



# Education sector analysis and sector planning in Africa

An evolving overview of programmes, initiatives and weblinks aimed at capacity development

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weblinks aimed at *Capacity Development***

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## Background, purpose and use of this document

One of the *Millennium Development Goals* endorsed by the major organizations involved in international development is to ensure that all children have the opportunity to complete a high quality primary school education by 2015. The challenge is particularly great in Sub-Saharan Africa where only 60% of school-age children are enrolled in school education at the beginning of this millennium.

A closer look at statistics reveals a dramatic picture at the beginning of the millennium:

- ❑ 50 million of the 113 million children of primary school age are out of school.
- ❑ Two-thirds of those deprived of basic education are girls.
- ❑ One-third of all children who enroll never complete primary school.
- ❑ Many of those who do complete primary education have not acquired the essential skills and knowledge.
- ❑ 800 million adults throughout the world are illiterate; most are women.

These are only a few of the many challenges which are directly or indirectly related to the development of education in the world. A major initiative aimed at addressing these challenges has been implemented within the Dakar Framework 2000. This initiative calls on the international community to:

- mobilize resources needed to provide effective support to national efforts to achieve education for all in the poorest countries;
- strengthen and facilitate more effective donor coordination for sector-wide approaches to education;
- contribute to debt relief for poverty reduction with strong commitment to basic education;
- reinforce local and national capacity in educational policy planning and management

One of the consequences of the Dakar Declaration, as well as of the increasing involvement of international agencies and governments in Poverty Reduction Strategies has been the growing interest in and need for capacity development in sector-wide and inter-sectoral policy analysis and planning.

This document is intended as a tool in support of education sector analysis and planning in education. Its main purpose is to inform about recent programmes, initiatives, documents, and training courses aiming at capacity development in this area, with focus on Africa. However, it was felt necessary to put this overview “in context”, and therefore to start by presenting briefly some major recent trends in education policy analyses and sector planning and the related current international terminology widely used by both aid agencies and partner countries.

The Paper is meant to be an open-ended and evolving document. The list of programmes, initiatives, documents, training courses etc included in the present version is far from being comprehensive. The ADEA Working Group on *Education Sector Analysis* therefore invites all readers to kindly use the following link: << <http://www.adeanet.org/wgesa/> >> in order to bring any relevant initiatives, documents, training programmes etc. which are aimed at capacity development in Education Sector Analysis and Planning and not mentioned in the

present paper to our attention.

The paper is structured the following way:

- After a short section devoted to commonly used current *terms* relating to the topical area (I.1), **Part I** provides a summary overview of the *evolution* (I.2) and the *current context* (I.3) of education sector analysis and planning, particularly in Africa.
- **Part II** presents a list of *programmes and initiatives* (II.1), *institutions* with major training and capacity building programmes (II.2) and *materials* (II.3) - guidelines, handbooks, training materials - relating to sector analysis and planning in education, with focus on Africa. It was neither possible nor intended to describe each of the mentioned programmes, initiatives, materials; instead the reader is referred to a number of related weblinks which we find useful to obtain relevant information and documents.

## **Part I      Education sector analysis and planning : trends, terminology, current context and issues**

### **I.1      From education projects to sector-wide approaches to education**

The introduction of western education by colonial powers from the north prompted high educational aspirations in the south. At the same time, the establishment of national control over a henceforth more generalized school education in the post-colonial period raised many new challenges for education policy making and implementation.

Adopted in 1948, the Universal Declaration of Human Rights, together with the then-prevalent international interest in promoting economic growth and well-being, led the international community to increasingly pay attention and encourage efforts to support newly independent and developing countries in the 1950s and 1960s. Education has been one of the areas or sectors receiving assistance in the framework of international co-operation since then, although the concepts and forms of assistance have changed to a certain extent.

**In the 1950s**, multilateral and bilateral development agencies based their assistance to developing countries on the concept of *capital transfer* where *capital investment* was the single most important factor of growth widely understood as generating development. The support provided to education was mainly seen as investment in "*human capital*".

**In the 1960s**, a framework for Education PROJECT identification, preparation and project appraisal was designed by the World Bank and became the typical development assistance framework; it included some Education Sector Analysis elements, and sub-sector development programmes were drawn up, e.g. for teacher training, curriculum development, school construction, etc. At the same time, many countries, especially the newly independent States that were building up their education systems had to develop their capacities in educational planning and policy preparation. Capacity-building in this area became a major mission for UNESCO and its International Institute of Education Planning (created in 1963, by a joint initiative, UNESCO, OECD and Ford Foundation).

