenda in the current plans

Fewer countries feel that their plans address goals related to “emerging areas” such as entrepreneurship, sustainable development, global citizenship, etc. (Goals 4 & 7)
Level of integration of the ED 2030 agenda in the current plans

Among means of implementation, importance of qualified teachers (c) is considered well addressed in many countries, while safe and inclusive school facility (a) and scholarship (b) are less so.
Implications of the Education 2030 on education sector planning

- Inter- and intra-sectoral coordination
- Evidence-based and results-oriented planning
- Participatory policy making and implementation
- Resource planning and management
- Governance and accountability
- Monitoring and evaluation
In majority of the countries, 2-5 different ministries are in charge of education.

Usually ECCE, higher education, TVET and NFE are under different ministries other than MoE.

The pattern varies significantly from country to country.

Sub-national level management structure also varies.

No. of Ministries in charge of education:
- 1: 32%
- 2-5: 61%
- 6-10: 7%
- More than 11: 0%
Engaging stakeholders and consultation

- Majority of the countries are confident that the result of the stakeholder consultation are reflected in the final plan documents.
- However, some countries feel that the consultation results are only fairly reflected.
- Most of the countries have mechanisms for consulting various stakeholders, but their perceived effectiveness vary:
  - Consultation with sub-national governments, schools – high
  - Consultation with CSOs and direct beneficiaries/stakeholders – low

To what extent the results of the consultation reflected in the final plan documents?

- 1 Very well
- 2 Well
- 3 Fairly
- 4 Poorly
- 5 Not at all
- 6 I don’t know

<table>
<thead>
<tr>
<th>Extent</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Very well</td>
<td>47%</td>
</tr>
<tr>
<td>Well</td>
<td>19%</td>
</tr>
<tr>
<td>Fairly</td>
<td>6%</td>
</tr>
<tr>
<td>Poorly</td>
<td>3%</td>
</tr>
<tr>
<td>Not at all</td>
<td>0%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
Education sector diagnosis/analysis

- Most of the countries conduct ESD/A regularly
- In 44% of the countries, ESD/A are conducted with national resources only (both human and financial)
- Still substantial number of countries rely on external resources

**Modality of Education Sector Diagnosis**

- 1 Nationally funded with national experts
- 2 Nationally funded with international technical assistance
- 3 National experts with international funding
- 4 International funding with international technical assistance
- 5 Others

0% (Others)
Lack of national ownership

Compartmentalization of education sub-sectors

Lack of relevant data

Low data quality

Lack of clear policy targets

Lack of capacity in data analysis

Others

- Most of the challenges in ESD/A are related to data (e.g., availability, data analysis capacity)
- Compartmentalization of education sectors may also be related to data availability
- Lack of clear policy targets (also baseline) also a challenge in some countries
To what extent are the current policies and plans evidence-based?
- 47% Very well
- 28% Well
- 19% Fairly
- 3% Poorly
- 3% Not at all
- 0% I don't know

To what extent does the plan take potential risks into consideration?
- 36% Very well
- 19% Well
- 7% Fairly
- 3% Poorly
- 19% Not at all
- 3% I don't know

- Majority of the countries feel that their policies and plans are evidence-based
- Data-related issues, as well as ineffectiveness of consultation remain as challenges
- About half of the countries feel that their plans take potential economic, political, social and environmental risks into consideration
- Very few countries said risks related to natural disasters and conflicts are reflected
Resource planning: linking plan and budget is a challenge

Sufficient resources allocated to plan implementation?

- Human resources:
  - Completely agree: 25%
  - Agree: 34%
  - Somewhat agree: 6%
  - Disagree: 28%
  - Completely disagree: 6%
  - I don't know: 9%

- Financial resources:
  - Completely agree: 6%
  - Agree: 9%
  - Somewhat agree: 6%
  - Disagree: 25%
  - Completely disagree: 6%
  - I don't know: 9%

To what extent is your country's annual budget plan in line with the projected cost?

- Very well: 0%
- Well: 10%
- Fairly: 22%
- Poorly: 16%
- Not at all: 29%
- I don't know: 23%
Most of the countries feel that roles and responsibilities of the implementing bodies are clearly stated.
Programme implementation and accountability

- Various ways to ensure accountability are in place, including performance-based incentives and direct feedback from beneficiaries.
Monitoring and Evaluation

Sub-sector included in the current M&E framework

- ECCE
- Primary
- Secondary
- Higher
- TVET
- NFE

• Primary and Secondary education (e.g., school education) is included in M&E frameworks of all countries

• ECCE, Higher ED, TVET and NFE are less integrated, probably because they are under different ministries/authorities

• Data requirement for the Education 2030 likely to drive reforms of M&E frameworks in many countries (e.g., more disaggregated data to be collected/analyzed, more integrated systems to be developed etc.)

Asia-Pacific Meeting on Education 2030 (APMED2030) | 25-27 November 2015 | Bangkok, Thailand
Challenges for integrating ED2030 in national education planning and monitoring

• Capacity to ensure effective intra- and inter-sectoral coordination
• Lack of technical capacity at the decentralized level
• Culture of evidence-based policy making
• Creating and managing robust Education Management Information System (EMIS) at all levels
• Collecting data proposed ED2030 indicators will require much more data – effectively collecting such data will be a challenge and requires resources (both human and financial)
• Ensuring good governance at all levels, especially at the decentralized levels
• Linking plans to actual funding
Sub-regional discussion questions

• To what extent do you think your country is already addressing some of the Education 2030 Agenda?

• Which targets of the Education 2030 will be most difficult to integrate in your national education sector plan(s)? Why?

• What kind of capacity needs to be developed in order to ensure that the Education 2030 Agenda is fully reflected in national education sector plans? What needs to be done to address such capacity challenges? The areas of capacity development may include:
  • Adaptation of the Education 2030
  • Coordination (horizontal and vertical)
  • Evidence-based policy making
  • Governance/accountability
  • Resource planning

• What should be done to build capacity to fill the identified gap? What are the best modality (e.g., online course, national workshops, regional training etc.)? How such capacity building activities should/could be funded?
Thank you very much

Satoko Yano
Programme Specialist, UNESCO Bangkok