Draft templates for enabling factors analysis

Updated November 2021

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# **INITIAL** **SCREENING**

## NOTE FOR THE READER

**Purpose**

This is the first exercise of the enabling factors analysis, whose purpose is to prompt meaningful discussions on the foundational issues a country might meet when looking at the enabling factors. At this stage, the task team is suggested to meet (in person or virtually) to answer a number of standardized questions (Yes/No), and to collect evidence that would support the answers. For full instructions, please refer to the [Guide for Enabling Factors Analysis for GPE System Transformation Grants](https://www.globalpartnership.org/content/guidance-analyzing-requirement-areas-system-transformation-grants).

The GPE Secretariat will be available to answer questions and support the task team as needed.

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| What it is | What it is not |
| This questionnaire reviews the basic elements of a functioning education system. The team is invited to reflect on these, flag potential gaps and acknowledge where solid foundations exist. This will set the basis to identify, later in the process, the specific support to be provided through the compact. The purpose of this step is to:* Flag, early in the process, areas requiring further attention and strengths that could be leveraged; and
* Collect evidence to inform the policy dialogue at a later stage.
 | The exercise does not require justifying the answers. The actual number of yeses or noes provided will not influence the following steps.This step does not require an in-depth qualitative analysis and it is expected to be quick and straightforward.  |

**How to fill the Screening Template**

Please respond by using the **YES & NO** response options for each question.

If YES, provide a **brief justification** of your answer, and if NO, describe recent and/or ongoing efforts, if any, to address this issue (no more than 200 words).

* A **YES** to any of the questions indicates that the basic enabling conditions for system transformation being assessed are in place. However, the analysis conducted as part of the policy dialogue in Step 2 may uncover underlying issues that hinder significant and sustainable progress and that will have to be addressed during compact discussions, and possibly through GPE incentivized funding.
* A **NO** indicates that one of the basic enabling conditions is not in place. This means that this element will likely have to be addressed during compact discussions and possibly through GPE incentivized funding. However, the analysis conducted as part of Step 2 may uncover mitigating circumstances indicating that performance in the enabling factor area is adequate given the local context and/or does not—in itself—prevent significant and sustainable progress.
* **N/A** – If the question is not applicable to your country context or because of your answer to a previous question, you may write N/A in the response box and provide an explanation.

**To complete the initial screening:**

1. For each question, collect supporting documents, providing evidence of the response.
2. Rename all supporting documents applying the suggested naming convention below.
3. Use the final checklist to make sure you included all supporting documents.

**NAMING CONVENTION**

 [Question #] + [Country] + [Key word] + [Year]

**Example:** 1 Zimbabwe statistical report 2019; 2 Zimbabwe learning data 2020; etc.

The initial screening and supporting documents (together with the Domestic Financing Matrix) are shared with the Secretariat, which will provide support for finalizing the package, if need be. Once the package is completed, the materials will be considered ready to share with the Independent Technical Advisory Panel.

## SCREENING TEMPLATE

**[COUNTRY NAME]**

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| **DATA AND EVIDENCE** |
| 1. **Has an annual statistical report been produced within the last two years?**

This question serves as a proxy to assess the capacity of the ministry(ies) of education to collect, process and disseminate education statistics on students’ participation and trajectories, schools, learning environment and teachers, etc. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy(ies) of a recent statistical yearbook from no more than two years or any analogous statistical publications, such as statistical bulletins, leaflets, brochures or any **statistical report** downloaded from the Education Management and Information System. | **If NO:** Provide any policy or programmatic document(s) that describe ongoing plans or interventions to address this issue—if available. |
| 1. **Have nationally representative, large-scale learning assessment data covering basic education learning outcomes been produced in the last three years?**

This question serves as a proxy to assess the capacity of the ministry(ies) of education to produce data to monitor learning outcomes across the country. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy(ies) of summary outputs from learning data sets, large-scale assessment report(s) and/or evidence piece analyzing **learning data** that is (are) no more than three years old. You may provide several reports if different subjects/grade levels are covered.  | **If NO:** Provide any policy or programmatic document(s) that describe ongoing plans or interventions to address this issue—if available. |
| 1. **Is the available administrative and learning data sex-disaggregated?**

