



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

Session 12

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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

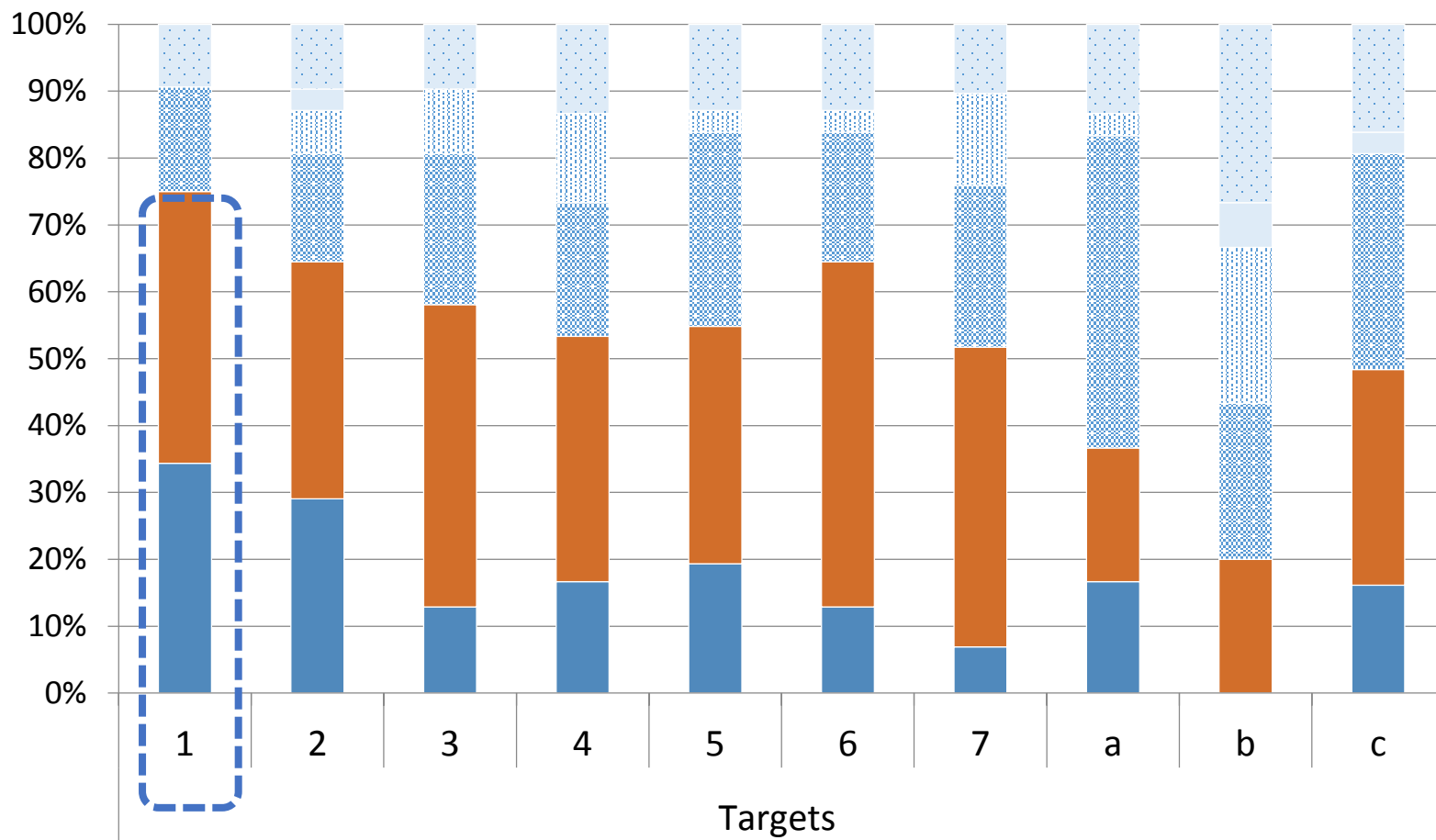


Results of the Questionnaire: responses

Sub-regions	Countries
South and West Asia	Afghanistan, Bhutan, Iran, Maldives, Nepal, Pakistan, Sri Lanka
South-East Asia (Insular)	Indonesia, Malaysia, Philippines, Singapore, Timor-Leste
South-East Asia (Mekong)	Cambodia, Myanmar, Vietnam
East Asia	China, DPR Korea, Mongolia, Japan
Pacific	Cook Islands, Fiji, Kiribati, New Zealand, Niue, Papua New Guinea, Palau, Samoa, Solomon Islands, Tuvalu
Central Asia	Kazakhstan, Tajikistan, Uzbekistan
Total number of countries	32



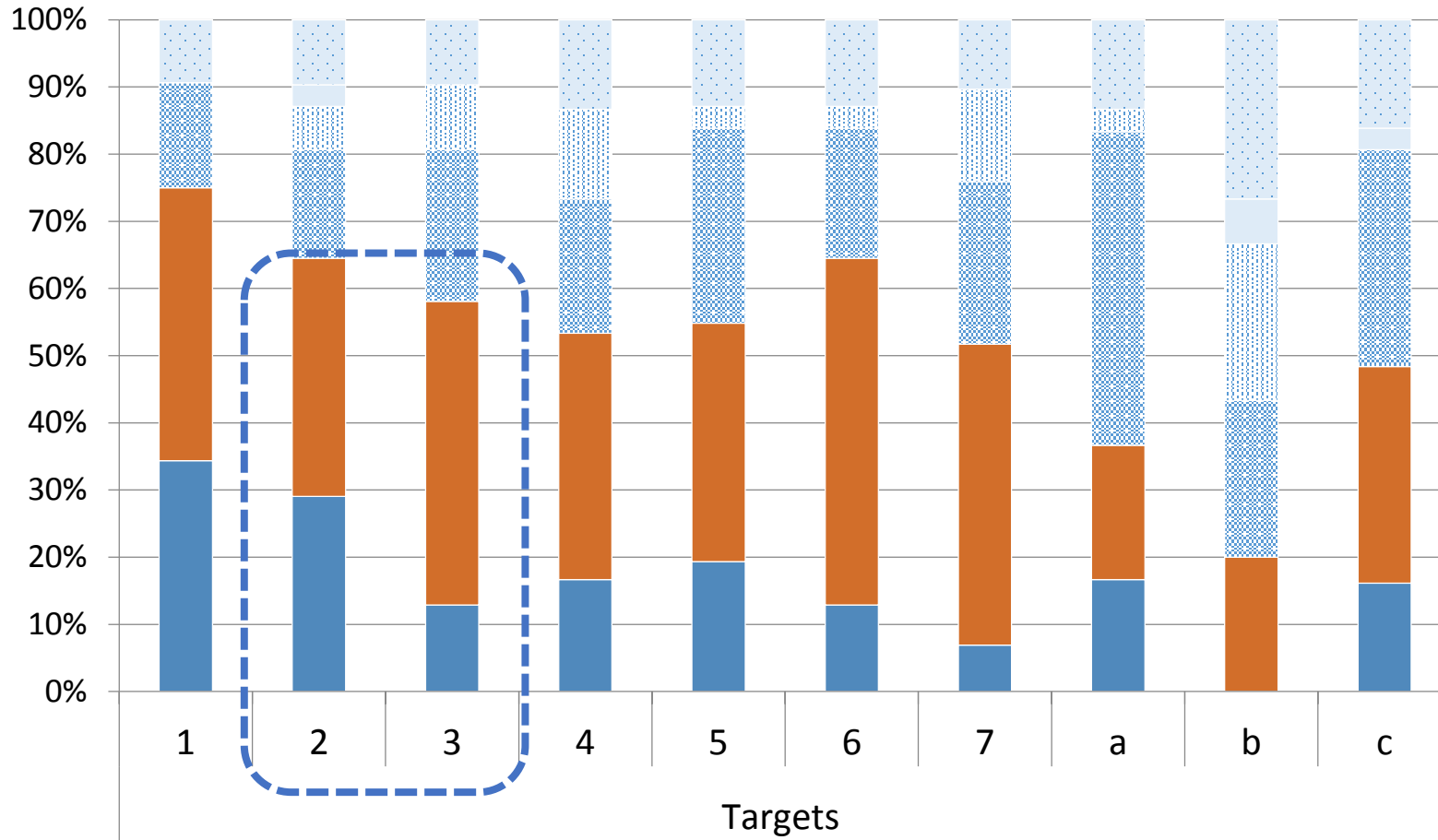
Level of integration of the ED 2030 agenda in the current plans



