Review of national education policies and strategies

Gwang-Chol Chang & Min Bista
UNESCO Bangkok, Asia and Pacific Regional Bureau for Education
Session 11
Goal: Fulfilment of individuals’ potential for their decent life and work

Objective: Provision of quality education for all

Means: Building blocks

Not the explicit focus of national EFA Review

- Access
- Quality
- Equity

Efficiency and effectiveness of determining factors
Three components of EFA review

• Component 1: Progress Review
  o Assessment of progress towards EFA goals

• Component 2: Policy review
  o Analysis of enablers and/or impediments to achieving EFA, using proposed guiding questions

• Component 3: Forward-looking
  o To define emerging challenges and priorities
Contents

• EFA policy review

• Guiding questions
  o Policy and Legal Framework
  o Sector Management
  o School/Classroom Level Factors
  o Coordination and Partnerships

• Group work introduction
  o Case analysis of an education system
• EFA policy review

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EFA policy review

• How or why the intended EFA goals have been achieved (or not achieved)?
  o by analyzing the efficiency and effectiveness of determining factors

• Efficiency:
  o What and how policy, organizational and educational measures have been designed and put in place to support the achievement of EFA and other educational objectives?

• Effectiveness:
  o What policy, organizational and education measures or aspects have proved to be enabling or hindering factors to achieving EFA and other educational objectives?
EFA policy review

• Policy domains that constitute the determinants for achieving the EFA goals:
  o e.g. education policy, governance, finance, teaching and learning processes, curriculum, assessments and examinations, ICT in education, capacity of school leadership, stakeholder involvement, etc.

• Above domains or factors can be enablers or impediments towards achieving inclusive quality education (i.e. EFA)
  o Depending on how they were deployed

• With necessary adaptation of scope and focus, these can be grouped into clusters of policy domains, e.g.
  o education policy and legal frameworks
  o sector management
  o school/classroom factors
  o coordination and partnerships
Policy domains, building blocks

Policy and legal framework:
- political commitment
- legislation
- policy and planning framework
- education system synergies and complementarities
- administrative framework
- financing
- governance and accountability

Sector management:
- human resource management
- targeted interventions
- assessment and examinations and M&E
- information management/EMIS
- institutional capacity
- policy/programme implementation

School/classroom factors:
- curriculum
- pedagogy
- learning environment
- assessment
- school leadership
- technology in education
- school health and sanitation

Coordination & partnership:
- parental and community involvement
- sectoral and intersectoral coordination
- donor coordination
- non-state sector involvement
- ODA/SSC in education
• EFA policy review

• Guiding questions
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  o Sector Management
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Guiding Questions for Policy Analysis

Policy and Legal Framework
National Political Commitment

• Sustained national political commitment to educational development
• National consensus on key educational priorities and directions
• Recognition of EFA as a national priority
• Financial commitment
• Policy coherence and consistency
Legislation

• Constitutional and legal frameworks to ensure the right to education
• Legal frameworks to enhance excluded groups’ participation
• Coherence between international norms and national laws
Policy and Planning Framework

• Defined mechanisms and processes for plan formulation and endorsement
• Involvement of non-state and local actors
• Cooperation among different ministries
• Appropriateness of educational sector policy/plan (consistency, feasibility, relevance, comprehensiveness)
• Integration of EFA agenda into national development plans
System Synergies and Complementarities

- Internal coherence and mutual reinforcement between different educational levels
- Linkages between formal and non-formal education
- System arrangements to support learning
Administrative Framework

• Overall organization, structure and staffing
• Presence of administrative structures supporting synergy and smooth operations
• Clear delineation of roles and responsibilities at different administrative levels
• Level of centralization/decentralization
Financing

- Macro-economic context
- Distribution of education budget across the different sub-sectors
- Capacity to address funding gaps
- Distribution of funds across geographical regions
- Targeting of excluded groups
- Utilization of allocations
- Measures to address burden on the poor
Governance and Accountability

• Adoption of the principles of good governance (equity, transparency, rule of law, participation)
• Effectiveness of accountability system
• Openness of communication channels
• Mechanisms and processes to ensure financial accountability
• Transparency of financial management system
• Mutual accountability for results
Guiding Questions for Policy Analysis

Sector Management
Human Resource Management (Teachers)

• Status of teacher supply, availability and distribution
• Supportive working conditions
• System capacity to attract qualified persons in teaching
• Comparability of teacher salary
• Teacher accountability and commitment (teacher politics)
• Teacher professionalism, support, and supervision
• Teacher performance management
• Teacher capacity to use innovative teaching methods and tools
Targeted Interventions

- Measures and developments outside the education sector (impact of interventions in other sectors such as health, labor, social and legal services) on education development, poverty reduction and marginalization
- Effectiveness of cash transfer programmes
- Targeted interventions
Assessment, Examinations and Monitoring & Evaluation (M&E)

• Effectiveness of national policy on assessment
• Alignment between assessment, curriculum and pedagogy
• Compatibility between assessment, examination and M&E schemes to improve school outcomes
• Impact of country participation in external assessments
• Monitoring of EFA and other programmes
• Utilization of evaluation results in policy and practice
Information Management/EMIS