**In the 1970s**, there was a shift in the balance of interest between education planning and educational policy and project preparation and management in favour of the latter; this shift was related to the

questioning of Central Planning model on the one hand and the diversification of actors getting involved in educational policymaking (regional/local government agencies, non-government organisations, the private sector in many countries etc) on the other.

*The PROGRAMME-Approach* was introduced to international education development assistance during this same decade. Externally funded programmes were based on Education Sector Analyses (ESA), or *Education Sector Studies (ESS)* as they were called at the time. The World Bank and UNESCO led this development through their Cooperative Programme and engaged in the upstream work of project and programme identification, preparation and appraisal, applying ESS and agency-defined lending policies and procedures. International and bi-lateral agencies became important policy advisers to national education authorities.

The traditional ESA/ESS approach was to a very large extent, donor driven. There was *little scope for national capacity building* and still *little cooperation among donors*, with each donor agency pursuing its own assistance policies and applying its own funding criteria and procedures.

**In the 1980s**, the *SECTOR-DEVELOPMENT* approach was emerging in international co-operation in education. It ideally consists of a comprehensive development programme comprising all components of a sub-sector (e.g. basic education, secondary education, etc.), or the entire education sector. Donors selected from the sector programme the *priority areas which are in line with each donor's specific policies, strategies and programmes*, but not necessarily in line with those of the country.

**In the 1990s**, *SECTOR-PROGRAMMES* were prepared and carried-out by donors in various forms and through varying approaches. They were mainly aimed at improving the utilization of scarce resources available to education with specific attention being paid to:

- contextual factors such as cultural and socio-political specificities; and the economic and financial situation of the country (with a view to assessing the priorities and constraints of possible education policy options)
- outcomes of the 'education fabric', in particular, learning outcomes measured through student achievements;
- functional analysis of educational management (management audits) in order to evaluate the capacity of policy implementation and management characterizing the education sector.

Donors such as the EU and regional development banks were becoming principal sector policy partners to national education authorities. There were also first attempts at donor upstream coordination activities in ESA, and some attention given to Sector Wide approaches (SWAP).

Many agencies developed their tools for obtaining a sector-wide overview of educational development problems and identifying strategies and projects to address these needs. The World Bank created the *Comprehensive development framework (CDF)* approach. This tool is more commonly called "Logical Framework" or "*Log frame*"; it has helped in moving toward more comprehensive efforts and better co-ordinated international support to educational development.

As an integral component of the Logframes used for the preparation and assessment of projects, sector analysis (ESA) maintains and even further increased its crucial role in the development of education programmes. The Logframe is characterized by two key elements: the 'problem tree' that analyses the problems and weaknesses of the education sector concerned, and the 'objectives tree' that identifies strategic intervention to overcome the identified weaknesses and problems.

The gradual shift from project to programme and then to sector-wide support has implied that the dialogue between aid agencies and partner countries had changed its focus from the utilization of donor funds to the questions of national policy priorities such as quality education for all, poverty reduction and institutional capacity development.

**Actors involved in SWAPs:** Over the last ten years, actors involved in decision-making on human resource development have been proliferating, especially in developing countries. *Partnerships* are becoming a key principle and an internationally shared concept of growing significance. First, because international conventions and development targets including EFA commitments, constitute a common framework of values, norms and visions in which partnership is high-ranking. Second, because the mobilization of multiple sources of funding requires that the various actors involved ‘partner for’ funds and be satisfied with the budgetary, financial management and reporting arrangements.

Sector-wide policy preparation and planning not only requires partnership among the various ministries in charge of different sub-sectors of education (Basic Education, Technical and Vocational Education, Higher Education etc), but also between the latter and a number of other ministries, in particular: (all the sub-sectors must develop partnership with the other ministries and not just the latter).

Increasingly, external aid agencies insist on the commitment and close involvement of the *Ministry of Finance* in the supported sector programmes. One major reason for this is the growing contribution of external agencies in the financing of recurrent spending on education; if increases in the donors’ contribution to such recurrent (e.g. salary) expenditures are envisaged, these should be consistent with the government’s medium-term fiscal framework and agreed upon with the Ministry of Finance. Similarly, the *ministries of planning, labour, health* etc. are involved in the design and implementation of poverty reduction and overall national development strategies, in line with the two-pronged approach promoted by leading international funding agencies : support for policies that accelerate economic growth combined with explicit measures to promote a more equitable distribution of the benefits from growth.

