The Education Policy Review in Efaland

1. Educational Structure

The Efaland national education system under the purview of the Ministry of Education consists of five levels: pre-school, primary education, lower secondary education, upper secondary education, and tertiary education. Primary education is compulsory, and the eleven years of basic education is free (up to upper secondary education).

Pre-school education in Efaland is aimed at children of 0-6 years, with childcare and nursery programmes for children aged 0-4 and kindergarten for children aged 4-6. Children are admitted to primary education at age 6 for a period of six years. After six years, all students take the Primary School Assessment Test to gain a primary school certificate.

After completing three years of lower secondary education, all students take an examination to receive their lower secondary education certificate. Based on the results of this examination, students are then enrolled in academic, technical, vocational or religious schools. Upper secondary education lasts two years. Those in the academic and technical tracks take the Certificate of Education Examination, while those in vocational tracks take the Certificate of Vocational Education Examination.

Tertiary education institutions include community colleges, polytechnics and universities offering certificates, diplomas and degrees in a range of areas. A one-year post-secondary education programme prepares students for the Higher Secondary School Certificate, required to access universities. Programmes leading toward a diploma last two to three years, while university bachelor degree programmes can last three to four years or, in some cases, five years for fields like medicine and dentistry. A master degree or advanced or specialist diploma requires an additional one to two years of study. Three years is the minimum duration of study for a doctoral degree programme.

In addition, there are other ministerial departments that oversee other levels or modalities of educational provision, including the Ministry of Human Resources, and the Ministry of Community Development as well as others that also deal with skills training in specific areas in both formal and non-formal learning settings.

2. Overall Performance of the Education System

In terms of participation, Efaland has significantly increased pre-school enrolment rates during the last decade (51% in 2000 to 67% in 2009) and presents good enrolment rates in primary (96% in 2005) and in lower secondary education (91% in 2008). These rates testify to an appreciable expansion of access and bring the country closer to its goal of providing universal basic education. Enrolment rates in upper secondary education, however, remain significantly lower (at 50%), compared to other countries in the region. Looking at secondary education, gross enrolment has hovered around 69% since 2004, a figure significantly lower than rates found in other countries in the region, especially in Japan and the Republic of Korea where net and gross
enrolment exceed 95%. Participation in tertiary education has continued to increase over the last few decades and was 40% in 2009. In the region, the country is in an intermediate-low position and Efaland is still lagging behind the more developed countries such as the Republic of Korea (104%), Japan (59%), Australia (76%), and New Zealand (83%). Technical and vocational education appears to serve the needs of a relatively small number of students and, therefore, does not yet represent a core pillar of the larger education system.

**Quality**

In this report, quality refers to the conditions that shape actual teaching and learning in the classroom, including the working conditions for teachers and average class sizes. In Efaland, this is above par in the region and leaves the country in a position close to many developed countries. In primary education, Efaland students are amongst those receiving more instructional hours. At the same time, according to available data (TALIS, OECD), teacher qualifications in lower secondary education in Efaland appear to have improved but remain fairly low compared to international standards. For example, only 1% of Korean and Australian teachers failed to attain a bachelor degree while 13% of teachers do not have a bachelor degree in Efaland. In addition, 35% of Korean teachers and 16% of Australian teachers have master degrees or higher levels of education, while the corresponding figure is 7.5% in Efaland.

**Equity**

Equity is another dimension crucial when assessing performance of education systems. In Efaland, around 6% of primary school age children were still not in school in 2009, putting the country in an intermediate position compared to other countries in the region. There is no significant gender difference in enrolment in primary education. Girls tend to stay longer in the education system than boys, leading to reversed gender disparity at higher levels of education, as seen in many other countries in the region. Significant differences between urban and rural areas were found, both in terms of provision of education and educational attainment. The 2000 and 2005 data showed that the overwhelming majority of out of school children are located in Moria Province and that the drop-out rates from primary schools are much higher there than in other provinces. Urban schools have better infrastructure and more resources than rural schools. In fact, some rural schools lack even basic amenities such as clean water, electricity, telephone lines and computer and science labs. Apart from resources, rural schools sometimes face shortages of qualified teachers.