- Ability to produce, manage and use new knowledge
- Adaptability of planners to new developments
- Role of EMIS in policy-making, planning and monitoring
- Capacity to produce and use accurate, reliable and timely data
Institutional Capacity

• Overall MoE capacity to lead the sector
• National institutional capacity in planning and monitoring
• Staff expertise in education sector at different levels
• Level of expertise in project design, evaluation, and analytical work
Plan Implementation

• Supportive environment for plan implementation
• Coherence between national policies and interventions
• Evidence of interventions reaching the target groups
• Capacity of executing agencies to implement policies
• Timely availability of funds and other resources
• Adequacy of staff with right skills and numbers
• Policy awareness among implementers and beneficiaries
Guiding Questions for Policy Analysis

School/Classroom Level Factors
Curriculum

• Inclusiveness of curriculum development processes
• Relevancy of curriculum to society and economy
• Reflection of learners’ needs and aspirations in curriculum
• Curriculum flexibility to address new developments
• Curriculum provision supporting acquisition of non-cognitive skills
• Effectiveness of curriculum implementation
• Teacher involvement in curriculum development and implementation
Pedagogy

- Pedagogical practices supporting learning
- Equitable access to effective pedagogical practices
- Availability of remedial support to learners
- Teacher access to resources and facilities
- Support provided to teachers to use effective pedagogical practices
Learning Environment

• Guidelines frameworks to create enabling learning environment
• Systems and measures to protect children
• Availability of physical and instructional resources
• Safe, inclusive, and child-friendly learning environments
School Leadership

• Recruitment mechanisms to identify competent heads
• Leadership development programmes
• Level of autonomy heads can exercise
• Ability to mobilize local support and cooperation
Technology in Education

• Availability of ICTs
• Policies supporting ICT use in education
• Capacity to harness ICTs
• Teacher participation in professional development
• Teacher capacity to utilize ICTs
• Integration of ICTs into teaching and learning
Hygiene and Sanitation

• Availability of basic facilities (minimum threshold)
• Provision of separate sanitation facilities for boys and girls
• Implementation of national hygiene and sanitation policies
• Cooperation between education and health authorities
• Impact of hygiene and sanitary conditions on learning
Guiding Questions for Policy Analysis

Coordination and Partnerships
Parental and Community Involvement

• Structures and processes for parental and community involvement

• Parental involvement in school decision-making and child’s learning

• Effectiveness of school management committees in ensuring effective school management

• Overall family and community support
Sectoral/Inter-sectoral Coordination

- Coordination of educational services
- Information sharing, consultation and joint work amongst various ministries
- Inter- and intra-sectoral coordination mechanisms
- Coordination between the central and decentralized bodies
- Effectiveness of EFA forum or national coordination mechanisms
Donor Coordination

• Effectiveness of donor coordination mechanisms
• Ownership
• Donor harmonization and alignment in the country
• Mutual accountability
• Utilization of external support in national priority areas – focus on results
• Overall impact of ODA on educational development
Involvement of the Non-state Sector

• Government role in leading, regulating and coordinating non-state sector
• Partnership modalities in the country
• Policy frameworks in guiding and governing non-state sector involvement
• Potential risks on quality and effects due to partnerships
• Frameworks for regulating the non-state sector
South-South Cooperation

• Country involvement in various cooperation frameworks (networks, benchmarking and education system comparison initiatives, high level forums)

• Utility of these activities in achieving education objectives (knowledge sharing, capacity development, benchmarking)

• Impact on country’s educational priorities and policies
Understanding EFA Impact

CONTEXT & CULTURE

Interests
Ideologies
Information

INITIATIVES
INVESTMENT

Impact
Triangle Analysis

Structure  Legal-Political System  Content

Culture
• EFA policy review

• Guiding questions
  o Policy and Legal Framework
  o Sector Management
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• Group work introduction
  o Case analysis of an education system
Component 2: Group Work

Case study: Efaland

Objective: Review a country case to identify system-level achievements and remaining issues/challenges in following policy domains:

• **Cluster A:** Policy and Legal Framework
  - Policy and planning framework
  - Administrative framework

• **Cluster B:** Sector Management
  - Human resource management (esp. teacher management)
  - Assessment, examinations and monitoring & evaluation

• **Cluster C:** School/Classroom-level Factors
  - Curriculum
  - Technology in education
Component 2: Work assignment

1. Random composition of 8 groups to review the case study:
   - Groups 1-4: Cluster A and Cluster B guiding questions
   - Groups 5-8: Cluster A and Cluster C guiding questions

2. Each group will review the case study (esp. selected policy domains) and identify:
   - a. Achievements
   - b. Shortcomings
   - c. Reflecting on their relevance (a & b) to your country context

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<th>Achievement</th>
<th>Shortcomings</th>
<th>Relevance to your country</th>
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Component 2: Work assignment

- Each group facilitated by:
  - 1 group leader (mainly among country delegates)
  - 1 rapporteur
  - 1-2 moderator/resource person (mainly from international agencies)

- Each group rapporteur will present the outcome of the discussion (e.g. achievements and shortcomings)
  - Groups 1-4: Clusters A and B
  - Groups 5-8: Clusters A and C
Thank you!