Worldwide there is also an increasing debate about the importance of involving the ‘*civil society*’ in the processes of preparing and implementing sector-wide changes in (SIDA, 2002).

Donor agencies are increasingly in favour of involving a variety of national institutions and bodies beyond the central government such as universities, teacher colleges, local authorities and committees, parents’ associations, teacher and labour unions, private sector organisations, and other *NGOs* in the design and implementation of externally assisted sector programmes.

## **I.2 Frequently used terms**

An attempt is made hereafter to provide a brief overview of terms which are widely used in current debates and documents relating to Education Sector Analysis and Sector Planning and Strategies : support for policies

### **□ Education Sector Analysis (ESA)**

**ESA** can be defined as a comprehensive investigation of the education sector whose results provide a basis for long-term and medium-term planning and policy choices in education.

At the same time it constitutes a framework aimed to:

- examine the way in which an educational system responds to the needs of the population and contributes to educational development; and

- design a coherent global strategy for the sector’s future development and resource allocation.

Education sector analysis is sometimes also referred to as ‘*sector review*’, ‘*sector survey*’ or ‘*sector diagnosis*’.

In this context *sector* can be defined as a subject area with a specific institutional and technical framework. The definition should be pragmatic. The sector may for example be the whole education system or just the primary education sub-sector. The narrower the sector is defined, the more important it is to anchor the sector policy in broader national policies, not losing sight of general cross-sector issues (NORAD 2006).

□ **Sector-Wide Approach (SWAP)** is defined as

- A harmonized approach at the country level that coordinates sector development activities among external sector partners, (*donors and non-funding technical assistance partners*) and national sector stakeholders, (*principally the government, civil society and the private sector*), embracing a sector policy and a sector expenditure programme. It is meant to be a flexible approach which helps governments and donors better co-ordinate and adapt their action to a changing environment. The majority of SWAPs concern the social sectors, in particular health and education. (This definition refers in particular to UNESCO 2007)
- Another definition of SWAP, which reflects mainly the concern for rational financial planning and resource allocation has been provided by M. Foster:  
*“The sector-wide approach (SWAp) means that all significant funding for the sector supports a single policy and expenditure program, under Government leadership, adopting common approaches across the sector, and progressing towards relying on Government procedures to disburse and account for all funds.”* (Foster, 2000)

There are currently converging views as to the *principal conditions* to be met in a SWAP.

Some perspectives maintain that a SWAP should:

- Be sector-wide in scope
- Build on partnership
- Integrate into a coherent policy framework
- Put national stakeholders in the driving seat
- Include the participation of the civil society
- Make national governments and institutions responsible for programme implementation
- Pool the financial resources needed for programme implementation (in the form of ‘funding baskets’ and budget support)
- Aim at long-term joint technical assistance, as necessary, and capacity development
- Involve regular and long-term monitoring of outcomes.

The Sector Policy and Strategy are made operational by an *Action Plan* and increasingly linked with a comprehensive Expenditure Framework (often a Medium-

Term Expenditure Framework) based on needs analyses and realistic funding projections.

#### □ **Medium-Term Expenditure Framework (MTEF)**

A MTEF can be defined as a programme budget which – contrary to the traditional single-year practice – cover a period of several years (usually three years). (Implementing National EFA Plans – Handbook for decentralized planning, UNESCO Bangkok, 2005). MTEFs are typically comprised of the following elements:

- A detailed sector development programme which identifies priorities and sets out targets to be achieved at the end of the medium-term period;
- A detailed estimate of the various types of resources required for programme implementation
- Annual budget allocations that are dependent on the achievement of the set targets
- Annual progress assessment and subsequent extension and adjustment of the MTEF by one additional year

#### □ **Education For All (EFA)**

At the World Education Forum in Dakar in 2000 the international community renewed its commitment to achieving EFA goals and targets at the earliest possible date (no later than 2015) and to establishing budget priorities consequently. EFA plans should involve a sector-wide approach “based on national sector-wide strategies already in place” and should “be placed in the framework of a broader effort of development and combating poverty”. (UNESCO, 2001)