Many countries feel that their plans already address many of the Education 2030 targets, especially **Goal 1: universal primary and secondary education**



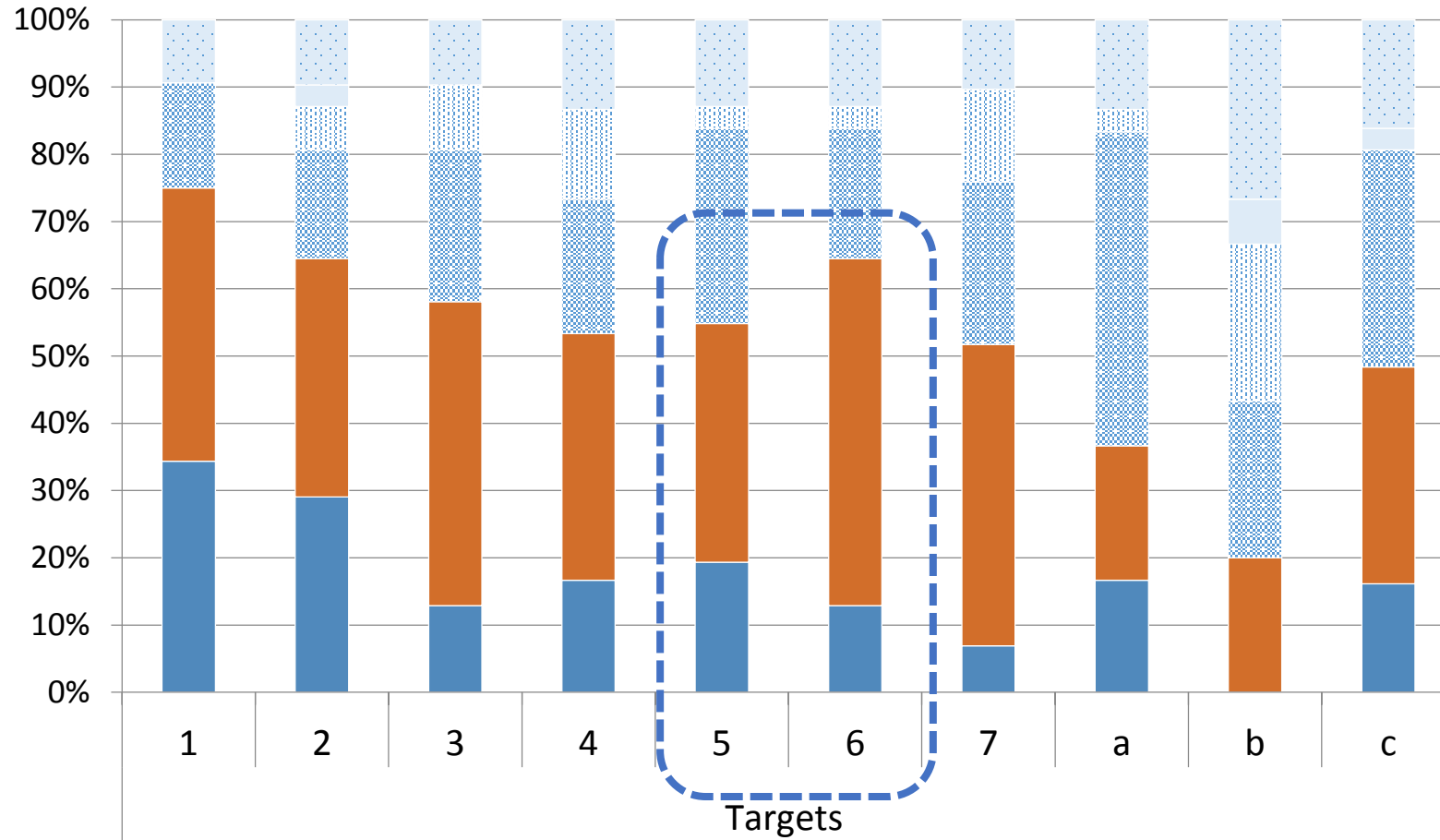
Level of integration of the ED 2030 agenda in the current plans



Goals 2 (ECCE & pre-primary) & 3 (post-secondary) are also addressed, but to lower extent