**Educational attainment**

In light of select indicators, the overall picture shows that the system has been able to raise literacy levels significantly as well as the educational attainment of the population in the last several years. In 2010 the youth literacy rate was 98% and the adult literacy rate was 93%, figures similar to those of Indonesia, Malaysia, Sri Lanka, Thailand and Vietnam. Yet, when it comes to student performance in mathematics and science on internationally administered tests (TIMSS and PISA), Efaland’s performance has been mixed. The results from TIMSS show that the performance of Efaland students has declined from 508 in mathematics and 510 in science in 2003 to 474 and 471 respectively in 2007. Nonetheless, Efaland has been performing above the average of participating TIMSS countries, especially in mathematics. However, out of 74 economies that participated in PISA, Efaland ranked 55th in reading and 57th in mathematics, well below the OECD average, yet comparable to results found in other middle income countries.
Cost-effectiveness

Comparing assessment results with expenditure levels in education helps provide insight to the efficiency of the education system. In Efaland, the slightly higher level of expenditure has yet to translate to high level student performance. Instead, student performance is roughly equivalent to that found in Thailand which has a lower public expenditure on education as percentage of GDP. In fact, public expenditure on education in Efaland is higher than average for the region and measured as a percentage of GDP; the country spends 5.8% which is more than the Republic of Korea (4.8%), Japan (3.8%) and Australia (5.1%). Public expenditure per student in primary and secondary education is roughly equivalent to levels in other countries in the region, while its expenditure per student in tertiary education, as percentage of GDP per capita, is far above average at 60.7% (2009). Indeed, the country spends approximately three times as much money in terms of GDP per capita on every tertiary student than it does for each primary school student.


The overall assessment of the education system shows significant achievements in relation to access to schooling and quality of educational inputs, a mixed picture in terms of equity and education attainment and space for further strengthening of its cost-effectiveness.

In light of the overall performance of the education system, the Government of Efaland identified some priority policy domains that require in-depth analysis. These four policy domains are:

- Teacher development;
- Curriculum development;
- Learning assessment, and;
- Technology in education.

The following sections provide a summation of achievements, issues and challenges that have been identified by a group of experts for the Government to consider in devising the reform policy in these policy areas and from a systemic perspective.

Teacher Development

Efaland promotes strong professional standards and working conditions for its teachers above par in the Asia-Pacific region, as supported by national and international studies. Indeed, an important part of the public investment in education goes toward teacher compensation and incentives. In terms of salary, the ratio of teacher pay relative to per-capita GDP is estimated at 3.9, while comparable figures for OECD countries are in the range of 1.5-2.0. Both primary and secondary teachers are trained in one of the 27 Institutes of Teacher Education (ITE) that offer Bachelor of Teaching programmes, Post-graduate Education Courses and Diploma in Education courses. Several reforms such as the Special Graduate Programme and the Degree Programme for non-graduate teachers seek to increase the number of primary and secondary school teachers with graduate-level training. Under The 10th National Development Plan (2011-2015), the Teacher Graduate Programme will continue along this track. Other reforms seek to change the role and instruction methods of teachers in order to adapt to the needs of a “knowledge-based” economy. In general, there is an increasing interest in Efaland to attract, retain, motivate and develop teachers.
Despite these achievements, a number of challenges which may impinge high quality teachers and teaching practices were identified as summarized below:

- Despite national teacher certifications, the number of inadequately trained teachers, especially in primary schools, impacts negatively on the quality of instruction.
- While Efaland teachers are relatively well paid, there is still need to encourage more high-quality graduates to the teaching profession.
- In-service training is common in the country, and teachers are formally required to receive such training annually. However, the number of teachers actually benefitting from in-service training programmes is insufficient. This is especially true for primary school teachers.
- There is a generally high commitment of teachers to their students, yet a lack of administrative support within schools, especially primary schools, and/or an overload of administrative work for teachers are hindering the ability of teachers to devote more time to their students.
- While there are many training courses available to school principals, education leaders and administrators designed to promote leadership, school leaders should be further empowered as “leaders”, rather than “managers”.

