Australian Government

**Department of Foreign Affairs and Trade**

**Diplomatic Academy.**

Education Learning and Development Module



# EDUCATION FOR DEVELOPMENT: PRIORITY SETTING

Practitioner Level
2019

# CONTENTS

# ACRONYMS

| | |
|---|---|
| ACER | Australian Council for Educational Research |
| APPRs | Aid Program Performance Reports |
| AQCs | Aid Quality Checks |
| CREATE | the Consortium for Research on Educational Access, Transitions and Equity |
| DFAT | Department of Foreign Affairs and Trade |
| DFID | Department for International Development |
| EMIS | Education Management Information System |
| GEM | Global Education Monitoring |
| GPE | Global Partnership for Education |
| HDI | Human Development Index |
| IIEP | Institute for Educational Planning (UNESCO) |
| JSR | Joint Sector Review |
| MoE | Ministry of Education |
| OECD | Organisation for Economic Co-operation and Development |
| OECD-DAC | OECD Development Assistance Committee |
| PEA | political economy analyses |
| PCRs | Program Completion Reports |
| PFM | public financial management |
| PIU | project implementation units |
| PNG | Papua New Guinea |
| RECOUP | Research Consortium on Educational Outcomes and Poverty |
| SABER | Systems Approach for Better Education Results |
| SDGs | Sustainable Development Goals |
| SSRP | School Sector Reform Plan (Nepal) |
| UIS | UNESCO Institute for Statistics |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

# 1   INTRODUCTION

This Practitioner level module is designed to ensure that staff members who engage with and lead policy dialogue with international and domestic partners can strategically identify priorities for the Australian aid program in various contexts and make decisions about education investments.

It is recommended that staff complete the *Education for Development Priority Setting: Foundation level* module as background information to this Practitioner level module.

# 2   UNDERSTANDING THE CONTEXT

The Strategy for Australia's Aid Investments in Education 2015-2020 supports education programs in the Indo-Pacific region. Program relationships exhibit great diversity in their educational, political, cultural and economic characteristics. For example:

- Indonesia has a population of over 250 million people; Kiribati just over 110,000.
- Bangladesh and Myanmar are lower-middle income countries; Fiji and Samoa, upper-middle income.
- Afghanistan is 168 on the Human Development Index (HDI) in 2017; Sri Lanka 76.
- Papua New Guinea (PNG), Bangladesh and Cambodia all fall in the bottom quarter (out of 180) of Transparency International's Corruption Perception Index for 2018.

Source: DFAT 2015a; United Nations Development Programme 2019, Human Development Data (1990-2017); Transparency International 2018, Corruption Perceptions Index 2018.

## Identifying priorities

In identifying priorities and making decisions about investments in the education sector it is important to analyse context as thoroughly as possible. Much can be learned from government documentation, the cumulative knowledge of the Australian aid program and from international research. But in considering a major sector investment, two investigative tools can particularly add value:

- a situational analysis of the education sector
- a study of the political economy of education.

In some circumstances the two may be combined.

## An activity for you

**Answer the following questions before proceeding further into the module.**

Does your country program, or a developing country known to you, have a situational analysis of the education sector?

Who prepared the analysis and for what reason?

How is it being used by DFAT?

# Conducting a situational analysis

The role and purpose of a situational analysis of the education sector will be discussed through a case study example.

## Case study: Australia's relationship with Timor-Leste

The Australian Government and the Government of Timor-Leste have committed to a set of shared development goals, articled through the Australia-Timor-Leste Strategic Planning Agreement. A situational analysis of education was developed in 2013, and knowledge updated as part of the Australia Timor-Leste Partnership for Human Development Investment Design.

**Main functions of a situational analysis**

The situational analysis in Timor-Leste had three main functions:

- to act as a resource to guide DFAT's investment choices in education
- to facilitate policy engagement with the Government of Timor-Leste and other development partners
- to assist in the preparation of the annual report on the progress and performance of Australia's aid program in support of Timor-Leste's education sector.