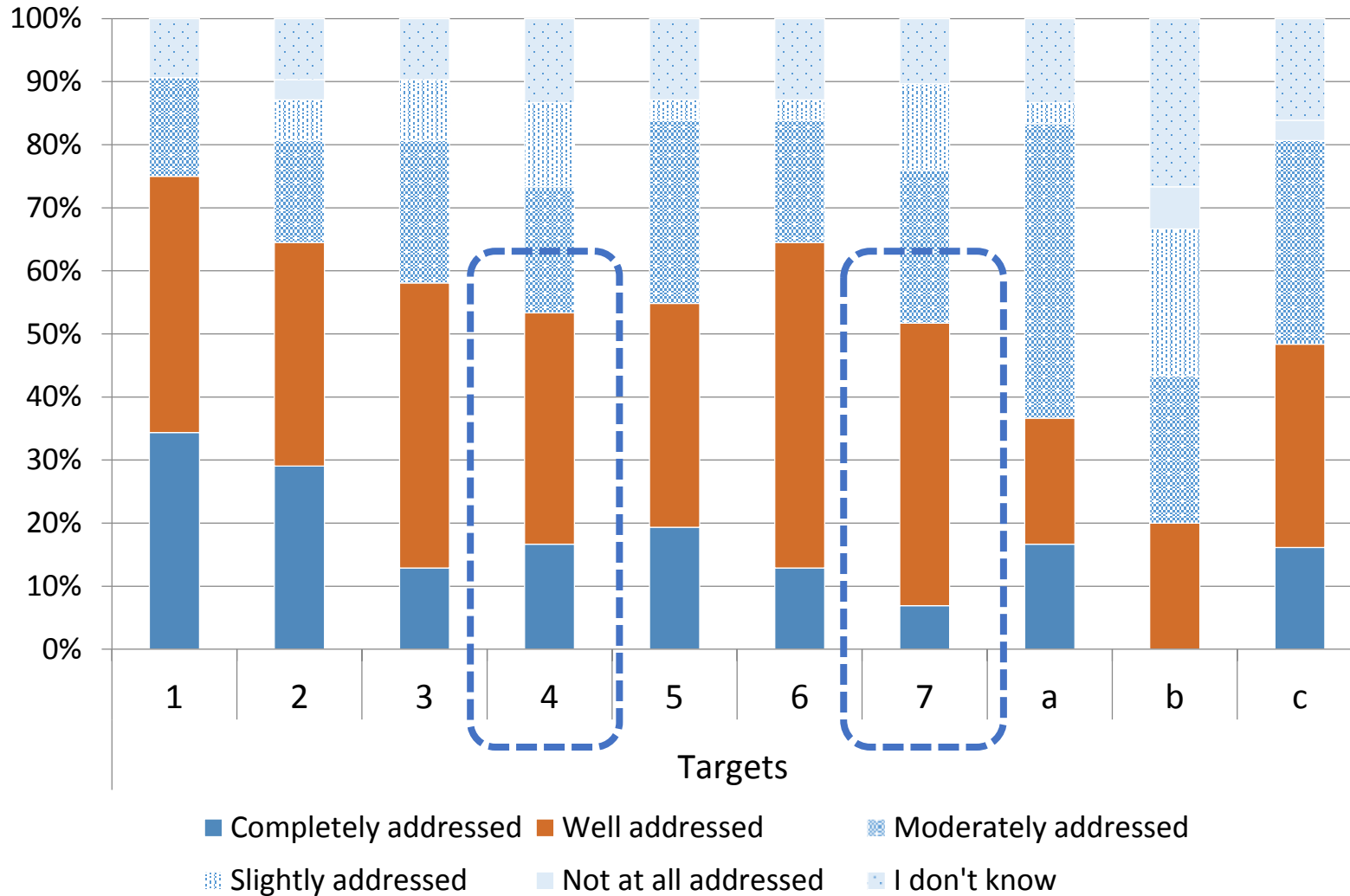
Level of integration of the ED 2030 agenda in the current plans



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



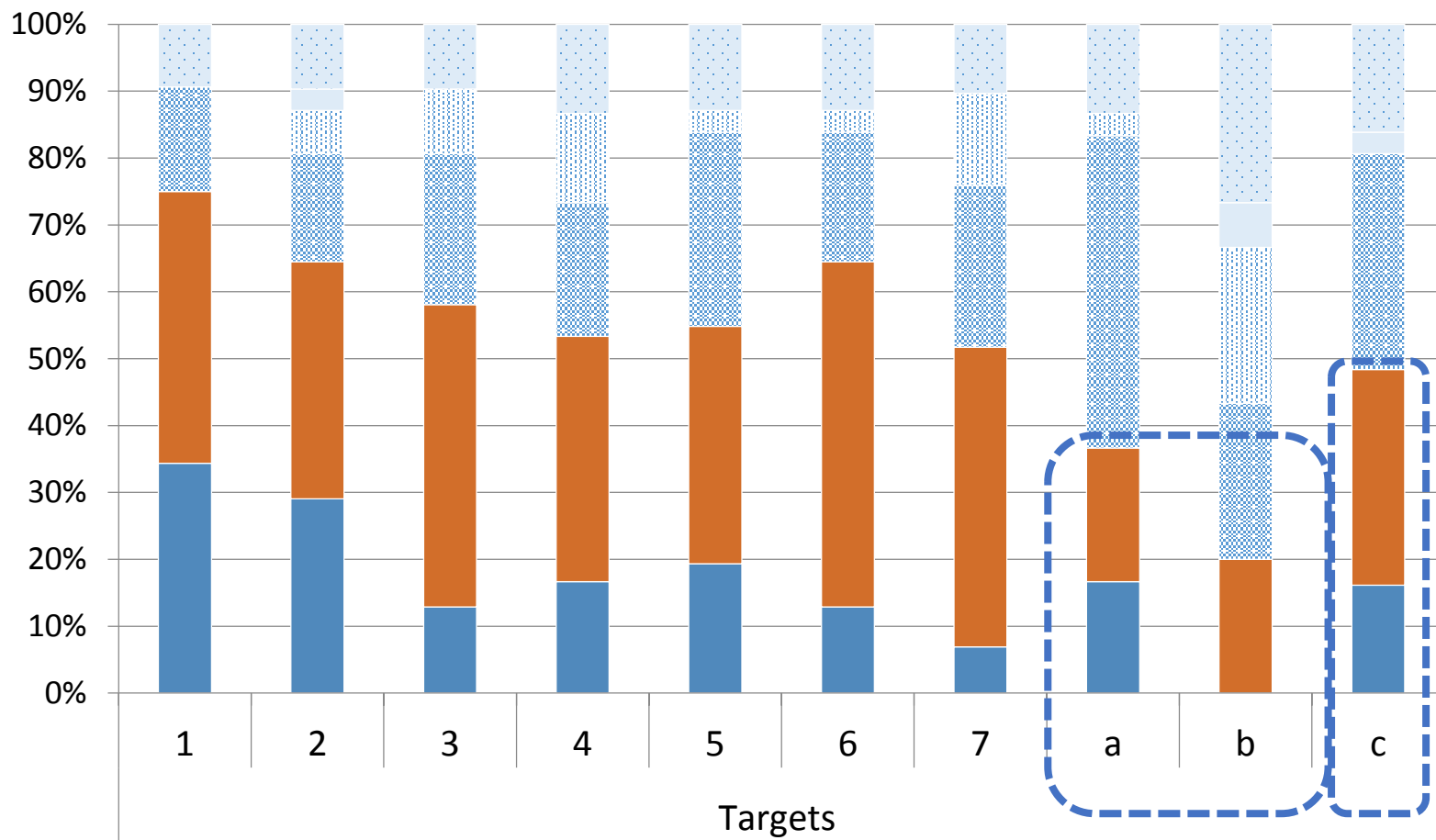
Level of integration of the ED 2030 agenda in the current plans



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.