**Curriculum Development**

In recent decades, Efaland has demonstrated strong commitment to improving learning outcomes for its young people by making a number of very significant reforms to its school curriculum. In an effort to develop the very best curriculum, the country has implemented five major curriculum reforms since its independence. In 2011, the curriculum was again enhanced with an increased focus on important ‘soft skills’ such as creativity, innovation, entrepreneurship and ICT. This is consistent with international trends away from students memorising information towards the development of life and work competencies.

Despite this strong commitment, a number of challenges need to be overcome to support current curriculum reform efforts. These include challenges related to: 1) the high level of centralisation in policy making and regulation; and, 2) building capacity and empowering teachers for policy change. Various issues related to these challenges are summarized below.

1) **The high level of centralisation in policy making and regulation**

- There is no clear understanding of the nature of current curriculum reform efforts across all levels, as well as the fundamental changes to teaching and assessment methodologies and to administrative and management practices (including in respect of coordination between the various bodies responsible for managing and implementing change at the central level, as well as communication, dissemination and teacher training and support).
- An approach to curriculum for Efaland needs to be more flexible and adaptable to meet the range of student and local community needs.
- Both the intended and implemented curriculum is yet to cater for the full range of student abilities. In particular, the curriculum needs to provide students with opportunities to extend their learning in ways that encourage the development of higher-order thinking and problem-solving skills.
- An “overcrowded” curriculum, most often resulting from subjects and topics being constantly added to the curriculum while nothing is removed, means student competencies may not be fully developed.
2) Building capacity and empowering teachers for policy change.

- While teachers in Efaland are generally highly committed, there are many schools in which understanding of the principles and concepts contained in the new curriculum is weak and classroom practice very traditional.
- There is lack of coordinated approach to both curriculum development and teacher professional learning.
- While teachers generally want to spend as much time as possible on their core duty (to teach well in their classrooms), system demands (including clerical and administrative duties for teachers) impede them from doing so.

Learning Assessment

Efaland has a strong tradition in structured formal assessment. Over the years, the education system has undertaken much reform and made adjustments in order to meet the needs and aspirations of a fast developing economy, in which graduates are required to have transversal competencies in order to respond to contemporary challenges. Assessment instruments, including the well-established centralized examinations, must respond to changing needs in order to continue to be fit-for-purpose. This means using existing expertise in centralized examinations to most effect, streamlining those initiatives that add low value and investing in new expertise in other forms of assessment, particularly in support of the school-based assessment reform.

Successful steering of the new modality of assessment through a still challenging period of development requires the establishment of well-defined priorities and a clear line-of-sight between aspirations, objectives, instrument design and implementation. In addition, reform in the domain of assessment is rarely only about the policy intent; it is every bit as much to do with execution, buy-in and trust in governing institutions. Building strong relationships with stakeholders within the education supply chain, as well as its end-users, is good practice and will help to underscore successful assessment reform. The key issues and areas for improvement are summarized below.

- High-stakes examinations, which appear to dominate the assessment landscape and which present adverse and distortive effects, need dampening down.
- There is need to strengthen an assessment approach that includes informal and regular school-based assessments designed to give teachers and others (such as parents) information regarding student progress in a range of domains.
- In order to ensure that the new school-based assessment reform delivers the desired outcomes, articulating aspirations into clear policy objectives may provide greater clarity about what outcomes are being sought, which of these have greater priority if all cannot be achieved and what the trade-offs might entail.
- There is unexplored potential for strong partnerships with those bodies that have the capacity to play active roles in improving the assessment regime (including tertiary education institutions, employer and parent bodies and NGOs).