**Constructing the situational analysis**

The original situational analysis in Timor-Leste was constructed in two sections, as the table of contents shows:

*Introduction*

*The Education sector in context*

- The national context
- Education: institutional environment

- Education: strategic planning
- Education: financing, budgeting, planning and resource management
- Education: development partners
- Education: cross-sector and cross-cutting initiatives

*Sub-sector analysis*

- Early childhood care and education
- Basic education
- Secondary education
- Technical and vocational education
- Higher education
- Recurrent (life-long) education

**Process of development**

The process of developing and regularly updating the situational analysis took several months. It was led by the Australian aid program education team in Dili with some external support. It was not a joint activity with the Ministry of Education but its findings were shared.

**Institutional context**

The analysis was broad-based. It set out the institutional context and the processes by which education policy and practice is advanced in Timor-Leste. It mapped active stakeholders in the sector and the potential for coordination and cooperation with other development agencies. It recognised linkages across sectors. Thereafter, it reviewed the six sub-sectors of the education system, as defined by the Government of Timor-Leste in its education strategy.

For each sub-sector, the analysis followed the sequence of: policy; systems and governance; access; equity; quality; and knowledge gaps. As is observed in so many situational analyses, a lack of up-to-date, reliable data was a serious constraint on the robustness of the analysis.

**Note:** While the situational analysis is a historic document (and is not publically available), its content was still relevant in shaping the thinking behind Australia's development assistance in basic education, health, water and sanitation in Timor-Leste.

Source: DFAT 2013; DFAT 2015b.

## An activity for you

**Answer the following questions before proceeding further into the module.**

Question 1: What are the reasons for and against developing a situational analysis with government partners right from the outset?

Question 2: Are there ways of mitigating the lack of authoritative data?

Question 3: Should a situational analysis be updated on a regular basis? Or is it essentially one input into program design?

**Check your answers.**

Question 1: Reasons for, include: strengthening partnership, adding to government capacity, accessing information which might not otherwise be available.

Reasons against, include: maintaining independence and critical scrutiny, working within agreed timeframes, deciding to build up a platform of evidence, enabling more effective subsequent dialogue.

Question 2: This can be done by accessing all available data sources – Education Management Information System (EMIS), census, household surveys, and research analyses by other development partners, etc.; to ensure data integrity it is advisable to undertake or access a quality assurance review of available data sources.

Question 3: It depends on the primary purpose. If the situational analysis is essentially a design tool then updating is not necessary. There is a heavy resource cost in updating a situational analysis on a regular basis. But if long-term monitoring is an important reason then it may be a worthwhile investment.

## Conducting political economy analysis (PEA)

Major progress towards achieving education access, quality and equity depends on political decision-making and sustained political commitment to education. Technical interventions are important and necessary. But – as much international evidence demonstrates – technical interventions may have limited impact in unstable and uncertain political environments. Undertaking a political economy analysis is valuable in all contexts.

The political economy of education – the institutions, the players, the incentives, the conflicts, the interests, the champions and the dynamics – is complex territory. If a major sector investment is planned, it is a territory that needs to be understood.

## What does a political economy analysis include?

A political economy analysis includes:

- Institutional analysis to understand how significant processes function (e.g. education policy decision-making, resource allocation, implementation and review functions).

- Stakeholder analysis which examines the interests and influence of various stakeholders: specifically which entities are powerful, how power is used, who is excluded, influence over institutional processes and how incentives are structured.

- An assessment of the power dynamics within government, the stability of political decision-making, the stage of the electoral cycle (e.g. is it an election year?).

- An assessment of what the implications of these analyses are for a particular intervention and the extent to which the theory of change takes account adequately of power relationships.