 This question serves as a proxy to assess the capacity of the ministry(ies) of education to produce data disaggregated by sex to analyze the specific challenges that boys and girls may face. The question refers to the statistical yearbook and learning data identified in questions (1) and (2) above. Even if no statistical yearbook or learning data are available, describe recent and/or ongoing efforts, if any, to address this issue. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide the two most recent school censuses available or any other evidence of **administrative and learning data** that are sex disaggregated. This might include the questionnaire used for the school census or completed by students undertaking learning assessments or data reports that are **sex disaggregated**. | **If NO:** Provide any policy or programmatic document(s) that describe ongoing plans or interventions to address this issue—if available. |
| 1. **Have key education statistics disaggregated by disability status been reported in the last three years?**

This question checks whether the ministry(ies) of education and its (their) partners are collecting data on disability status, and disaggregating statistics such as enrolment and completion rates, the out-of-school children rate and/or basic learning outcomes by disability status.  | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide report(s) including education statistics disaggregated by **disability status** that is (are) no more than three years old, or the instrument used for data collection.  | **If NO:** Provide any policy or programmatic document(s) that describe ongoing plans or interventions to address this issue—if available. |
| 1. **Have sector-wide performance assessments or system diagnoses recently been produced, using data that is no more than three years old?**

This question serves as a proxy to check whether the ministry(ies) of education and its (their) partners are regularly producing or commissioning diagnoses on specific system bottlenecks and/or sector-wide assessments of performance like education sector analyses, education sector plan implementation evaluations, etc. Note that a diagnosis would go beyond descriptive data and performance analysis. It would examine the causes and reasons behind the identified dysfunctionalities (understanding the “why”).  | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy(ies) of recent education sector analysis or education sector plan mid-term reports and/or evaluations (or alternative, system performance reports), and/or **system diagnostic(s)**, published in the last 3 years. | **If NO:** Provide evidence that an education sector analysis and/or system diagnostic(s) is (are) being planned—if available. |
| 1. **Has a gender analysis/diagnostic been undertaken at either the macro or sector level in the last three years?**

This question serves as a proxy to consider whether a gender lens—including harmful social norms—is adequately incorporated in the evidence base. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy(ies) of recent **gender analysis** and/or system diagnostic(s), published in the last three years at the sector or macro level. Issue-specific reports (e.g., GBV, impact of social/cultural norms on education outcomes, etc.) may be included.  | **If NO:** Provide evidence that a gender analysis and/or diagnostic is being planned—if available. |

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| **GENDER-RESPONSIVE SECTOR PLANNING, POLICY, AND MONITORING**  |
| 1. **Does the country apply a legislative framework assuring 12 years of free, quality, public primary and secondary education—of which at least nine years are compulsory? Does the country assure at least one year of free and compulsory quality pre-primary education for all children, without discrimination?**

This question assesses whether the country has passed into law a framework that assures the right to education in line with the Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4. This includes assuring the right to education, in accordance with relevant international rights frameworks, for marginalized groups such as refugees, internally displaced persons, and ethnic minorities. Relevant rights frameworks include the Convention on the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights the Convention and Protocol Relating to the Status of Refugees, the UNESCO Convention Against Discrimination in Education, and the Convention on the Rights of Persons with Disabilities. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words]  |
| **If YES:** Provide a copy of the current **legislative framework** or any other document (such as the education sector plan) that describes legal rights to education for all children, and of the current **education sector plan** or transitional education plan, and/or any other current policy framework that shows how activities and policy relate to the legal framework around the right to education. | **If NO:** Provide evidence that a relevant legislative framework is under development, or there are plans to develop such a framework—if available. |
| **8.1. Is there a current endorsed education sector plan or policy framework?** This question serves as a proxy to assess the availability of a strategic policy framework, elaborated under the responsibility of government, which provides a medium- to long-term vision for the education system in the country. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy(ies) of the current **education sector plan** or transitional education plan, and/or any other policy framework that outlines policy priorities and associated outcomes for the sector in the medium to long term.  | **If NO:** Provide evidence that the development of an education sector plan and/or sector strategy is being planned—if available. |
| **8.2. If the answer to Q8.1 is YES, does the education sector plan or policy framework propose strategies to address gender inequalities?**The purpose of this question is to assess whether sector strategies are in place to address gender disparities and inequalities in education. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Please highlight references to **gender strategies** in the current education sector plan/transitional education plan, and/or any other policy framework that outlines gender equality priorities for the sector. If a separate gender equality strategy exists, it can be included here.  | **If NO:** Provide evidence that an update of the education sector plan and/or sector strategy is being planned to include strategies to promote gender equality. Alternatively, provide evidence that the development of a gender equality or girls education strategy is being planned—if available. |
| **8.3. Does the country have preparedness plans for (i) maintaining the provision of core educational services during crises, such as disasters or health emergencies; and (ii) adapting the education system to longer-term changes such as climate change?** The purpose of this question is to assess whether plans are in place in the education sector to prepare for, respond to and recover from crises and changing contexts. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Please highlight **preparedness strategies** for the sector in the current education sector plan/transitional education plan, and/or any other policy framework. If separate strategies exists, they can be included. | **If NO:** Provide evidence that an update of the education sector plan and/or sector strategy is being planned to include strategies for preparedness. Alternatively, provide evidence that the development of separate preparedness plans or strategies is being planned—if available. |
| **9. Is there a current operational planning instrument?**This question serves as a proxy to assess whether policy priorities for the sector are operationalized into a coherent set of activities for a specific period, with information on timing, roles, responsibilities and costs. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy of the **operational plan** for the education sector. | **If NO:** Provide evidence that the development of an operational planning instrument is being planned—if available. |
| 1. **Are there sector financial projections that cover the duration of the operational plan?**