Technology in Education

Efaland has achieved an impressive progress in integrating technology into its education system in both policy and practices. Indeed, Efaland is one of the first countries in Asia and the world to have pioneered a strategic ICT-in-education development plan. The first such policy was introduced in the Sixth National Development Plan (1990-1995), as a fundamental tool for the nation to achieve Vision 2020. Since then, the integration of ICT into the education system further mapped out in sequential or parallel education policies and plans, including National ICT Agenda in the Seventh National Development Plan (1996-2000) and the Educational Development Master
Plan (EDMP) (2006-2010). The Ministry of Education (MOE) launched Education Strategic Plan (2011-2015) and a study on Teacher and Student ICT Competency Standards is currently being carried out in schools and the Teacher Training Institutes throughout the country.

Despite the impressive array of policies and plans over the last two decades, the review revealed that Efaland is now behind many of its benchmarked countries in the region even in the basic ICT infrastructure such as computer-student ratio and internet connectivity. The findings indicate that there remain important challenges for the country in integrating ICT in education to realize its policy goal of moving forward to a knowledge and innovation driven economy. The key issues identified are summarized as follows:

- There is lack of a clearly articulated roadmap with progressive goals, targets and appropriate resourcing to guide a national developmental pathway to realize the ultimate educational goal of nurturing first world talent for a knowledge economy.
- Setting up systematic supporting mechanisms is needed to motivate and facilitate schools and teachers to undertake ICT-supported pedagogical and assessment innovations.
- Consistent criteria are needed to evaluate, support, monitor and reward innovative practices at teacher and school levels.
- Capacity for leading innovation and flexibility for implementation is needed to achieve the policy goals for ICT and hence, change management strategies should be in place to encourage innovations at all levels, establish mechanisms for grass-roots participation in policy and implementation decisions and foster discursive dialogues among partners and stakeholders.
- To enhance the inclusiveness of the ICT in Education policy and implementation, there is need to introduce a supporting scheme for the underprivileged students who do not have computer and Internet access at home to gain access and address some persistent digital and educational divide issues.

4. **Overarching System Issues**

Efaland education pursues the formation of quality human capital to support a knowledge-based economy in the information age and the Government plans to reach high-income status by 2020. To this end, the education sector aims to provide quality education for all (EFA) by achieving greater access, equity and quality education with focus on efficiency and effectiveness of the education system and policy management as critical success factors to achieving these objectives. The interaction of these elements and the policies which underlie them are shown in the figure below.

The findings of the review teams indicate that Efaland has made remarkable progress in ensuring quality education for all in recent decades. Emphasis on education as a critical force for national unity and development is clearly articulated in policy documents and has been pursued under strong leadership. Education is a top priority in national development strategies and particular attention is given to the development of human capital and the creation of a high-quality talent base. The education policy review in previous sections focused on identifying issues in select priority policy areas that are crucial to further improving education in Efaland.
During the review process, some cross-cutting issues and challenges pertinent to all policy areas reviewed emerged. The review team considered these core and overarching issues that require attention not only from each of the priority policy areas, but also from the sector-wide perspective, especially in regards to efficiency and effectiveness of policy and its implementation, which in turn may be conducive to greater access, equity, and quality in education. These issues include (a) Concentration of authority; (b) Inclusiveness; (c) Coordination; (d) Capacity.

Concentration of Authority

While centralized authority is common amongst most education systems, analysis of the four policy areas or domains suggests that the concentration of authority at the central MOE has a particularly strong influence on sector performance. Concentration of authority emerged in respect not only of the way decision-making is exercised but also how consultation is organized and the opportunities provided at lower levels of management to adapt and innovate in education delivery. The broad range of roles and responsibilities assumed by the MOE has also had implications on the size of central administration, which is large by international comparison. Such concentration was necessary especially at the initial nation building stage where Efaland was developing its industries, by ensuring certain level of education attainment throughout the country despite its economic, social, linguistic and cultural diversity. However, as Efaland looks toward developing a more knowledge-based economy, such one-size-fit-all system may not be promoting innovation and creativity so crucial for transforming the economy. A less rigid system may be further promoted in order to foster innovation and creativity at all levels of education.