DFAT's Education Strategy promotes a fit-for-purpose approach to making investment choices. This includes a political economy analysis of the context and priorities of Australia's partner countries to understand how policy decisions are made and the role of relevant organisations and actors, to identify champions and entry points.

## How is a political economy analysis conducted?

A political economy analysis may be conducted at macro (e.g. of the whole country), sector (e.g. of the education sector) or problem-driven (e.g. how to improve student retention) levels. Political economy analyses are often challenging, given the sensitive and often hidden nature of the information being sought. They require a highly developed understanding of political context and the interpretation of perceptions and motivations of various agencies and actors.

Economic analysis is also increasingly becoming a decision-making tool being adopted by DFAT.

Source: DFAT 2015a.

### Case study: A political economy analysis of education in Nepal

A political economy analysis of education in Nepal (conducted in 2011) examined how political and economic factors were limiting the implementation of the School Sector Reform Plan (SSRP), 2009-15. Following the signing of a Comprehensive Peace Agreement in 2006 and multi-party elections in 2008, interim governments remained weak and divided. Education policy was developed within this uncertain and changing political context.

The SSRP was developed by the Ministry of Education (MoE) as a long-term plan to improve the quality of basic and secondary education. Its status remained unclear as it had not been enacted into law. The MoE attempted to push forward with the SSRP but the necessary amendment to the Education Act had not been approved. In addition the

education sector suffered from structural problems which inhibited the development and implementation of new policies. Blockages for effective reform at the sector level (including for delivery, planning and procurement) were political: technical reform alone was not enough.

Source: Pherali et al 2011, A political economy analysis of education in Nepal.

### An activity for you

**You are commissioning a political economy analysis of basic education in the country in which you work. Set out three main objective statements for the study's terms of reference.**

**Check your answer.**

Your study will need to understand:

- the institutional and political environment in which education operates
- where real power lies in education decision making and the use of resources
- how these factors are likely to influence the intervention which is being proposed.

# 3   SETTING PRIORITIES

Priorities are set in a variety of ways and at different levels. Partner governments and development agencies consider a range of factors when setting their priorities in education.

Partner governments determine the priority that they intend to give to education in their national development strategies. Within this architecture, education ministries will give weight to different sub-sectors.

Sub-national authorities elaborate their priorities as do individual education and training institutions. These national and institutional goal and priority-setting processes may or may not be influenced by international commitments, such as the Sustainable Development Goals (SDGs) for education. Most of the countries with which Australia works do cite their international commitments in their education strategies.
Development agencies such as DFAT will be influenced by national priority setting. They will appraise the realism of what governments propose, including through a situational analysis and political economy analysis. Development agencies will also be influenced by agency policy; in DFAT's case through Australia's aid policy, Australian Aid: Promoting Prosperity, Reducing Poverty, Enhancing Stability, the Strategy for Australia's Aid Investments in Education 2015-2020, plus other relevant policy and strategy documents.

Source: United Nations 2017; DFAT 2014; DFAT 2015a.

**Note**: It is recommended that you also complete the *Country or Region Specific Analysis Foundation and Practitioner level* modules.

## Useful tools

At a more technical level there are instruments which help to define, specify and give weight to priorities in project/program planning. These include the logical framework and the results chain.

### The logical framework

Although less influential than it used to be, the logical framework is still a tool used for many programs in order to clarify and distinguish priorities at different levels, the relationship of one with the other and the assumptions which underpin them.

The logical framework, as used by the World Bank, is typical of those used in the development sector and is based on a dynamic 4 x 4 matrix.

Source: The World Bank 2005, The Logframe Handbook: A logical framework approach to project cycle management.

### The results chain

Increasingly, the language of results is taking centre stage in program analysis and definition. Emphasis is placed on defining a theory of change that leads to desired results. Establishing priorities remains important but it is how priority development outcomes are to be achieved that takes precedence.