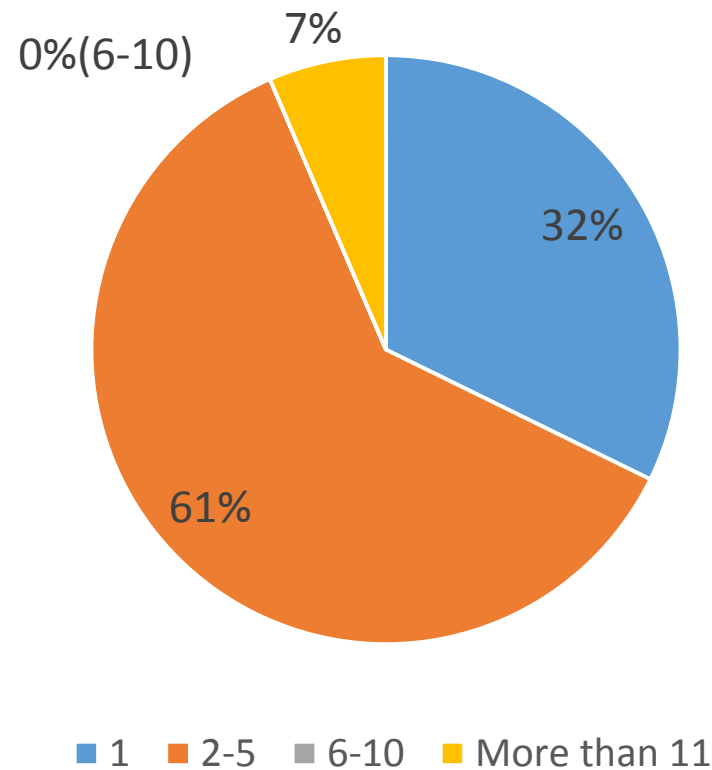
Implications of the Education 2030 on education sector planning

- 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



Education sector management structure

No. of Ministries in charge of education

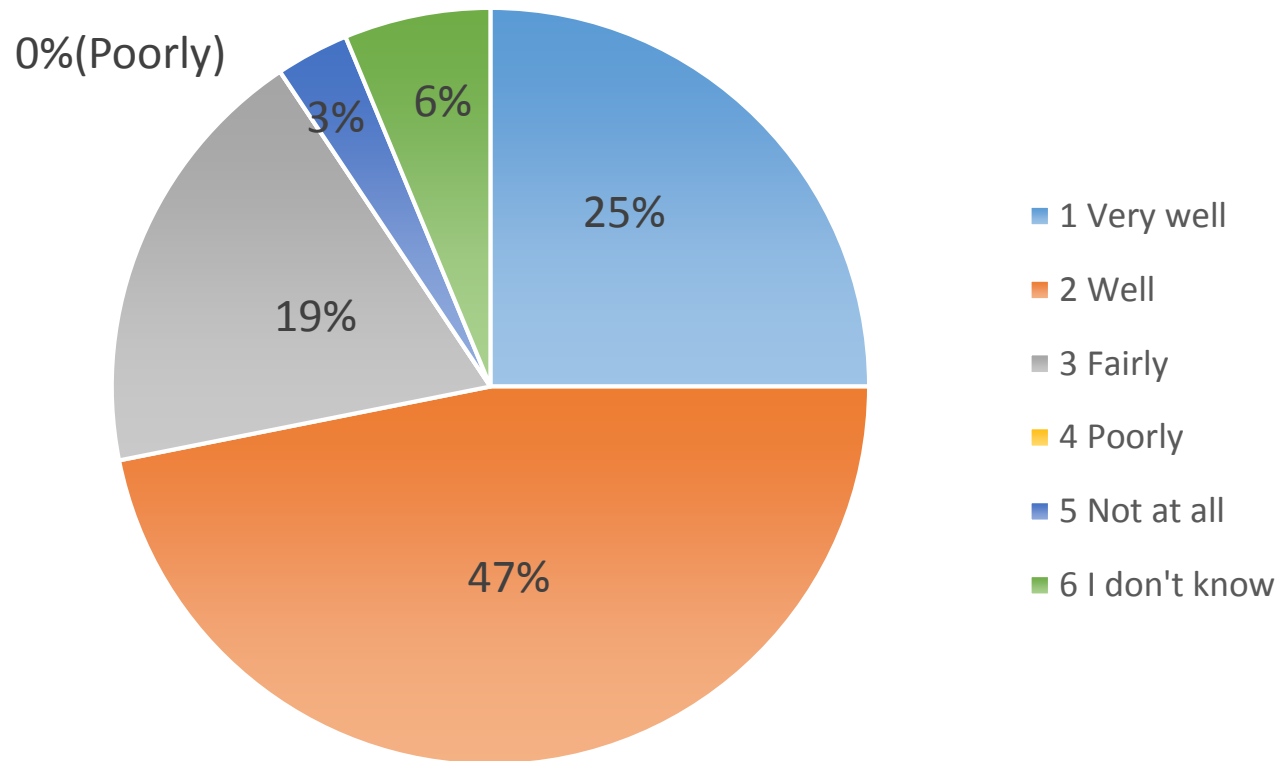


- In majority of the countries, 2-5 different ministries are in charge of education
- Usually ECCE, higher education, TVET and NFE are under different ministries other than MoE
- The pattern varies significantly from country to country
- Sub-national level management structure also varies



