

# JOINT SECTOR REVIEW SELF-ASSESSMENT TOOL

September 2018

**Note to the user:**

It is recommended to read through the guidelines for joint sector reviews—*Joint Sector Reviews in the Education Sector—A practical guide for organizing effective JSRs*<sup>1</sup>—as a general introduction before using this Toolbox, specifically Chapter 2—JSR effectiveness framework.

## JSR self-assessment tool

The self-assessment tool can be used both in preparation for the JSR and at a predictable point following the review to gauge past JSR effectiveness. Both uses can be motivating and meaningful for JSR organizers as inputs to improvement agendas and for agreeing on action points to improve JSR practices.

### How and when to use the JSR self-assessment tool

**Purpose and Use:** The tool offers countries an easy way to assess and systematically reflect on the strengths and weaknesses of their JSR process and practices.

Whether the tool is used in an environment with emerging, well-defined, or well-functioning JSRs, the results of the assessment can have multiple uses including:

- *Positioning JSR practices* against a conceptual framework on effectiveness;
- *Identifying existing capacity* strengths and entry points for addressing capacity gaps;
- *Unpacking persistent challenges* that undermine sector monitoring and dialogue and therefore the quality of JSRs;
- *Revealing ‘quick wins’* that can immediately be had and make a difference going forward;
- *Prioritizing what aspects of the JSR process are most important to address* in the immediate and longer term; and
- *Monitoring and documenting how the JSR is maturing* from one JSR to the next (through repeated use of the tool in association with successive JSRs).

**Methodology:** The assessment can be undertaken individually by a number of key stakeholders (with subsequent consolidation of the results) or within a smaller group. Ideally, organizers of JSRs would discuss the results within a broader group of stakeholders, such as the local education group, ensuring representation of women and men. In all cases the rankings are subjective, based on users’ own judgements in specific country contexts.

**Timing:** The assessment can be undertaken during the initial stages of organizing the JSR so that the results feed into elaborating the ToR and related decision making. When used as a monitoring tool, the assessment can be run again in the immediate follow-up to the JSR to document any improvements and draw lessons for the next review, and be repeated to monitor the extent to which the JSR is evolving.

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<sup>1</sup> <https://www.globalpartnership.org/content/practical-guide-effective-joint-sector-reviews-education-sector>

## JSR self-assessment tool

DIMENSION 1: INCLUSIVE AND PARTICIPATORY					
The JSR includes participation of all education stakeholders and sets the stage for mutual accountability. The participants have the right profile and authority to speak on behalf of the organization/entity they represent.					
<b>1.1. Diverse categories of stakeholders are represented</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>Ministry(ies) of education at the national level, representing all subsectors</li> </ul>					
<ul style="list-style-type: none"> <li>Regional and subnational level stakeholders</li> </ul>					
<ul style="list-style-type: none"> <li>Ministry of Finance</li> </ul>					
<ul style="list-style-type: none"> <li>International development partners (multilateral or bilateral agencies, international NGOs)</li> </ul>					
<ul style="list-style-type: none"> <li>Local NGOs/CSOs, incl. women’s rights groups, ethnic and youth networks, and disabled people’s orgs</li> </ul>					
<ul style="list-style-type: none"> <li>Teachers’ organizations</li> </ul>					
<ul style="list-style-type: none"> <li>Workers’ unions (administration staff)</li> </ul>					
<ul style="list-style-type: none"> <li>School management committees and parents’ associations</li> </ul>					
<ul style="list-style-type: none"> <li>Additional categories: ministries such as planning, gender/women’s affairs, health, ethnic affairs, civil service; academic institutions; private education providers; media; members of parliament</li> </ul>					
<b>1.2. Stakeholders have a defined role and participation is considered effective</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The roles and responsibilities of different key stakeholders are discussed and agreed upon in advance of the JSR (i.e., through discussions around the ToR; agenda setting; etc.)</li> </ul>					
<ul style="list-style-type: none"> <li>Local CSOs have a clear role (e.g., contributing data for the annual implementation report, providing inputs to the JSR agenda, following up on recommendations)</li> </ul>					
<ul style="list-style-type: none"> <li>Development partners have a clear role (e.g., contributing data for the annual implementation report, providing inputs to the JSR agenda, providing financial or technical support to conduct the JSR)</li> </ul>					
<ul style="list-style-type: none"> <li>The modalities and methodology for both plenary and working group sessions enable constructive dialogue, take gender dynamics into account, and build consensus on recommendations</li> </ul>					
<ul style="list-style-type: none"> <li>Facilitators are carefully selected and enabled with guidance to foster effective participation and drive discussions towards expected outcomes</li> </ul>					
<b>1.3. Stakeholders demonstrate leadership and ownership</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The ministry(ies) of education take the lead in the JSR process (preparation, organization, follow-up) and government officials at all levels demonstrate ownership of JSR processes</li> </ul>					