**Note**: The theory of change is explained further in the modules on *Education Pathways*.

### An activity for you

Use the figure below to develop a simple results chain for a discrete project e.g. building latrines for primary school girls in a poor rural area. Or use a project on which you are currently working.

**Table 1 – A simplified results chain**

| Results | Inputs | Process/ Activities | Outputs | Outcome/ Purpose | Impact |
|---|---|---|---|---|---|
| **Definition** | Staff, time and other resources | How resources are used to generate products and services | Products and services delivered | Effects or behavior change resulting from program outputs | Long-term widespread change |
| **Example** | Increase funding for education | Education strategy finalised | Additional schools constructed | More children complete schooling | Increased literacy |

Tools are important in helping to think logically and develop common understandings of issues, strategies and real life outcomes. But they are not ends in themselves. Actual implementation is the key factor.

# 4  MAPPING PARTNERS ACTIVITIES

## Aid is often highly fragmented

In all of the countries in which the Australian aid program works there are other agencies working in the education sector: multilateral and bilateral organisations plus a variety of non-governmental bodies and the private sector. Often aid is highly fragmented and the range of agencies and projects is not centrally available.

**Table 2** below provides an example of a mapping framework for agency programs in the education sector.

**Table 2 – Mapping support for the education sector**

| Agency | Projects and programs (sub-sector focus/areas?) | Budget allocation | Timelines | Types of delivery |
|---|---|---|---|---|
| DFAT | | | | |
| World Bank | | | | |
| UNICEF | | | | |
| NZMFAT | | | | |
| Asian Development Bank | | | | |
| Plan International | | | | |

In mapping agency activities in the education sector, key questions include:

- What issues and sub-sectors are being addressed?
- Where are other agencies working?
- How are they working? Using which modalities?
- Which agencies are influential and have a distinct comparative advantage?
- What is the overall aid budget for the sector relative to government budgets?
- Are there effective aid coordination mechanisms?

At best, the national government will hold this information as part of its own aid coordination efforts. Alternatively, it may be held and updated regularly by a group of agencies collectively or by one lead agency.

Mapping agency activities helps better target development funding to maximise aid effectiveness and value for money. The Strategy for Australia's Aid Investments in Education 2015-2020 provides guidance for assessing development challenges and making investment choices based on the four strategic priority areas.

Source: DFAT 2015a.

**An activity for you**

**Consider the following questions.**

What aid is being provided by two other agencies to the education sector in your country program, or a developing country known to you?

How easy is it to find the data?

What does the information tell you about the scale of their support, the breadth of their sector coverage and their commitment over time?

# 5 APPLYING AID EFFECTIVENESS STRATEGIES

## Improving aid effectiveness

For more than a decade, the international community has invested heavily in developing strategies for improving aid effectiveness. The OECD-DAC has been at the forefront of this work, which underpinned the 2005 Paris Declaration on aid effectiveness and its successors in Accra (2008) and Busan (2011).

At the core of these efforts lie five principles, drawn from the Paris Declaration on Aid Effectiveness:

1. **Ownership:** Developing countries set their own strategies for poverty reduction, improve their institutions and tackle corruption.

2. **Alignment:** Development partners link their support to these objectives and use local systems.

3. **Harmonisation:** Development partners coordinate, simplify procedures and share information to avoid duplication.

4. **Managing for results:** Developing countries and development partners focus on development results and results get measured.

5. **Mutual accountability:** Development partners and developing countries are collectively accountable for development results.

Source: OECD 2008; OECD 2019, The High Level Fora on Aid Effectiveness: A history.

## Applying aid effectiveness principles

In the context of the 2030 Agenda for Sustainable Development – SDG 17 – which calls for governments and development partners to 'revitalise the global partnership for sustainable development', there is an even greater need to work together to mobilise new knowledge, technology and financial resources to improve the effectiveness, quality and impact of development cooperation. While many of the OECD-DAC principles are still relevant, the changing development context (including the emergence of new financing options through the private sector and non-traditional donors, such as foundations) means that governments and aid agencies are looking at new ways to improve development effectiveness.