Inclusiveness

While Efaland has shown a relatively small degree of disparity in its education system, analysis across the policy domains has demonstrated that inclusiveness was still a systemic issue and an area worthy of additional attention. In particular, the review revealed that some aspects of assessment and curriculum policies were hindering, rather than promoting, equitable educational opportunity. The early and systemic use of vocational tracking at a young age is a particular example of this, yet it is also apparent in terms of education policy with respect to diversity and the incentives for the education system to actively promote
inclusion. Reorienting the education system away from solely focusing on student performance and toward one which promotes the rights of all children to benefit from access to a high-quality education will derive benefits far beyond individual educational gains by assisting in achieving wider social and economic objectives of inclusive growth and the knowledge society. It was found that there is room for a more participatory policy making with representatives of all stakeholders, including minority groups, disadvantaged groups and non-state actors and review of the existing incentive schemes to reflect needs of disadvantaged schools and students.

**Coordination**

The lack of coordination within and between the different Ministries that are involved in education, as well as collaboration between public and private sectors, was identified as one of the cross-cutting issues. This circumstance appears to be affecting the integrity and effectiveness of policy design as well as implementation. The effects of insufficient coordination are particularly strong in terms of curriculum, where the absence of sound consultation and the simultaneous work of multiple bureaucracies appear to have resulted in some degree of inconsistent policy-making and, in certain cases, duplication. A particularly clear example is the many data management systems: different sets of data are collected on a more ad hoc basis by multiple departments and divisions, often with overlaps and duplication in requests. As front-line education personnel are often involved in this process, the lack of coordination results in diverting efforts away from classrooms, burdensome reporting and potential inefficiencies. While efforts have been made to improve the situation, the impacts of these initiatives are yet to be seen.

**Capacity**

The review also found a significant gap between policy intent and implementation. This suggests that despite well-articulated plans, there is insufficient capacity at all levels for implementation. For instance, the Government of Efaland is promoting innovation and creativity in policy implementations at the provincial level, but it is not clear that all provinces have capacities to do so. Together with issues identified above regarding a heavily centralized, but not always well-coordinated administration, the capacity gap may be compromising the ability of Efaland to realize its educational goals. In this area, analysis has revealed that there is room for improvement across all domains in terms of the use of evidence in policy-making by enhancing policy research capacity outside the education ministries. A systematic capacity development programme can help enhance the chances of policy success in implementation, and there is a need to develop a comprehensive evaluation framework for education personnel (teachers, principals, and administrators) that clearly rewards creativity, innovation and leadership.
**Component 2 Exercise: Policy Analysis of Efaland**

The purpose of this exercise is to provide the participants with hands-on experience of carrying out policy analysis of education systems.

The policy analysis exercise is to be conducted based on the report of Education Policy Review of Efaland (abridged version), presented above, which is the result of an actual policy analysis of education system of a country in the Asia Pacific region. Please read and review the above report using the guiding questions provided below to identify the achievements made in Efaland’s education sector as well as the remaining issues/challenges, especially on:

**Cluster A: Policy and Legal Framework**
- policy and planning framework
- administrative framework

**Cluster B: Sector Management**
- human resource management (especially teacher management)
- assessment, examinations and monitoring & evaluation

**Cluster C: School/Classroom-level Factors**
- curriculum
- technology in education.

These guiding questions are extracted from the Analytical Framework for National EFA Review.

After the review, each group will present the findings in the plenary. Subsequently, Q&A will follow.