#### □ **Fast Track Initiative (FTI)**

*“The Education for All (EFA) Fast-track Initiative (FTI) is an evolving global partnership of developing and donor countries and agencies to support global EFA goals by focusing on accelerating progress towards the core EFA goal of universal primary school completion (UPC) ; it is a new compact for the education sector that explicitly links increased donor support for primary education to recipient countries’ policy performance and accountability for results.” (The World Bank 2004).*

#### □ **Millennium Development Goals (MDG)**

The MDGs were defined in the United Nations Millennium Declaration of September 2000. Education and, more specifically, universal primary schooling, is ranked at the highest level of priority, together with seven other priority objectives including: eradicating extreme poverty and hunger; promoting gender equality and women empowerment; reducing infant mortality; improving maternal health; combating

HIV/AIDS, malaria and other diseases; ensuring environmental sustainability; and developing global partnerships for development.

#### □ **Poverty Reduction Strategy Papers (PRSPs)**

Following a meeting of the World Bank in September 1999, the WB and many bi-lateral agencies decided that certain loans and funds would henceforth be granted based on the beneficiary countries' strategies to combat poverty as a conditionality.

The government of each beneficiary country is invited to work with the civil society to create a Poverty Reduction Strategy Paper (PRSP). These strategy documents generally include relevant results and conclusions of education sector reviews – actually more often sub-sector diagnoses focusing on basic education.

### **I. 3 Current context and specific challenges**

Over recent decades, sector-wide planning and policy development in education have experienced some significant change not only in its approaches and tools but also as regards the international environment and the specific challenges to which they need to be responsive.

#### ***Globalisation***

Globalisation of economies, markets and ideologies implies new challenges for the role of education in society and among individuals. The education system has to meet the challenges posed by a rapidly changing world. The major implication is that *lifelong learning* emerges as one of the keys to dealing with the twenty-first century. *Learning to learn, learning to live together, learning to do, and learning to be*, are the four pillars of education defined by the Delors Commission on Education (UNESCO 1996).

Globalisation is a challenge to be addressed in any sector-wide review and reform of education, since it implies (1) pressure for adapting the education system for all groups, thus providing opportunities to learn skills and knowledge applicable at local and global levels; (2) more rapid expansion of higher levels of education (3) the potential for information and communication technology (ICT) in education to reach more students through distance education, and provide vast amounts of information for capacity-building in the education sector (e.g. for pre- and in-service teacher training).

At the same time however the globalization process has not engendered equally enhanced levels of income and well-being across and within all countries of the world. Thus some countries, especially but not only in Africa, have actually experienced increased poverty and inequity, with decreasing GDP per capita and growing income disparities e.g.

#### ***Poverty Reduction***

One of the Millennium Development Goals is to halve the proportion of people living in extreme poverty by 2015. Assistance to countries in the design and implementation of their poverty reduction strategies constitutes a major focus of the **UNDP Millennium Project**. (<http://www.unmillenniumproject.org/>) Helping countries in their fight against poverty also constitutes a core principle of many bi-lateral agencies.

As mentioned above, the World Bank has been putting growing emphasis on the need for Poverty Reduction Strategies and encouraged national efforts and international support for

the design, implementation and monitoring of such strategies. (See: the *World Bank's Poverty Net* : <http://www.worldbank.org/poverty/>).

### ***Governance /Anti-Corruption***

There is growing evidence that an environment of corruption and weak governance eventually affects the achievement of educational policy goals, as well as the sustainability of human development strategies.

Over recent years, control of *corruption* has become a major development issue for the *World Bank* (The *World Bank Institute* conducts *Governance & Anti-Corruption Programmes* focused on policy, data, capacity building and research see : <http://www.worldbank.org/wbi/governance>) and many bi-lateral agencies, e. g. the *Canadian CIDA* (<http://www.acdi-cida.gc.ca/index-e.htm>). This issue is also increasingly addressed in assessments of institutional feasibility and sustainability of externally supported education development strategies.

For the **United Nations Development Programme (UNDP)**, (<http://www.undp.org/>), the promotion of *democratic governance* is currently one of its major axes of intervention. For the UNDP, the major challenge for democratic governance here is to develop institutions and processes that are more responsive to the needs of ordinary citizens, including the poor. Their interventions includes the promotion of democratization, human rights, the rule of law, public-sector capacity building, and conflict prevention.