Source: UN 2019.

The education sector has been an important 'laboratory' for the application of the aid effectiveness principles. The Global Partnership for Education (GPE), of which the Australian Government is an important supporter, has been active in this regard, including promoting and monitoring aid effectiveness at a country level.

Source: GPE 2019.

### Case study: Aid effectiveness in the education sector in Lao PDR

This case study provides a summary of a 2012 GPE report on aid effectiveness in the education sector in Lao PDR – a country where 10 major education sector donors are active, including the Australian aid program. While the situation in Lao PDR may have changed, the report findings remain instructive.

**Table 3** provides three comparative sets of information. Firstly, it measures the performance of aid effectiveness against a set of 12 indicators to reflect the five aid effectiveness principles. Secondly, it compares Lao PDR's performance against that of 31 other countries supported and monitored by GPE. Finally, it gives Lao PDR's overall aid effectiveness scores enabling the education sector to be compared to the country's program as a whole.

**Table 3 – Aid effectiveness results in the education sector Lao PDR (2010 data)**

| Aid effectiveness indicators adapted to the education sector | GPE 2011 Monitoring Exercise | | OECD 2011 Survey[1] |
|---|---|---|---|
| | Lao PDR education sector | Median result, 31 GPE countries/ % Yes | Lao PDR overall |
| 1 Education sector plan is in place | Yes | 100% | B[2] |
| 3 Aid flows are aligned on national priorities | 100% | 79% | 88% |
| 4 Coordinated technical cooperation | 76% | 60% | 89% |

| | | | |
|---|---|---|---|
| 5a Use of country public financial management (PFM) systems | 28% | 29% | 41% |
| 5b Use of country procurement systems | 22% | 37% | 38% |
| 6 Avoid parallel project implementation units (PIUs) | 0 | 2 | 22 |
| 7 Education aid is more predictable | 91% | 51% | 50% |
| 9 Education aid provided as program-based approaches | 17% | 40% | 18% |
| 10a  Joint donor missions in the education sector | 22% | 57% | 26% |
| 10b  Joint analytic work in the education sector | 54% | 80% | 53% |
| 11 Results-oriented frameworks in place | Under development | 81% | C[3] |
| 12 Joint Sector Review (JSR) process in place | Yes | 81% | Yes |

[1] OECD. September 2011. Statistical Annex.

[2] This concerns the quality of the operational development strategies (ranging from A-good to E).

[3] This concerns the quality of the results-based monitoring frameworks (ranging from A-good to E).

Source: GPE 2012, Lao People's Democratic Republic: Aid Effectiveness in the Education Sector in 2010.

## An activity for you

**Referring to Table 3 above, answer the following questions on aid effectiveness in the education sector in Lao PDR.**

Question 1: Where does Lao PDR score well in the education sector? (Hint: see columns 1 and 3)

Question 2: Where does Lao PDR perform well in the education sector, compared with other countries? (Hint: see column 2)

Question 3: Is there a comparable report for your country program, or a developing country known to you?

**Check your answers.**

Question 1: On the alignment, coordination and predictability indicators (Numbers 3, 4 and 7).

Question 2: On the same three indicators on which it performs well internally: alignment, predictability and coordination indicators (Numbers 3, 4 and 7)

Question 3: That is up to you.

# 6 UTILISING KNOWLEDGE AND EVIDENCE TO SET PRIORITIES

Good aid interventions draw heavily on lessons learned through research and evaluation. There are high costs involved in failing to invest in this work and into building research and monitoring strategies into project design. Many agencies fail to invest sufficiently in research and evaluation and, as a result, their strategies for dissemination to those directly involved in program design and management may be weak. There is also a weak track record in agencies helping to build sustainable data and knowledge systems in the countries which they support.