Engaging stakeholders and consultation

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

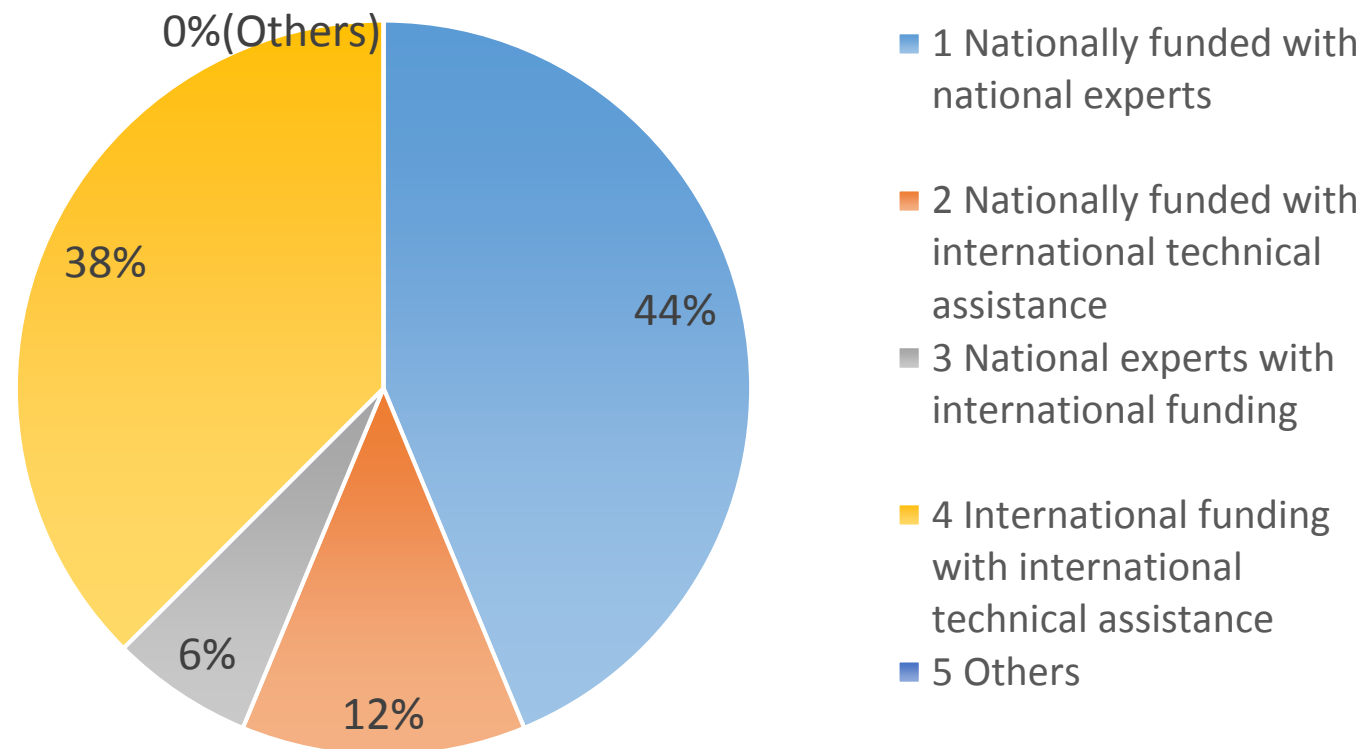


- Majority of the countries are confident that the result of the stakeholder consultation are reflected in the final plan documents.
- However, some countries feel that the consultation results are only fairly reflected.
- Most of the countries have mechanisms for consulting various stakeholders, but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