The **UNDP Oslo Governance Centre** (<http://www.undp.org/oslocentre/>) is UNDP's global thematic facility on democratic governance. Its scope of work relates to governance and poverty reduction, governance and conflict prevention, civil society, empowerment and governance, and learning and capacity development.

The **OECD Development Centre** has a programme on **Corporate Governance** ([http://www.oecd.org/department/0,2688,en\\_2649\\_33731\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/department/0,2688,en_2649_33731_1_1_1_1_1,00.html)) which is focused on the promotion of the integrity of corporations, financial institutions and markets.

### ***Decentralisation***

The major international funding agencies, particularly the WB and the European Union, have been promoting *decentralisation* of education systems in the developing countries since the 1990s mainly in order to strengthen the democratic practices through improved transparency and promotion of participatory practices in decision-making.

### ***The New Information and Communication Technologies (ICT)***

Education systems in developing countries are directly impacted by new ICTs that focus on enlarging access to and improving the quality and reach of teaching and learning.

A number of international agencies and in particular **UNESCO**, ([http://portal.unesco.org/ci/en/ev.php-URL\\_ID=19488&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=19488&URL_DO=DO_TOPIC&URL_SECTION=201.html)), OECD, the European Union and the Council of Europe have been promoting research and action concerning the use of ICTs in education.

## *Specific challenges*

### □ *HIV/AIDS*

Globally, 2.3 million children are living with HIV. In 2005, around 380,000 children died of AIDS and 540,000 children were newly infected. Over 15 million children have lost one or both parents to AIDS. It is obvious that the development of a country severely affected by the pandemic is seriously jeopardized. The education sector, in particular, is challenged in various ways. Attaining learning objectives and even the planning and management of education become more difficult in a context where large numbers of pupils are orphans or themselves HIV-infected, and where many teachers either die or are absent over long periods.

In many countries, therefore, Education Sector Work and Plans cannot be designed and carried out without taking this major issue into account.

*UNAIDS*, (<http://www.unaids.org>) the Joint United Nations Programme on HIV/AIDS (<http://www.unaids.org>), brings together the efforts and resources of ten UN system organizations in order to provide coherent responses to this challenge across different sectors.

In the area of education *UNESCO* is the lead agency for *EDUCAIDS*, the Global Initiative on Education and HIV/AIDS, which helps governments and other key stakeholders put together a comprehensive response in the area of HIV/AIDS education

The IIEP-UNESCO has served as a Clearinghouse for the issue of *HIV/AIDS and education* ([http://hivaidsclearinghouse.unesco.org/ev\\_en.php](http://hivaidsclearinghouse.unesco.org/ev_en.php)), in order to study the impact, build national capacities, share information and help co-ordinate strategies in the area.

The treatment, prevention, and provision of strategic information on HIV/AIDS are also key areas of the intervention of *USAID* ([http://www.usaid.gov/our\\_work/global\\_health/aids/](http://www.usaid.gov/our_work/global_health/aids/)) and other bi-lateral agencies.

### □ *GENDER*

There is ample evidence from research that the economic and social development of entire societies can be significantly improved when girls and women are literate and enabled to be fully contributing community members. Yet, in many countries a lot remains to be done to put them on equal footing with their male counterparts as regards their access to basic education and literacy, completion of primary education and integration into the labour market.

Many international organisations (especially UNICEF) and bi-lateral agencies (e.g. SIDA) give special attention to gender issues, especially when it comes to the provision of support to programmes for educational development.

#### □ *EMERGENCY AND POST-CONFLICT SITUATIONS*

In most states at war, children under 15 make up more than one-third of the population. Furthermore, in the past decade, more than 2 million children have died as a direct result of armed conflict. The provision of education and good quality teaching and learning are extremely difficult in countries in war or in post-conflict situations. Nevertheless, an appropriate response must be provided, if possible before the crisis ends and during the early reconstruction period.

## **Part II : Training and capacity-development in education policy analysis, planning and implementation – Overview of some major institutions, programmes and initiatives in the area**

While sector-wide planning and programming in education ranks high on the agenda of governments and aid agencies, the number of national administrators and planners and international experts who are competent in this area has remained rather limited. As a result, only a few of those who have to prepare or decide on EFA and National Development Plans or Poverty Reduction Strategies - let alone those in charge of their implementation - actually possess a sound knowledge of the underlying processes and techniques. However, a number of national and international institutions have been running various forms of training programmes in the areas of educational planning, educational policy analysis and/or educational management, particularly aimed at strengthening the capacity of intervention in developing countries in this area.