Using good, authoritative data is essential for the development of education sector interventions. At best, this work will utilise national census, administrative and survey data. But in many low income countries these data are still weak or unreliable.

## National and comparative data

There are international data sources which can help to provide national and comparative data to help to establish baselines and trends – both essential for good program design. Sources of national and comparative data include:

- the UNESCO Institute for Statistics (UIS) is the primary source of education data and the key agency for defining terminology and setting standards, found at http://www.uis.unesco.org/Education/Pages/default.aspx

- the World Bank draws on a variety of sources including UIS. It has data for every country, found at http://data.worldbank.org/topic/education

- the Global Partnership for Education provides education data and country reports on 65 GPE developing country partners, found at http://www.globalpartnership.org/data-and-results

- the Global Education Monitoring (GEM) Report is published annually by UNESCO. Its statistical annexes are an important source of data (using UIS data), found at: http://en.unesco.org/gem-report/allreports

- the World Bank Systems Approach for Better Education Results (SABER) produces comparative data on education systems at the country and global levels, found at http://saber.worldbank.org/index.cfm

- there has been an exponential growth in the availability of household surveys, some of which include education. The International Household Survey Network is a good place to start a search to check the availability of education data, found at http://www.surveynetwork.org/home/

### An activity for you

**Is there a functioning Education Management Information System (EMIS) for your country program, or a developing country known to you?**

Is the information sex-disaggregated? Disaggregated by disability, ethnicity, socio-economic status, urban/rural/remoteness?

Set out the main obstacles to data collection and use in this country and how these challenges are being addressed.

## Research evidence

Good program design should draw on available local research, relevant Australian aid program lesson learning (e.g. Aid Program Performance Reports (APPRs), Aid Quality Checks (AQCs), Program Completion Reports (PCRs), evaluation studies) and relevant international research. Internationally, some key research resources include:

- the Global Education Monitoring (GEM) Report (2002-onwards) provides detailed attention to particular themes (e.g. skills, quality, gender equality, literacy, youth), found at http://en.unesco.org/gem-report/

- UNESCO's Institute for Educational Planning IIEP, found at http://www.iiep.unesco.org/

- the Australian Council for Educational Research (ACER), found at http://www.acer.org

- the Research on Improving Systems of Education (RISE) program, found at https://www.riseprogramme.org/

- The Education Commission (International Commission on Financing Global Education Opportunity): created to respond to the vision of the SDG for Education. Its report, the Learning Generation and background research papers, found at http://report.educationcommission.org/resources/

- The Brookings Institution, found at https://www.brookings.edu/topic/education/

- three Department for International Development (DFID)-funded research consortia:

  - CREATE: the Consortium for Research on Educational Access, Transitions and Equity focused on analysing policy and practice designed to reduce educational exclusion and expand access to basic education

  - EdQual: a collaborative research program focused on improving the quality of school and classroom processes in low income countries

  - RECOUP: the Research Consortium on Educational Outcomes and Poverty focused on examining the impact of education on the lives and livelihoods of people in developing countries

## Priorities and strategies to improve learning

The SDG for education places greater emphasis on improving the quality of learning outcomes in schools. In 2011, the Brookings Institution issued a Global Compact on Learning 'manifesto' which is still relevant for achieving many of the targets of SDG 4. Based on its analysis of research, it itemises a set of priorities, strategies and approaches.

**Table 4 – Priorities and strategies**

| Priority | | Strategy |
|---|---|---|
| 1. Support quality early childhood development and learning opportunities for girls and boys. | 1A: | Extend quality early childhood development opportunities, particularly to poor and marginalised communities. |
| | 1B: | Ensure girls and boys start school at an appropriate age. |
| 2. Build foundational skills in literacy and numeracy in the lower primary grades. | 2A: | Prioritise literacy and numeracy in the lower primary grades. |
| | 2B: | Provide mother-tongue-based multilingual education in the lower primary grades. |
| 3. Support transitioning to and completing secondary school and post-primary opportunities that build relevant life and labour skills. | 3A: | Reduce barriers preventing girls and boys from transitioning to secondary school and other post-primary educational opportunities. |
| | 3B: | Ensure that post-primary education prepares young people for healthy lives, productive work and civic participation. |
| Strategies common to various levels of education. | 1. | Improve the quality of teaching. |
| | 2. | Build effective assessment systems linked to teaching and learning. |

Source: Brookings Institution 2011.