**DIMENSION 1: INCLUSIVE AND PARTICIPATORY**

- NGOs, CSOs, bi-and multilateral development partners are engaged in the JSR as a joint process and support the JSR objectives that were jointly agreed upon

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**Comments:**

<b>DIMENSION 2: ALIGNED TO SHARED POLICY FRAMEWORKS</b>					
The JSR is aligned with the ESP/TEP as the shared policy framework that defines the perimeter for different areas covered by a JSR. This includes the sector plans as well as its operational subsets (annual or multiyear operational plan). <sup>6</sup>					
<b>2.1. The scope of the JSR is defined by the ESP and its operational subsets</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The ESP is shared and endorsed by all partners and known to JSR participants</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR input documents (e.g., implementation progress report, financial reports) are aligned with the ESP and its subsets (e.g., annual or multiyear operational plan)</li> </ul>					
<ul style="list-style-type: none"> <li>The results framework used for the JSR is the same as the one in the ESP and/or its operational documents</li> </ul>					
<b>2.2. The JSR is embedded in a sector-wide approach and enables alignment</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The reporting used (implementation report) for the JSR covers all subsectors included in the ESP/TEP, such as preprimary, primary, secondary, nonformal, TVET, and higher education, and cross-cutting issues, including gender</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR meeting or the implementation report addresses activities/programs resourced by domestic financing, as reported in the ESP/TEP</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR meeting or the implementation report addresses activities/programs resourced by external aid and that are on budget, as reported in ESP/TEP</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR meeting or the implementation report addresses activities/programs that are resourced by external aid but off budget (not reflected in the ESP budget)</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR meeting or the implementation report discusses externally funded activities/programs that are off plan (not reflected in the plan)</li> </ul>					
<b>2.3. The JSR contributes to reducing parallel reviews processes</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The JSR is an integral part of regular sector dialogue mechanisms among government and its key development partners</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR is the primary education sector review mechanism around which all stakeholders align</li> </ul>					
<ul style="list-style-type: none"> <li>The annual implementation report and aide-memoire are used by development partners to report back to their headquarters on sector performance</li> </ul>					
<ul style="list-style-type: none"> <li>Parallel reviews for a single category of stakeholders (e.g., donor reviews, CSO reviews) are reasonably limited. If they exist, the reasons are known and findings contribute to the JSR</li> </ul>					
<b>Comments:</b>					

<b>DIMENSION 3: BASED ON EVIDENCE</b>					
<b>The JSR is informed by reliable and valid data on results and sector implementation as well as financial data from the year under review. This is contributed by a variety of stakeholders including teachers, beneficiary groups, local CSOs, donors, and government.</b>					
<b>3.1. The JSR is based on an annual implementation report</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The report includes a brief situational analysis of review period with key sector indicators at the output, and preferably outcome, level of the year under review</li> </ul>					
<ul style="list-style-type: none"> <li>It includes a brief situational analysis with key financial information of the year under review on national and education budget information</li> </ul>					
<ul style="list-style-type: none"> <li>It includes progress and results achieved through the implementation of the ESP/TEP annual or multiyear operational plan (review of programs/activities)</li> </ul>					
<ul style="list-style-type: none"> <li>It includes expenditures at program/activity levels covered by domestic funding</li> </ul>					
<ul style="list-style-type: none"> <li>It includes expenditures at program/activity levels covered by external funding</li> </ul>					
<ul style="list-style-type: none"> <li>It includes information on international aid commitments and actual disbursements to the education sector</li> </ul>					
<ul style="list-style-type: none"> <li>It includes diagnosis of sector weaknesses and strengths, including the quality and robustness of the evidence base and information generated through the M&amp;E</li> </ul>					
<ul style="list-style-type: none"> <li>It includes status of follow-up on previous JSR recommendations</li> </ul>					
<ul style="list-style-type: none"> <li>It builds on contributions from regional educational authorities, development partners, including local CSOs, who participate in the production of evidence</li> </ul>					
<ul style="list-style-type: none"> <li>It is easy to navigate and serves its intended purpose and target audiences</li> </ul>					
<b>3.2. The JSR is based on additional evidence on sector performance</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The JSR draws on key findings of commissioned reports, learning assessments, studies, fieldwork reports, and evaluation findings</li> </ul>					
<ul style="list-style-type: none"> <li>The additional evidence feeds into focused sessions ('big dives') during the JSR meeting</li> </ul>					
<b>3.3. The evidence base effectively informs the dialogue during the JSR</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The annual implementation report is shared sufficiently in advance of the JSR to allow participants to be prepared to discuss its contents</li> </ul>					
<ul style="list-style-type: none"> <li>The annual implementation report highlights the main sector challenges and is used to focus the agenda on key findings and issues</li> </ul>					
<ul style="list-style-type: none"> <li>The annual implementation report and related additional documentation are used during the JSR presentations and discussions</li> </ul>					
<b>Comments:</b>					