A paper aimed at providing an initial overview of available training materials on Education Sector Diagnoses and Policy Analysis was prepared for the WGESA-IIEP in 2000/2001 (See WGESA-IIEP, 2001).

An updated – albeit very incomplete - list of relevant major training programmes and institutions related to the area is provided in point 1 below, together with the related weblinks.

The development of *Guidelines* and *Guidebooks* on educational planning and/or policy analysis and reform has been another complementary response to the lack of national capacities in this field. Actually, many multi-lateral and bi-lateral agencies have developed such tools which are supposed to guide both international and national specialists in the framing and organisation of sector-wide planning, policy preparation, programming, action planning and/or programme and project implementation and monitoring.

Point 2 below presents a number of weblinks for further information on this type of tools proposed by some major international and bi-lateral agencies.

### **II.1 Training and capacity development institutions and initiatives**

#### ***1.1 International organizations and agencies***

## **ADEA (Working Group on Education Sector Analysis)**

<http://www.adeanet.org/wgesa/Index.html>

The central mission of the *ADEA Working Group on Education Sector Analysis (WGESA)* is to improve the quality, use and accessibility of education sector studies as a means to design improved national education policies and co-operation programmes.

Its publications, research and dissemination activities aim to provide inputs for training and other capacity-building efforts in educational planning, policy design, policy analysis and evaluation especially for African national expertise

## **IIEP-UNESCO**

The central mission of the International Institute for Educational Planning (IIEP-UNESCO) is to strengthen the capacity of countries to plan and manage their education systems. The IIEP therefore conducts various types of capacity-building activities (training, research, dissemination, operational activities etc), including, in particular, the following training programmes relating to sector-wide policy analysis and planning:

- **Advanced Training Programme in Educational Planning and Management** (<http://www.unesco.org/iiep/eng/training/atp.htm>) Through its annual 9-month Advanced Training Programme, the IIEP trains educational planners and managers to develop and analyse educational policies, plans, and programmes, structure their financing and monitor their implementation.
- **Distance education courses in Education Sector Diagnosis (ESD) and Using Indicators for Planning Basic Education** (<http://www.unesco.org/iiep/eng/training/virtual/distance.htm>) The main objective of these courses is to provide planners and managers with the necessary basic knowledge and skills to contribute effectively to future diagnoses of the education sector (ESD) and the preparation and monitoring of EFA and other Basic Education Plans (UIPBE).
- **Educational planning in the context of HIV/AIDs pandemic** ([http://www.unesco.org/iiep/eng/fovus/hiv/hiv\\_1.htm](http://www.unesco.org/iiep/eng/fovus/hiv/hiv_1.htm)) IIEP has developed a set of training modules and a distance education programme on Educational Planning and Management in a World with AIDS; the aim is to strengthen capacity and skills and to conceptualize the interaction between HIV/AIDS and educational planning and management, and to plan and develop strategies to mitigate the impact of the pandemic.
- **Education in situations of emergency:** In order to help create the necessary knowledge and capacity to achieve education for all in conflict-affected countries, *IIEP* has developed training materials on *Education in situations of emergency*. ([http://www.unesco.org/iiep/eng/focus/emergency/emergency\\_1.htm](http://www.unesco.org/iiep/eng/focus/emergency/emergency_1.htm))
- **ICT and development of higher education:** In the framework of its *Virtual University* project, the IIEP has conducted research and distance learning activities on **the effective use of ICTs** to provide greater access to higher education. (<http://www.unesco.org/iiep/eng/training/virtual/virtual.htm>)

## **UNDP**

UNDP offers a toolkit (**HDR Toolkit**) that includes a practical handbook and reference examples, and targets those who are involved in the preparation of Human Development Reports (HDRs).