### An activity for you

**In your country program or a developing country known to you, are the priorities and the strategies identified for basic education programs the same as those highlighted in the Global Compact?**

If not where do the differences lie?

What research has proved particularly influential in your country program? Is it national, from the Australian aid program or international?

How could better use be made of research in your projects and programs?

# 7   TEST YOUR KNOWLEDGE

## Assessment questions

Answer the following questions by ticking 'True' or 'False'. Once you have selected your answers to all the questions, turn the page to 'The correct answers are...' to check the accuracy of your answers.

## Question 1

A situational analysis should always be updated on a regular basis.

Is this statement true or false?                    ☐ True              ☐ False

## Question 2

There are no ways of mitigating the lack of authoritative data in some developing countries.

Is this statement true or false?                    ☐ True              ☐ False

## Question 3

In identifying priorities and making decisions about investments in the education sector two investigative tools which can add particular value are:

- a situational analysis of the education sector
- a study of the political economy of education.

Is this statement true or false?                    ☐ True              ☐ False

## Question 4

The logical framework and results chain are two tools that can help to define, specify and give weight to priorities in project/program planning.

Is this statement true or false?                    ☐ True              ☐ False

## Question 5

Good program design should draw on available local research, relevant Australian aid program lesson learning (e.g. APPRs, AQCs, PCRs, evaluation studies) and relevant international research.

Is this statement true or false?          ☐ True          ☐ False

# The correct answers are...

## Question 1

A situational analysis should always be updated on a regular basis.

**This statement is false.** It depends on the primary purpose. If the situational analysis is essentially a design tool then updating is not necessary. There is a heavy resource cost in updating a situational analysis on a regular basis. But if long-term monitoring is an important reason then it may be a worthwhile investment.

## Question 2

There are no ways of mitigating the lack of authoritative data in some developing countries.

**This statement is false.** This can be done by accessing all available data sources – EMIS, census, household surveys, and research analyses by other development partners, etc.; To ensure data integrity it is advisable to undertake or access a quality assurance review of available data sources.

## Question 3

In identifying priorities and making decisions about investments in the education sector two investigative tools which can add particular value are:

- a situational analysis of the education sector
- a study of the political economy of education.

**This statement is true.** In some circumstances the two tools can be combined.

## Question 4

The logical framework and results chain are two tools that can help to define, specify and give weight to priorities in project/program planning.

**This statement is true.**

## Question 5

Good program design should draw on available local research, relevant Australian aid program lesson learning (e.g. APPRs, AQCs, PCRs, evaluation studies) and relevant international research.

**This statement is true.**

# REFERENCES AND LINKS

**All links retrieved October 2019**

Brookings Institution 2011, A global compact on learning: Taking action on education in Developing Countries, Brookings, https://www.brookings.edu/research/a-global-compact-on-learning-taking-action-on-education-in-developing-countries/

Department of Foreign Affairs and Trade (DFAT) 2013, Timor-Leste Education Situational Analysis (unpublished)

2014, Australian aid: Promoting prosperity, reducing poverty, enhancing stability, Australian Government DFAT, http://dfat.gov.au/about-us/publications/Pages/australian-aid-promoting-prosperity-reducing-poverty-enhancing-stability.aspx

2015a, Strategy for Australia's aid investments in education 2015-2020, September, Australian Government DFAT, http://dfat.gov.au/about-us/publications/Pages/strategy-for-australias-aid-investments-in-education-2015-2020.aspx