<b>DIMENSION 4: MONITORING TOOL</b>					
<b>The JSR is viewed as more than a mechanism for ‘accountability for results’ and helps understand the causes of the system bottlenecks and shortcomings, including implementation challenges. JSRs help to improve the overall M&amp;E system by flagging issues related to the quality of available evidence and deficits in data collection, analysis</b>					
<b>4.1. The JSR has a monitoring function</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The JSR leads to strategic analysis of sector performance regarding sector trends, ESP implementation, expenditures and financing, based on stocktaking against objectives</li> </ul>					
<ul style="list-style-type: none"> <li>The monitoring for ESP results during the JSR process involves mutual accountability on commitments and responsibilities</li> </ul>					
<ul style="list-style-type: none"> <li>Sector implementation issues at the operational level are effectively discussed, resulting in the identification of bottlenecks in sector performance of what works and what does not work</li> </ul>					
<b>4.2. The JSR has a learning function</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The JSR discussions deepen understanding of why objectives have been achieved or not achieved</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR discussions address shortcomings and root causes and identify appropriate remedial actions to improve the ESP implementation</li> </ul>					
<b>4.3. The JSR has a meta-review function</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The JSR is used to review the quality of the evidence base, flagging gaps and enabling a formative assessment of the M&amp;E system and capacities</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR uses indicators focusing on the quality of the information generated through the M&amp;E system to monitor improvements</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR agenda includes this meta-review exercise as one of its recurrent items to enable discussion and recommendations to support improvements in the evidence base</li> </ul>					
<b>Comments:</b>					

DIMENSION 5: INSTRUMENT FOR CHANGE EFFECTIVELY EMBEDDED INTO A POLICY CYCLE					
Recommendations from the JSR are owned by stakeholders and effectively feed into addressing weaknesses in the ESP/TEP implementation, influencing the policy planning and budget programming.					
<b>5.1. The JSR recommendations are actionable</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>Recommendations are prioritized and directly related to the ESP/TEP or the organization of the JSR</li> </ul>					
<ul style="list-style-type: none"> <li>They designate responsible parties for implementation and monitoring and include a timeline for implementation and/or for leading to planning document revision</li> </ul>					
<ul style="list-style-type: none"> <li>The JSR recommendations are validated and signed off by the majority of stakeholders, either during the JSR or shortly after the JSR through the aide-memoire or another mechanism</li> </ul>					
<b>5.2. The JSR is conducted at a strategic time during the fiscal year</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>The JSR is timed so that the recommendations can feed into national annual or multi-annual operation planning and budgetary processes</li> </ul>					
<ul style="list-style-type: none"> <li>The annual or multiyear operational plan is updated in line with the JSR recommendations</li> </ul>					
<b>5.3. Follow-up</b>	--	-	+	++	N/A
<ul style="list-style-type: none"> <li>Follow-up to the JSR is integrated into national dialogue and coordination structures such as the local education group and thematic working groups, and at subnational levels</li> </ul>					
<ul style="list-style-type: none"> <li>The implementation of the JSR recommendations is monitored, documented, and presented in the following JSR—thereby enhancing mutual accountability</li> </ul>					
<ul style="list-style-type: none"> <li>Aspects that are key to optimizing potential benefits of the JSR are monitored to enhance effectiveness from year to year</li> </ul>					
<b>Comments:</b>					



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