This question serves as a proxy to assess whether the ministry(ies) of education and its (their) partners produce financial and resource projections to inform operational planning, sector allocations and budget programming. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy of the financial simulation model or any other **financial projection** document that projects costs and resource needs for the sector for the duration of the operational plan (e.g., Medium-Term Expenditure Frameworks). | **If NO:** Provide evidence that a projected costing exercise to inform sector planning processes and resource allocation/ budget programming is being planned—if available. |
| 1. **Does reporting on sector performance occur annually?**

This question serves as a proxy to assess whether the ministry(ies) of education and its (their) partners regularly assess progress and performance in the implementation of the national education sector plan or policy framework and/or operational plans using data and evidence. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy(ies) of joint sector review documents and education sector plan annual implementation reports or equivalent **monitoring** documents from the past three years. | **If NO:** Provide evidence that actions are being taken to conduct annual review of progress in the sector and/or sector plan implementation—if available. |

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| **SECTOR COORDINATION**  |
| **INCLUSIVE SECTOR DIALOGUE AND COORDINATED ACTION** |
| **12.1. Is there an established mechanism for education sector stakeholder coordination?**This question serves as a proxy to assess whether a multi-stakeholder coordination body exists and provides the possibility for education stakeholders to engage in policy dialogue. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide **the local education group terms of reference** (or equivalent multi-stakeholder coordination group) or any other relevant document that shows evidence of an established sector coordination mechanism. | **If NO:** Provide evidence that actions are being taken to establish a multi-stakeholder coordination mechanism—if available. |
| **12.2. b. If the answer to Q12.1 is YES, is the sector coordination mechanism inclusive of all education stakeholders? Specifically, are both domestic civil society organizations and teachers’ organizations active partners in the sector dialogue?**This question serves as a proxy to assess whether the sector coordination mechanism is inclusive of all education stakeholders, including national governments, donors, national civil society, teachers, philanthropy, and the private sector. In crisis-affected countries, this also includes representatives of humanitarian education coordination mechanisms. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy of the latest two sector coordination meetings minutes (local education group or equivalent multi-stakeholder coordination group) **showing participation** in the local education group.  | **If NO:** Provide evidence that actions are being taken to include all education stakeholders in a multi-stakeholder coordination mechanism—if available. |
| **12.3. If the answer to Q12.1 is YES, has the sector coordination mechanism been assessed or reviewed within the past 3 years?**This question serves as a proxy to assess whether the coordination body undertakes periodic reviews to assess and address its main efficiency challenges and to improve and adapt coordination practices accordingly. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide a copy of the assessment or **review** (external or self-assessment of local education group’s functioning) or any related document(s) produced, or any evidence of resulting decisions and measures on improvement actions. | **If NO:** Provide evidence that actions are being taken to continuously improve coordination mechanisms—if available. |
| **COORDINATED FINANCING AND FUNDING** |
| **13.1. Is an aligned funding modality, such as budget support, currently used by a donor?**This question serves to indicate the availability of a funding modality that can serve to implement external aid through national systems. As an aligned modality, we qualify external support that is on appropriation, disbursed into the national treasury account and on the accounting system used for the expenses financed by tax revenue *[It is strongly encouraged to involve relevant staff at the Ministry of Finance to answer this question]* | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** is this aligned modality used for external financing that targets the education sector? Please provide evidence. | **N/A**  |
| **13.2. Is a pooled funding (used by more than two donors) mechanism available in the education sector?**This question indicates the availability of a pooled funding mechanism that can provide funding at scale and accommodate several fungible development partner resources. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **If YES:** Provide relevant program documents indicating active pooled donors and/or procedures to facilitate new donor participation (**joint financing arrangement**/memorandum of understanding/pool fund operation manual). | **N/A** |
| **13.3. If the answer to Q13.1 is NO, is there intent to develop an aligned and/or pooled funding modality over the medium or long term?**This question serves as a proxy to indicate the level of interest in addressing improved coordination of financing and/or funding through the national public financial management and systems. If YES, provide more information related to your answer, including a brief description of advancements to date, if any. If NO, briefly describe the reasons for the lack of intent or appetite. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |

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| **VOLUME, EQUITY, AND EFFICIENCY OF DOMESTIC PUBLIC EXPENDITURE ON EDUCATION** |
| **14.1. Is the government committed to progressively increasing expenditures on education toward 20% of the national budget or maintaining levels of expenditure above 20% during the duration of the partnership compact?**The purpose of this question is to assess whether the government is committed to resource education adequately, in line with obligations and international benchmarks to mobilize the maximum available resources by increasing the share of domestic resources to education progressively toward 20% of the total budget. | * **YES**
* **NO**
 |
| [Brief justification for response – max 200 words] |
| **14.2. If the answer to Q14.1 is NO, is the government committed to annually allocating at least 4% of the value of its gross domestic product (GDP) to education?**The purpose of this question is to examine the proportion of a country’s total resources committed to education, i.e., how much a government spends on education relative to the wealth or capacity of the country as a whole. This reflects international benchmarks. | * **YES**
* **NO**
 |
| **For both 14.a and 14.b,** please complete the **Domestic Financing Matrix** provided to show the evolution of historical sector spending and sector budget projections. In addition, please include a copy of official government **budget documents** (the three most recent) that show government budget, revenue and financing for past and upcoming years, as well as allocated and executed budget for the education sector. This can include documents typically known as budget bills or budget laws, budget overviews, budget speech and annexes, budget books, budget statements, citizen budgets, fiscal outturn, annual or quarterly expenditure reports, budget execution or performance reports. If estimates are made for projected sector expenditures, please also include source documents if not linked to national budget documents (e.g., education sector plan or financial simulation model reflecting government domestic financing commitment for the duration of the country compact). Other documentation with data/analysis on the equitable distribution and efficiency of domestic financing may be provided (e.g., public expenditure reviews). |

## CHECKLIST OF SUPPORTING DOCUMENTS

* Use the list below to check the documents to be included in the package.
* Rename the attached documents using the name convention provided.
* Add additional documents if relevant. A suggested list is provided below for your support.
* If some of the documents are missing, please use the box below to provide explanations.