Education sector diagnosis/analysis

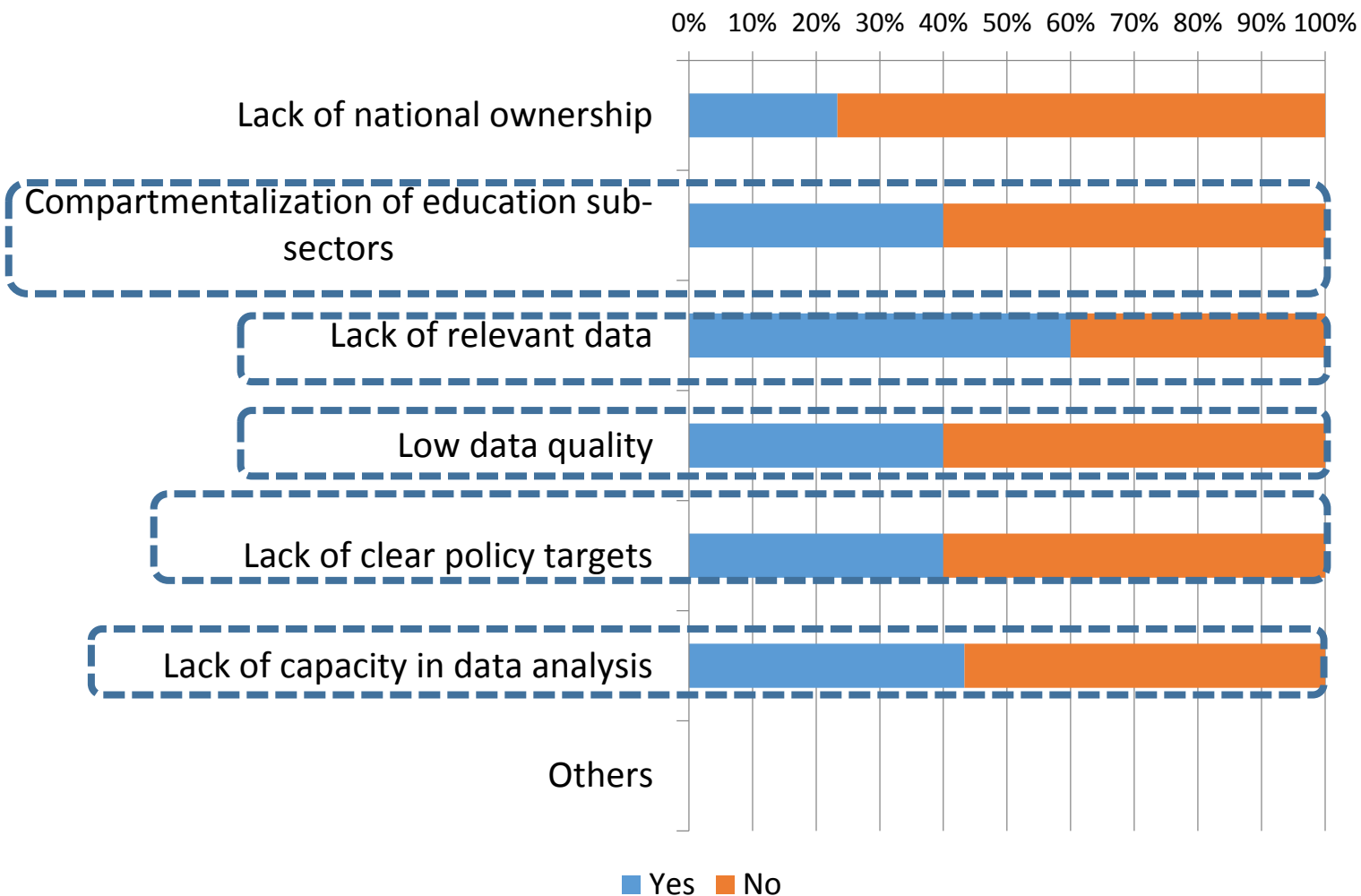
Modality of Education Sector Diagnosis



- 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



Education sector diagnosis/analysis – capacity challenges

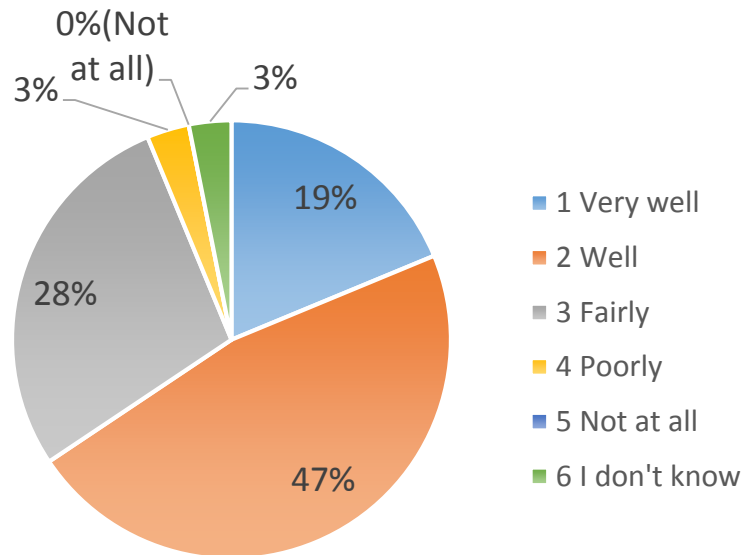


- Most of the challenges in ESD/A are related to data (e.g., availability, data analysis capacity)
- Compartmentalization of education sectors may also be related to data availability
- Lack of clear policy targets (also baseline) also a challenge in some countries

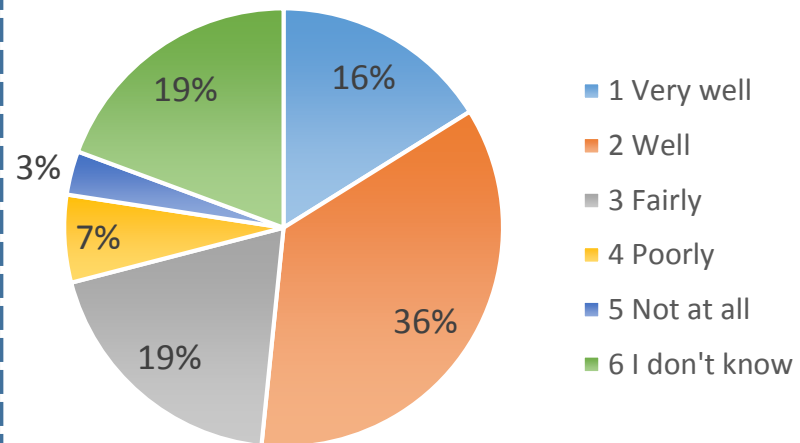


Programme formulation

To what extent are the current policies and plans evidence-based?



To what extent does the plan take potential risks into consideration?

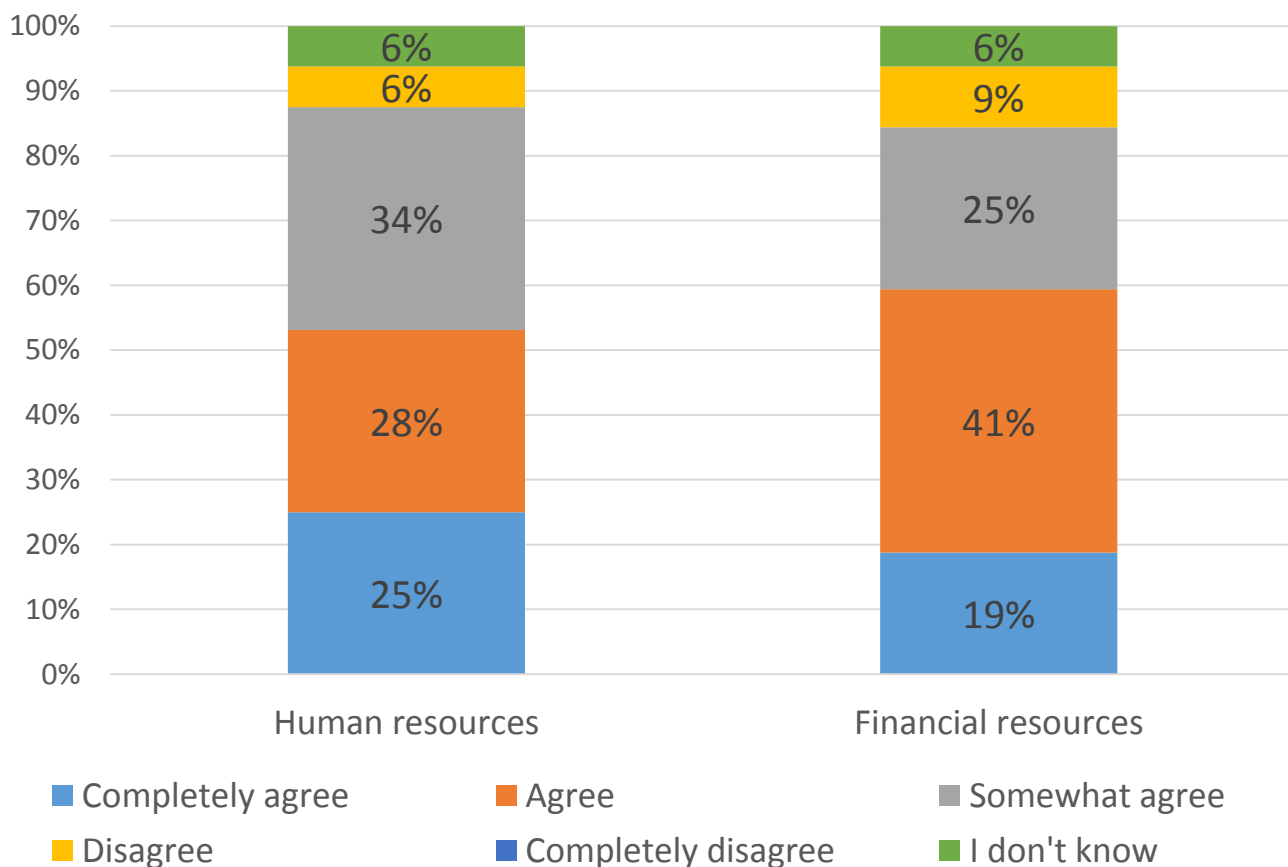


- Majority of the countries feel that their policies and plans are evidence-based
- Data-related issues, as well as ineffectiveness of consultation remain as challenges
- About half of the countries feel that their plans take potential economic, political, social and environmental risks into consideration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