2015b, Australia Timor-Leste Partnership for Human Development – Investment Design Document, https://dfat.gov.au/about-us/business-opportunities/Documents/aus-timor-leste-partnership-for-dev-investment-design.pdf

Global Partnership for Education (GPE) 2012, Lao People's Democratic Republic: Aid Effectiveness in the Education Sector in 2010, GPE, http://www.globalpartnership.org/content/lao-people%E2%80%99s-democratic-republic-aid-effectiveness-education-sector-2010

OECD 2008, The Paris Declaration on Aid Effectiveness and the Accra Agenda for Action, http://www.oecd.org/dac/effectiveness/34428351.pdf

2019, The High Level Fora on Aid Effectiveness: A history, http://www.oecd.org/dac/effectiveness/thehighlevelforaonaideffectivenessahistory.htm

Pherali, T, Smith, A & Vaux, T 2011, A political economy analysis of education in Nepal, August, UK Department for International Development, http://uir.ulster.ac.uk/30667/1/Pherali_Smith_Vaux_(2011)AugFull1FINAL-FINAL.pdf

Transparency International 2018, Corruption Perceptions Index 2018, https://www.transparency.org/cpi2018

United Nations 2017, Sustainable Development Goals – 4 Quality Education, https://www.un.org/sustainabledevelopment/education/

2019, Sustainable Development Goal 17, https://sustainabledevelopment.un.org/sdg17

United Nations Development Programme 2019, Human Development Data (1990-2017), http://hdr.undp.org/en/data

World Bank 2005, The Logframe Handbook: A logical framework approach to project cycle management (31240), The World Bank, http://documents.worldbank.org/curated/en/783001468134383368/pdf/31240b0LFhandbook.pdf

**Learn more about…**

- *USAID's International Data and Economic Analysis (IDEA), found at,* https://idea.usaid.gov

- *The OECD-DAC, found at,* http://www.oecd.org/dac/effectiveness/

- *A report on making aid more effectiveness, found at Global Partnership for Education 2012, Making education aid more effective: Monitoring exercise on aid effectiveness in the education sector, found at,* https://resourcecentre.savethechildren.net/sites/default/files/documents/7174.pdf

- *The UNESCO Institute for Statistics, found at,* http://www.uis.unesco.org/Education/Pages/default.aspx

- *The World Bank education statistics, found at,* http://data.worldbank.org/topic/education

- *Global Partnership for Education data and results, found at,* http://www.globalpartnership.org/data-and-results

- *The World Bank Systems Approach for Better Education Results (SABER) produces comparative data on education systems at the country and global levels, found at,* http://saber.worldbank.org/index.cfm

- *The International Household Survey Network, found at,* http://www.surveynetwork.org/home/

- *The Global Education Monitoring Report (2002-onwards): provides detailed attention to particular themes (e.g. skills, quality, gender equality, literacy, youth), found at,* http://en.unesco.org/gem-report/

- *The UNESCO's Institute for Educational Planning IIEP, found at,* http://www.iiep.unesco.org/

- *The Australian Council for Educational Research (ACER), found at,* http://www.acer.org

- *The Research on Improving Systems of Education (RISE) program, found at* https://www.riseprogramme.org/

- *CREATE: Consortium for Research on Educational Access, Transitions and Equity, found at,* http://www.create-rpc.org/

- *EdQual: A Research Programme Consortium on Implementing Education Quality in Low Income Countries, found at,* http://www.edqual.org/

- *Research Consortium on Educational Outcomes and Poverty (RECOUP), found at,* http://recoup.educ.cam.ac.uk/

- *The Education Commission (International Commission on Financing Global Education Opportunity) report, the Learning Generation and background research papers can be found at,* http://report.educationcommission.org/resources/

- *The Brookings Institution, found at,* https://www.brookings.edu/topic/education/