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FINDINGS FROM EDUCATION SYSTEM DIAGNOSTIC TOOL MAPPING

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WHAT DID THE REVIEW DO?

- Package with brief descriptions of tools and frameworks
- Mapping of 14 tools, methods or approaches to identify similarities/differences with respect to their:
 - Objectives
 - Scope
 - Status of development or implementation
 - Nature of Implementation
- Main take away: an impressive wealth of experiences/perspectives that present an opportunity for learning from each other and collaboration.

| TOOLS | Objectives | | | | | | Boundary | Implementation | | | | | | | | | | | | | | |
|---|--|---|------------|---|--------------|---|--|--|--|--|--|---|---------------------------|---|--------------------------|---|-----|-----------------------|--------|---|---|---|
| Status | Descriptive | | Diagnostic | | Prescriptive | | | Primary Executor | Level of Expertise Required | | Amount of Time Required | | Amount of Budget Required | | Breadth of Participation | | | | | | | |
| <div><div></div>being developed</div> <div><div></div>being piloted</div> <div><div></div>finalized and implemented in 1-2 countries</div> <div><div></div>finalized and implemented at scale</div> | 0: Not; 1: Some; 2: Very Descriptive: "What is the state of education policies and outcomes?" Diagnostic: "Why do we see these education policies and outcomes?" Prescriptive: "what can be done to improve these education policies and outcomes?" | | | | | | 1: Sub-Sector 2: Sector-Wide 3: System Level 4: All Three | 0: mostly external 1: equally internal and external 2: mostly internal | 0: limited 1: some 2: high level | 0: short <1 month 1: medium 1-6 months 2: long 6-11 months 3: very long >1 year | 0: <\$50K 1: \$50-250K 2: \$250-500K 3: >\$500K | 0: a team of experts 1: experts with some participation 2: highly participatory process | | | | | | | | | | |
| <div><div></div>Literacy Landscape Assessment</div> | | | 2 | | 2 | | 2 | 1 | | | | 0 | | | 2 | | | 2 | | | | |
| <div><div></div>RISE Diagnostic</div> | | 1 | | | 2 | 0 | | | | 3 | | 0 | | | 2 | 1 | | unknown | 0 | | | |
| <div><div></div>Decision Protocol</div> | | 1 | | | 2 | | 1 | | | | 4 | 0 | | | 1 | | 1 | unknown | | 1 | | |
| <div><div></div>Screening Tool/ Policy Decision Tree</div> | 0 | | | | 1 | | | 2 | 1 | | | 0 | | | 1 | | 0 | 0 | | | 1 | |
| <div><div></div>USAID/DFID Education System Diagnostic</div> | | 1 | | | 2 | | 1 | | 1 | | 3 | | 1 | | TBD | | TBD | 1 - 2 (\$100k-\$500k) | | | 2 | |
| <div><div></div>Gujarat systems diagnostics</div> | | | 2 | | 2 | | 1 | | 1 | | | | 1 | | 2 | 1 | | unknown | | | 2 | |
| <div><div></div>Identifying Binding Constraints in education</div> | | | 2 | | 2 | | 1 | | 1 | | | | 1 | | 2 | | 3 | unknown | | | 2 | |
| <div><div></div>ESA/ESA-PEA/ESA-Institutional Assessment</div> | | | 2 | 1 | | 0 | | | | | 4 | | 1 | | 1 | | 1 | 1 | | 1 | | |
| <div><div></div>GEQAF</div> | | 1 | | | 2 | | | 2 | | | 3 | | | 2 | | 1 | | unclear | 1 | | 2 | |
| <div><div></div>Labor Market Assessments</div> | | | 2 | | 2 | | 2 | | | | 4 | 0 | | | 2 | 1 | | unknown | | | 2 | |
| <div><div></div>Pemandu model - "delivery labs"</div> | 0 | | | | 2 | | 2 | | | 2 | | | | 2 | | 2 | 1 | | | 3 | | 2 |
| <div><div></div>Rapid Education and Risk Analysis (RERA)</div> | | | 2 | 1 | | 0 | | | | | 4 | 0 | | | 2 | 1 | | varies | | 1 | | |
| <div><div></div>SABER</div> | | | 2 | 1 | | | 1 | | 1 | 2 | | 0 | | | 2 | 1 | | 1 | | 0 | | |
| <div><div></div>USAID Education Sector Assessments</div> | varies | | varies | | varies | | varies | | varies | | 0 | | | | 2 | 1 | 2 | varies | varies | | | |

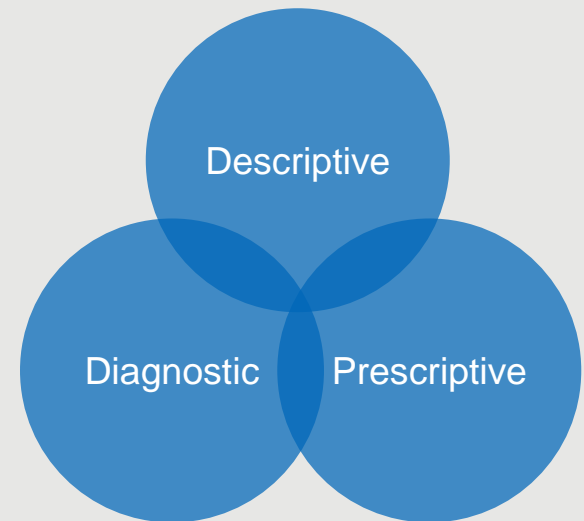
WHAT IS THE STATUS OF THE IMPLEMENTATION?

- **“Newer” tools:** being developed/piloted/recently finalized
 - LLA, RISE Diagnostic Framework, Decision Protocol, Screening Tool (IIEP), Education System Diagnostic
 - **“Older” tools:** piloted/codified/implemented in many countries, expanded through the years to cover additional policy areas or system components
 - E. g.: SABER, RERA, ESA



WHAT DOES IT DO?

- **Descriptive** – ‘what is the state of education policies and outcomes’?
- **Diagnostic** – ‘why do we see these education policies and outcomes’?
- **Prescriptive** – ‘what can be done to improve these education policies and outcomes’?
- Very few tools are purely descriptive, diagnostic or prescriptive – usually a mix of two or all three.
- Several tools build on each other (such as Decision Protocol and RISE Diagnostics building on SABER, ESA-PEA building on ESA’s earlier chapters)



WHAT ARE ITS BOUNDARIES?

SUB-SECTOR

- Basic, ECD, Secondary, TVET, Tertiary
- Different Policy Areas

SECTOR-WIDE

SUPRA-SECTOR/SYSTEM

(wider political/economic/ social contexts with their respective actors, relationships, interests, values)

- “Older” tools generally started out with sub-sector or sector as their boundaries but some expanded in recent years to look at the supra-sector/system
 - examples: ESA-PEA, SABER Education System Snapshot
- “Newer” tools build on “older tools” but look beyond the sector into the political/economic/social realms.
 - examples: Gujarat system diagnostics, RISE diagnostic framework

IMPLEMENTATION



- Primary implementer varies
 - Researchers ('binding constraints', RISE,), IO technical teams (SABER, Decision Protocol), national technical teams (ESA), national policymakers (GEQAF)
- Temporal, financial and Human resources required for implementation vary
 - From a couple of weeks to a year or more
 - From <\$50K to multi-million
 - From a couple of experts to large teams
- Breadth & depth of participation varies

QUESTIONS

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