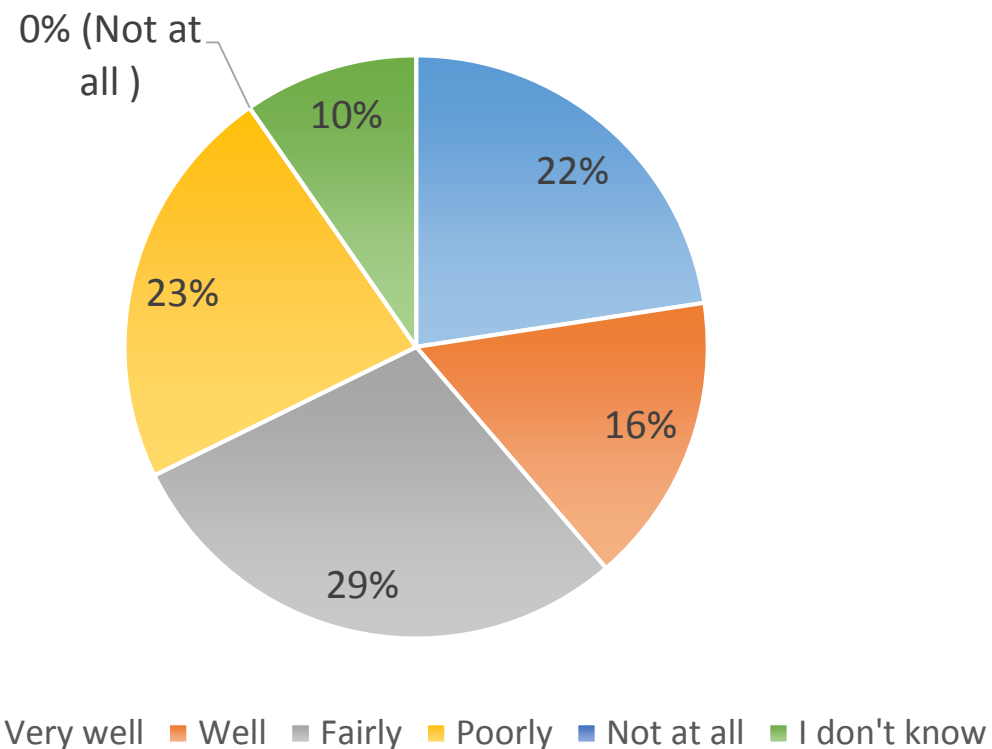


Resource planning: linking plan and budget is a challenge

Sufficient resources allocated to plan implementation?



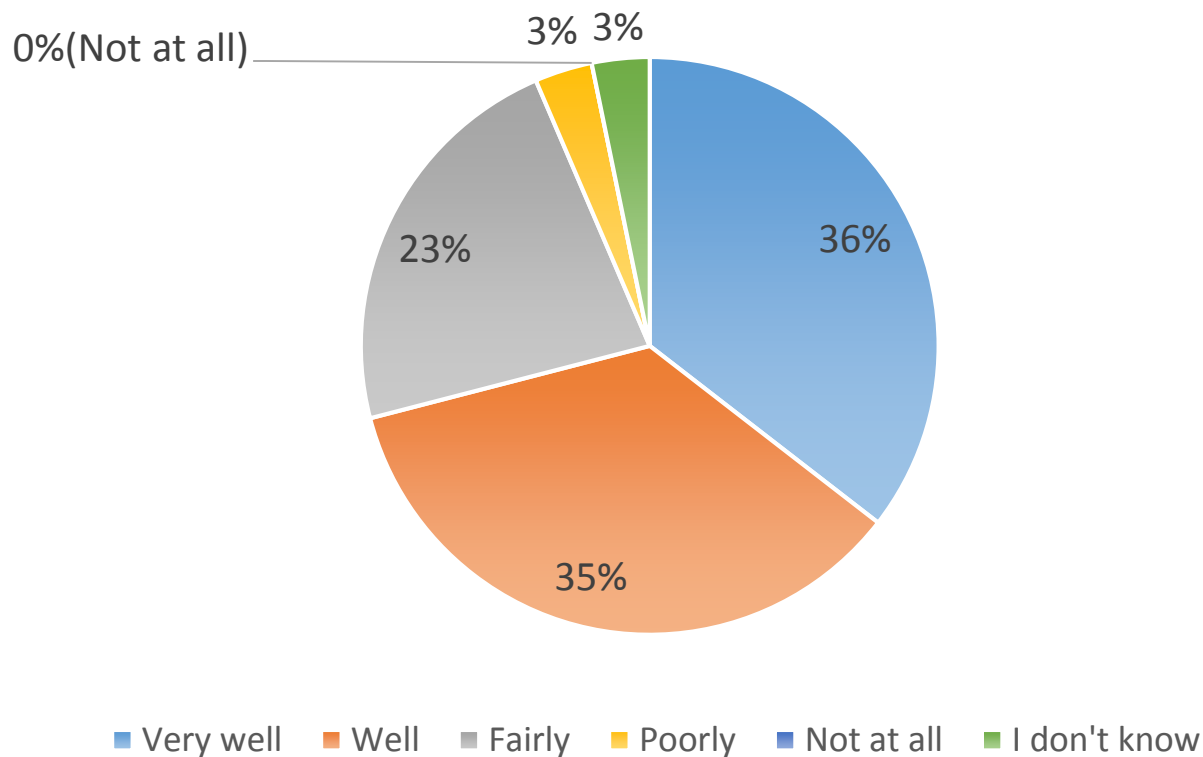
To what extent is your country's annual budget plan in line with the projected cost?