**Instructions**

1. Participants are randomly divided into 8 groups:
   a. the groups 1-4 will review the case study using Cluster A and Cluster B guiding questions; and
   b. the groups 5-8 will review the case study using Cluster A and Cluster C guiding questions.

2. Each group will review the case study and identify
   a. achievements; and
   b. shortcomings.

3. Each group will have chosen one group leader, one rapporteur, and one or two moderator/resource person, the discussion matrix on achievements and shortcomings having to be presented and discussed at the plenary.
Guiding Questions

Cluster A: Policy and Legal Framework
The policies, legal provisions and structures have an effect on educational outcomes. A country’s education policy and legal environment influences the government’s vision, priorities, strategies and institutional and legal mechanisms for achieving the objectives. It provides a framework within which decisions are made, resources allocated and citizens’ rights ensured.

Where policies and legal frameworks are not properly defined and misaligned or not guided by properly articulated visions, education systems can become dysfunctional. Possible guiding questions to examine each building block within this cluster are presented below:

**Policy and Planning Framework**
- How are education plans prepared? What process is involved in planning? How far local and/or non-state actors’ inputs are sought in the development of planning? What role do international development planners play in planning? How are the plans endorsed? How do different actors/agencies (ministry of education, ministry of finance, national planning authority) cooperate in preparing plans for quality education?
- What is the overall appropriateness of the current education sector policy/plan in terms of a) consistency with national development strategies, b) feasibility, c) comprehensiveness, d) relevance, e) presentation of clear indicators and targets, f) coverage, etc.?
- How well the agenda of EFA (access, quality, equity, diversity) is integrated into the national development plans, programmes and strategies of governments at different levels (national, sub-national and local)?
- Has the country developed national EFA plan? Does the EFA plan adopt a systemwide approach to education sector development? Is there an EFA-specific plan in addition to a sector-wide plan? Are there disconnects between national education plans and the country’s development needs and priorities?

**Administrative Framework**
- How is the ministry of education (or ministries related to education) structured and staffed? Does the structure of the ministry of education provide for synergy? Does this structure and staffing allow for a smooth operation of the education sector?
- How are the various roles and responsibilities of administering educational affairs distributed across the different levels of administration from central to local level? How do governments at different levels share responsibilities in administering education programmes, including EFA related activities?
- What is the current level of decentralization/centralization of education administration? Are national, provincial and local bodies working in a coordinated manner to support schools, teachers and learners?
Cluster B: Sector Management

Education systems around the world have expanded greatly not only in size but also in their complexity of functions, task specialization, public expectations, and institutional diversity, etc. With the shift of educational responsibility to regional and local government bodies, to non-governmental organizations, and to the private sector in many countries, the management of the sector poses new challenges. Another key concern for most education systems is how to ensure that human and financial resources are used as efficiently and equitably as possible, especially in times of considerable resource constraints. Education sector performance depends on the overall national capacity to coordinate, lead and manage education sector. How effectively the capacity constraints are addressed will determine results. The building blocks under sector management can be examined with the help of following guiding questions:

**Human Resource Management (Teacher Management)**

- What is the overall situation of teacher supply, availability and distribution in the country? How does the existing teacher policy affect the supply and quality of teachers?
- What are the working conditions of teachers in terms of hours of work, class size, teaching aids and materials, school facilities and annual holidays and leave? What measures have been taken to enhance the working conditions?
- What is the overall status of teaching profession in the country? Does teaching attract the best and brightest?
- How does teacher salary compare to similar occupations in the country? What other benefits do teachers receive? Are there issues related to low teacher morale, commitment and accountability?
- What measures are taken to improve teacher professional development? What opportunities are available for teachers to be engaged in continuous professional development? How are teachers supervised and supported? What is overall teacher capacity in terms of using innovative teaching methods, manage diversity and create stimulating learning environments?