## **UNESCO** (<http://www.unesco.org>)

The **UNESCO Education Sector** provides various forms of technical assistance as well as training and dissemination activities in order to strengthen national capacities to design coherent policies and credible development plans within the framework of EFA. UNESCO efforts include:

- A *series on "Education Policies and Strategies"*. This compendium of good professional practices is based on the experience of the UNESCO Division of Educational Policies and Strategies and aimed at education planners, and the wider group of people who are interested in the elaboration and the implementation of education policies and strategies
- **E-Map**: This E-Network on Educational Planning and Management has been set up recently, and offers its members in particular access to relevant database and discussion forums.
- **Education Policy and Strategy Simulation**: A tool for computer-based simulation of education policy and strategy options.
- **Training Workshops** in educational planning, policy simulation and resource projections.

## **UNICEF** (<http://www.unicef.org/>)

The **UNICEF M&E Training Resource** presents a basic tool kit for managing programme evaluation in education and other social sectors.

## **World Bank Institute (WBI)** ([www.worldbank.org/wbi/governance](http://www.worldbank.org/wbi/governance))

The WBI offers learning programmes, including courses, seminars, and policy advice on topics that are important to the international development process, including education, governance, poverty etc. The World Bank Education Resources Guide directs individuals to key resources available on-line.

## **Pôle Dakar** (<http://www.poledakar.org/>)

Resulting from a partnership between the French Ministry of Foreign Affairs and UNESCO, the Pôle de Dakar provides development stakeholders with a resource centre specialised in education sector analysis. It provides technical assistance and capacity-building, including training programmes, to African countries, its current focus being on French-speaking Africa.

## 1.2 National institutions and programmes

**Harvard University** (<http://www.gse.harvard.edu/academics/masters/iep/>) : **The Harvard Graduate School of Education** offers a **Master's Programme in International Education Policy**. Its aim is to develop the necessary knowledge and skills that will enable participants to analyze policy options to improve educational opportunity and draw lessons from comparative cross-national experience with educational reform.

**Institute for Development Studies (IDS)-University of Sussex** (<http://www.ids.ac.uk/ids/aboutids/index.html>) The IDS offers several post-graduate programmes relating to development policy analysis (governance and development, poverty and development etc).

**IREDU (Université de Bourgogne)** ([http://www.u-bourgogne.fr/index/front\\_office/index\\_co.php?bg=2&site\\_id=120](http://www.u-bourgogne.fr/index/front_office/index_co.php?bg=2&site_id=120))

*The Institute for Research in the Sociology and Economics of Education*, Université de Bourgogne, France, offers a Master's Programme in *Educational Evaluation and International Comparison*.

**London Institute of Education** (<http://ioewebsserver.ioe.ac.uk/ioe/index.html>)

**Stanford University** (<http://www.stanford.edu/>)

**Stanford University's School of Education** offers a multidisciplinary, international, cross-cultural programme in **International Comparative Education** leading to the Master's Degree and Ph.D.

**International Center for Educational Evaluation (ICEE) – University of Ibadan** :ICEE is an African regional center for training African specialist in educational measurement and evaluation. I offers Masters and doctorate degree programmes

## II.2 Guidelines, handbooks and materials

The following organisations, listed in alphabetical order with their respective weblinks, have

published guidelines, handbooks or/and materials relating to education sector analysis and planning  
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**AFD** (*Agence française pour le Développement*) (<http://www.afd.fr>)

**CIDA** (*Canada*) (<http://www.acdi-cida.gc.ca/index.htm>)

**CONFEMEN** (<http://www.confemen.org/>)

**DANIDA** (<http://www.um.dk/en>)

**DFID** ([www.dfid.gov.uk/](http://www.dfid.gov.uk/))

**ERNESA**

**ERNWACA** ([www.ernwaca.org](http://www.ernwaca.org))

**European Union** ([http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm))

**FINNIDA**

**JICA** (*Japanese International Cooperation Agency*) ([www.jica.go.jp/english/](http://www.jica.go.jp/english/))

**GTZ** (*German Technical Co-operation*) (<http://www.gtz.de/en/>)

**NORRAG** ([www.norrag.org/](http://www.norrag.org/))

**ROCARE** ([www.rocare.org/](http://www.rocare.org/))

**SIDA** (<http://www.sida.org/>)

**USAID** (<http://www.usaid.gov/>)

**University of Sussex – Institute for Development Studies** (<http://www.ids.ac.uk/ids/>)

**London Institute of Education** (<http://ioewebsserver.ioe.ac.uk/ioe/index.html>)

**University of Minnesota – Dept of Educational Policy and Administration**  
(<http://www.education.umn.edu/edpa/>).