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| **DATA AND EVIDENCE**  |
| [ ]  1 COUNTRY NAME Statistical report YEAR[ ]  2 COUNTRY NAME Learning data YEAR[ ]  3 COUNTRY NAME School census YEAR (latest available)[ ]  3 COUNTRY NAME School census YEAR (second latest available)[ ]  4a COUNTRY NAME Disability status of students YEAR[ ]  4b COUNTRY NAME Plan on disability data YEAR[ ]  5 COUNTRY NAME Education sector analysis YEAR[ ]  5 COUNTRY NAME Education sector plan mid-term report YEAR[ ]  5 COUNTRY NAME System diagnostic YEAR[ ]  6 COUNTRY NAME Gender analysis YEAR |
| **GENDER-RESPONSIVE SECTOR PLANNING, POLICY AND MONITORING** |
| [ ]  7 COUNTRY NAME Legal policy framework on rights to education YEAR[ ]  7 COUNTRY NAME Assessment on rights to education YEAR[ ]  8a COUNTRY NAME Education sector plan YEAR[ ]  8b COUNTRY NAME Gender strategy YEAR[ ]  8c COUNTRY NAME Preparedness strategy YEAR[ ]  9 COUNTRY NAME Operational plan YEAR[ ]  10 COUNTRY NAME Financial simulation model and projections YEAR[ ]  10 COUNTRY NAME Medium Term Expenditure Framework YEAR[ ]  11 COUNTRY NAME Joint sector review documents YEAR[ ]  11 COUNTRY NAME Education sector plan implementation report YEAR |
| **SECTOR COORDINATION** |
| [ ]  12a COUNTRY NAME Local education group terms of reference YEAR[ ]  12b COUNTRY NAME Local education group minutes showing participation YEAR[ ]  12c COUNTRY NAME Local education group assessment or review YEAR[ ]  13a COUNTRY NAME GPE alignment data YEAR [ ]  13b COUNTRY NAME Joint financing arrangement YEAR[ ]  13c COUNTRY NAME Actions on coordinated financing YEAR |
| **VOLUME, EQUITY AND EFFICIENCY OF DOMESTIC PUBLIC EXPENDITURE ON EDUCATION** |
| [ ]  14a COUNTRY NAME Domestic Financing Matrix[ ]  14b COUNTRY NAME Budget Documents YEAR[ ]  14b COUNTRY NAME Expenditure Reviews YEAR |
| **OTHER USEFUL DOCUMENTS** |
| The analysis of enabling factors may be facilitated by reference to other documents as well. The team is welcome to draw on and share additional evidence/findings on the enabling factors, including relevant, externally led assessments such as the following:* Education sector plan independent appraisal
* Completion reports/evaluations of recent system-level “projects”
* Any policy or empirical research considered relevant
 |
| **UNAVAILABLE EVIDENCE**  |
| Please list the question numbers for which supporting evidence is not available, if any, and provide an explanation if needed. |

# **CONTEXTUALIZED ENABLING FACTORS ANALYSIS**

## NOTE TO THE READER

This is the final step of the enabling factors analysis. After completion of the initial screening and a discussion on the (up to three) policy outcomes that the local education group would like to prioritize, the task team is invited to reflect on the bottlenecks in each enabling factor area that would constitute any impediments to the achievement of the selected policy outcomes.

The template below is provided to summarize the outputs of these reflections. As opposed to the initial screening, this template is to be filled with analytical inputs instead of simple facts.

The analysis can be short and concise (e.g., bullet points); they do not have to be detailed but should clearly articulate the gaps and bottlenecks that pose an impediment to the realization of the selected policy outcomes.

**1. POLICY OUTCOMES**

* Include a short statement of up to three policy outcomes with potential for system transformation as determined during the local education group inaugural meeting.
* **In the left column,** select the relevant GPE policy priority—note that a priority on gender equality must automatically be selected.
* **In the right column,** include a short statement of the specific policy outcomes agreed for contextualization of the enabling factors analysis.[[1]](#footnote-2) For more instructions, consult the Guide for Enabling Factors Analysis (available [here](https://www.globalpartnership.org/content/guidance-analyzing-requirement-areas-system-transformation-grants.)).
* Also provide a summary or minutes of the meeting during which the selection of the policy outcomes took place. This should be shared as a supporting document.

**Local education group agreed policy outcomes**

Three policy outcomes with potential for system transformation:

|  |  |
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| **OUTCOME 1: GENDER EQUALITY** |  |
| **OUTCOME 2:****INDICATE GPE AREA HERE** |  |
| **OUTCOME 3:****INDICATE GPE AREA HERE** |  |

**2. SUMMARY OF ENABLING FACTORS ANALYSIS**

* Complete the four text boxes below, using **approximately 600 words per enabling factor.**
* Optional – If expanded analysis/discussion on a specific area is deemed necessary, include it as an annex and reference this in the summary boxes.