**Assessment, Examinations and Monitoring & Evaluation**

- What is the overall national policy on educational assessment? What assessment systems are in place in the country? How well are assessments and examinations aligned to the goals of the curriculum and pedagogy?
- What is the extent to which different assessment, examination and M&E schemes fit together effectively in a coherent strategy for improving school outcomes and securing accountability?
- Has the country participated in any sub-regional, regional and international assessments? What is the impact of such external assessments?
- Has the country regularly assessed progress towards meeting EFA goals and targets? How effectively and regularly educational plans and programmes are monitored and evaluated?
- What mechanisms does the country have for using the evaluation and assessment results to inform education policy and practice (at classroom, school, regional and national level)?
Cluster C: School/Classroom Level Factors

The factors associated with conditions in schools and classroom processes make a difference in learning achievement of students. There is an increasing body of research evidence on school effectiveness that suggests that a number of school and classroom factors are associated with learning achievement of children. OECD’s analysis of PISA results shows a positive association between school and classroom factors and student learning. Some of these factors and possible guiding questions for review are provided below:

**Curriculum**
- How participatory and inclusive are the processes of curriculum development? How are different education stakeholders (teachers, learners, private sector, civil society) involved in developing the curriculum vision and appropriate curriculum policies? What is the mechanism for engaging and promoting participation of stakeholders from inside and outside the education system in the identification and prioritization of desired learning outcomes?
- Is the curriculum relevant to the needs of society and economy? Is it inclusive enough to represent and reflect the needs and aspirations of all learners? Does the curriculum allow timely adjustments to address global and local needs and developments?
- Does the curriculum support the learning of creativity and innovation skills, problem solving and critical thinking skills, communication and collaboration skills, information, media and technology skills and other life skills that are believed to be useful in the 21st century? Does the curriculum integrate principles and values of education for sustainable development?
- What is the evidence that the curriculum is implemented as planned in all schools? Are there gaps between intended and actual curriculum? What is the role of schools and teachers in curriculum development and implementation?
- Are teaching methods and assessment aligned to curricular aims and promoting learning?

**Technology in Education**
- What is the overall availability of ICTs in the country? Are there national policies that promote the use of ICTs in education? What is the level of awareness and understanding among policy-makers and education managers about different ICT options for use in different education settings? What is the extent to which ICTs have been harnessed to support EFA goals?
- What kinds of training and professional development activities are available to teachers who wish to use ICT effectively in improving their teaching and learning? What is the level of teachers in using ICT to develop teaching and learning materials and integrate ICT with their pedagogies? Are there disparities in this aspect between schools of different locations?
- To what extent and how well are ICTs being integrated into teaching and learning to achieve desired learning outcomes? How has the introduction of ICTs improved the quality of teaching and learning?
Component 3 Exercise: Education in Efaland beyond 2015

The purpose of this exercise is to propose policy recommendations for Efaland’s future education system:

1. based on the discussion in the Component 2 Exercise;
2. in light of Efaland government’s vision for the future (overall and education-related); and
3. reflecting the societal and developmental changes that have occurred over the past decade.

After the review, each group will present the proposal in the plenary. Q&A will follow.

Instructions

1. The same composition of 8 groups as in the Component 2 Exercise.

2. Each group reviews the case study and lists the key features of Efaland government’s vision and policy objectives for the country and its education system;

3. Each group completes a SWOT analysis. A SWOT analysis can help the government of Efaland understand the internal strengths and weaknesses of its education system and reveal opportunities and threats for its future development. Please provide as many ideas as possible for each category below:
   a. Strengths: Internal aspects of Efaland’s education system that can help the country realize its vision and achieve its policy objectives;
   b. Weaknesses: Internal aspects of Efaland’s education system that can hinder the country from realizing its vision and achieving its policy objectives;
   c. Opportunities: Factors external to Efaland’s education system that can be leveraged for the realization of the country’s vision and the achievement of its policy objectives;
   d. Threats: Factors external to Efaland’s education system that can be obstacles to the realization of the country’s vision and the achievement of its policy objectives.