Programme implementation and accountability

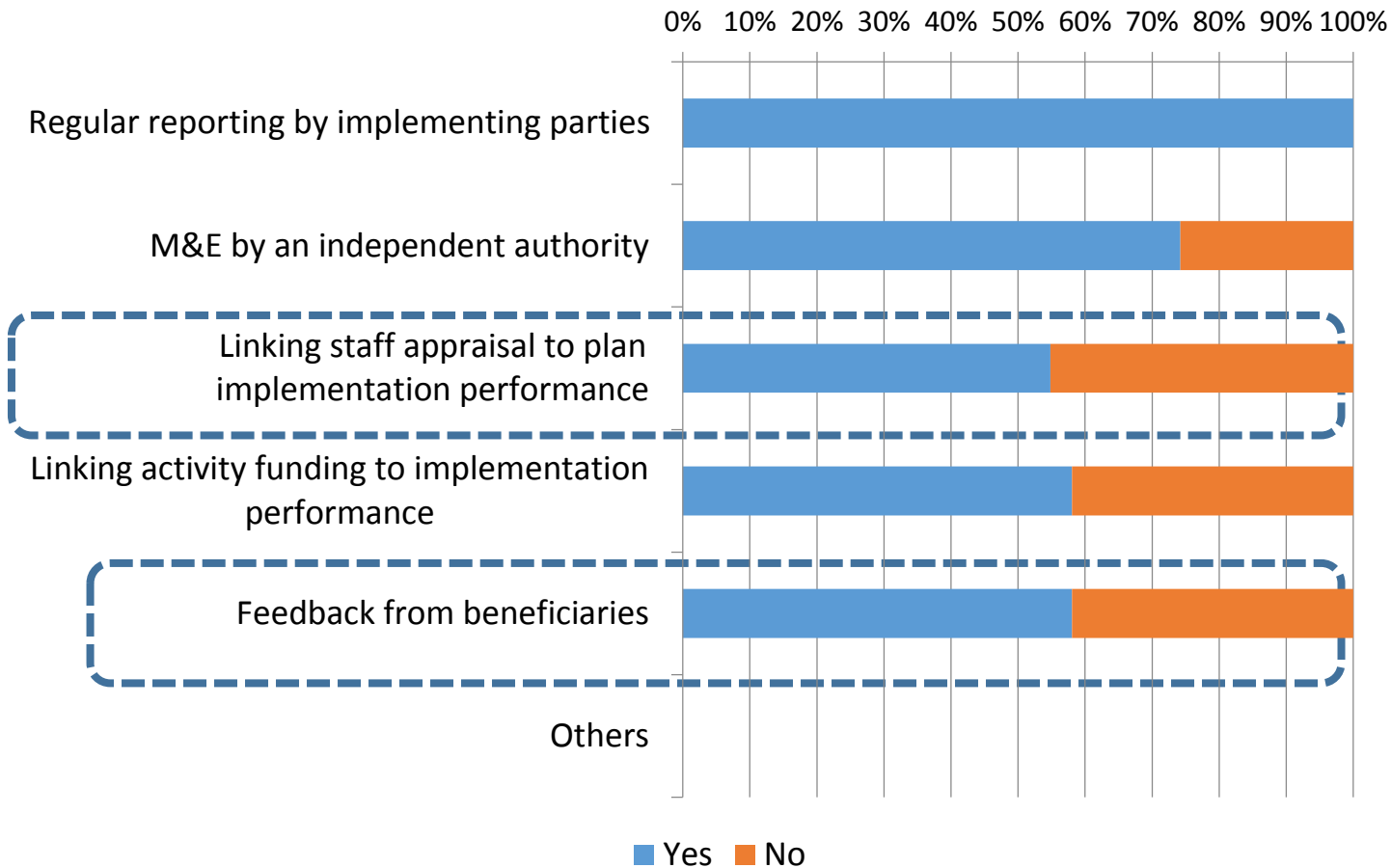
To what extent the roles and responsibilities of implementing bodies clearly stated in the plan?



- Most of the countries feel that roles and responsibilities of the implementing bodies are clearly stated



Programme implementation and accountability

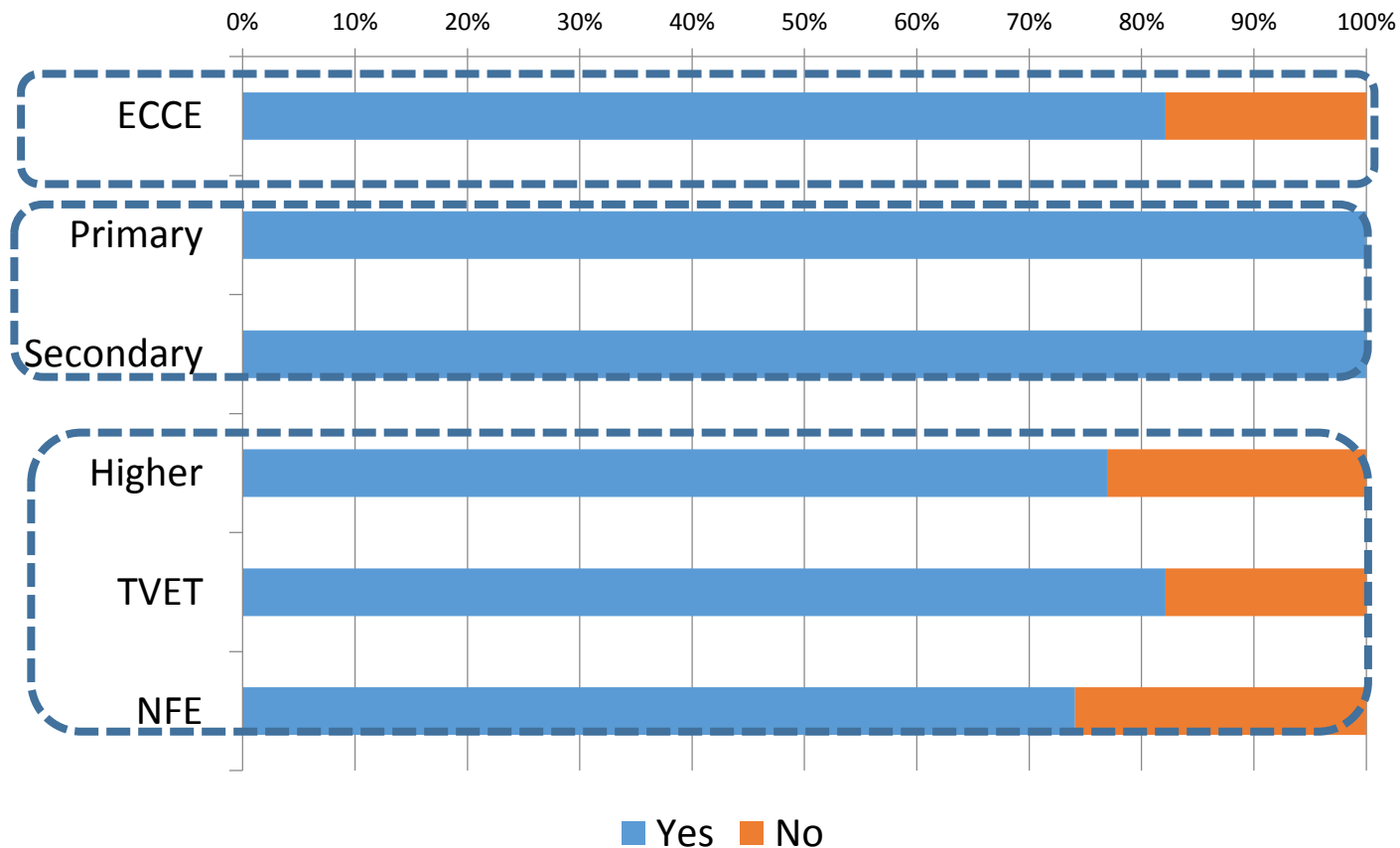


- Various ways to ensure accountability are in place, including performance-based incentives and direct feedback from beneficiaries



Monitoring and Evaluation

Sub-sector included in the current M&E framework



- 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.)



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

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