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| **DATA AND EVIDENCE**  |
| Summarize discussions around this enabling factor, including the following elements:* How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the components of the enabling factor (Education Management and Information Systems, learning assessment systems, evidence) and paying attention to organizational capacities as relevant.
* Main current and upcoming investments/opportunities to address issues.
* Main gaps in terms of programmatic support to address issues.
 |
| [Summary – approximately 600 words] |

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| **GENDER-RESPONSIVE SECTOR PLANNING, POLICY AND MONITORING** |
| Summarize discussions around this enabling factor, including the following elements:* How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the components of the enabling factor (strategic planning, operational planning, budget programming and monitoring, sector monitoring) and paying attention to organizational capacities as relevant.
* Main current and upcoming investments/opportunities to address issues.
* Main gaps in terms of programmatic support to address issues.
 |
| [Summary – approximately 600 words] |

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| **SECTOR COORDINATION**  |
| **INCLUSIVE SECTOR DIALOGUE AND COORDINATED ACTION** |
| Summarize discussions around this enabling factor, including the following elements:* How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the components of the enabling factor (dialogue around policy formulation/sector planning; financing and resource mobilization; harmonization and alignment; monitoring and mutual accountability) and paying attention to organizational capacities as relevant.
* Include considerations on domestic civil society organizations and teachers’ organisations
* Main current and upcoming investments/opportunities to address issues.
* Main gaps in terms of programmatic support to address issues.
 |
| [Summary – approximately 600 words] |
| **COORDINATED FINANCING AND FUNDING** |
| Summarize discussions around this enabling factor, including the following elements:* How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the challenges in the coordination of external financing and alignment with the national budget and systems.
* Any steps that have been undertaken to address these.
* Include alignment dimensions/criteria information for available aligned modality (GPE Secretariat to provide support).
 |
| [Summary – approximately 600 words] |

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| **VOLUME, EQUITY AND EFFICIENCY OF DOMESTIC PUBLIC EXPENDITURE ON EDUCATION** |
| Summarize discussions around this enabling factor, including the following elements:* How the main issues identified hinder the achievement of the policy outcomes: Unpack these issues looking at the components of the enabling factor (volume, equity, efficiency) and paying attention to organizational capacities as relevant.
* Main current and upcoming investments/opportunities to address issues.
* Main gaps in terms of programmatic support to address issues.
 |
| [Summary – approximately 600 words] |

**3. PRIORITIES CATEGORIZATION**

Indicate the level of priority (high, medium, low) for each enabling factor in the second column. The level of priority is understood as follows:

* **HIGH PRIORITY:** Achieving progress in the identified policy outcomes is deemed impossible or very unlikely unless significant reforms are undertaken to unblock enabling factors. The ministry(ies) of education and/or development partners is (are) either not actively working in this area, or engagement is insufficient to make meaningful improvements.
* **MEDIUM PRIORITY:** Achieving progress in one or more of the policy outcomes will be significantly delayed unless issues to unlock enabling factors are addressed (would extend beyond the duration of the compact).
* **LOW PRIORITY:** Minor investments in the enabling factor would help accelerate progress in one or more of the top policy outcomes.

Explain your selection using **approximately 150 words per factor** in the right column. If “high,” please justify how the ongoing investments are not sufficient.

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| **DATA AND EVIDENCE** |
| **SELECT LEVEL OF PRIORITY** | **High/medium/low** |
| [Explain in approximately 150 words] |
| **GENDER-RESPONSIVE SECTOR PLANNING, POLICY AND MONITORING** |
| **SELECT LEVEL OF PRIORITY** | **High/medium/low** |
| [Explain in approximately 150 words] |
| **SECTOR COORDINATION** |
| **INCLUSIVE SECTOR DIALOGUE AND COORDINATED ACTION** |
| **SELECT LEVEL OF PRIORITY** | **High/medium/low** |
| [Explain in approximately 150 words] |
| **COORDINATED FINANCING AND FUNDING** |
| **SELECT LEVEL OF PRIORITY** | **High/medium/low** |
| [Explain in approximately 150 words] |
| **VOLUME, EQUITY AND EFFICIENCY OF DOMESTIC PUBLIC EXPENDITURE ON EDUCATION** |
| **SELECT LEVEL OF PRIORITY** | **High/medium/low** |
| [Explain in approximately 150 words] |

1. One of the policy outcomes selected for the enabling factors analysis will be chosen as the priority reform area during compact development. [↑](#footnote-ref-2)