An example of the SWOT analysis is attached as Annex.
4. Each group prioritizes the list of ideas and keep around the top 5 ideas within each category of SWOT. Please use the table below for this purpose.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>Guiding questions:</td>
<td>Guiding questions:</td>
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<tr>
<td>1. What advantages does Efaland have in education?</td>
<td>1. What limitations does Efaland have in education?</td>
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<tr>
<td>2. What do stakeholders see as Efaland’s strengths?</td>
<td>2. What are stakeholders likely to see as Efaland’s weaknesses?</td>
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<tr>
<td>3. What does Efaland do better than other countries?</td>
<td>3. What does Efaland do worse than other countries?</td>
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<th>Opportunities</th>
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<tr>
<td>Guiding question:</td>
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<tr>
<td>1. What changes/trends that have occurred outside the education system can have positive implications for Efaland’s education system?</td>
<td>1. What changes/trends that have occurred outside the education system can negatively affect Efaland’s education system?</td>
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5. Each group proposes at least two policy recommendations for each box of the SWOT matrix below.

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<thead>
<tr>
<th>Efaland’s education</th>
<th>Strengths</th>
<th>Weaknesses</th>
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| **Opportunities**   | SO recommendations:  
What can Efaland do to pursue opportunities that are a good fit to the system’s strengths? | WO recommendations:  
What can Efaland do to overcome weaknesses to pursue opportunities? |
| **Threats**         | ST recommendations:  
What can Efaland do to use the strengths to reduce their vulnerability to external threats? | WT recommendations:  
What can Efaland do to prevent the system’s weaknesses from making it highly susceptible to external threats? |
Annex: An example of SWOT analysis

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<th>Strengths</th>
<th>Weaknesses</th>
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<tr>
<td><strong>INTERNAL</strong></td>
<td>Internal positive aspects that are under control and upon which you may capitalize in planning:</td>
<td>Internal negative aspects that are under your control and that you may plan to improve:</td>
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<td></td>
<td>- Policies and legislation on universal basic education</td>
<td>- Low management capacity, especially at decentralized level</td>
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<td></td>
<td>- Decentralized planning and management structure</td>
<td>- Lack of reliable data and information to feed policy and decision making</td>
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<td>- Diversified forms and types of education available</td>
<td>- Low level morale and professionalism of many education personnel</td>
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<td>- Relatively good network of educational establishments</td>
<td>- Insufficient number of educational establishments in some provinces</td>
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<td></td>
<td>- A good number of motivated educational personnel</td>
<td>- Low internal efficiency and flow rates (e.g., low promotion rates, high attrition rates, low learning achievement, etc.)</td>
</tr>
<tr>
<td><strong>EXTERNAL</strong></td>
<td>Positive external conditions that you do not control but of which you can plan to take advantage:</td>
<td>Negative external conditions that you do not control but the effect of which you may be able to lessen:</td>
</tr>
<tr>
<td></td>
<td>- More financial resources likely to be available in the future</td>
<td>- Low salaries of civil servants, including teachers</td>
</tr>
<tr>
<td></td>
<td>- Positive perspectives for more jobs (e.g., growth, globalization, technological advances)</td>
<td>- Weak governance: generalized corruption, lack of transparency in planning and management</td>
</tr>
<tr>
<td></td>
<td>- Nation-wide institutional reforms for greater devolution of power to provinces</td>
<td>- Unfavourable climate for appropriate education provision (in some provinces)</td>
</tr>
<tr>
<td></td>
<td>- High social demand for quality education</td>
<td>- Brain drain of qualified personnel, including teachers</td>
</tr>
<tr>
<td></td>
<td>- Increased donor support to education</td>
<td></td>
</tr>
</tbody>
</table>

Source: Extracted from Chang, G.C. “National Education Sector Development Plan: A result-based planning handbook”, UNESCO.