Training Workshop on Education Policy Formulation & Monitoring

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Linking Policy and Monitoring

Gwang-Chol Chang
Chief, Education Policy and Reform Unit
Overview

* The Policy Cycle Reviewed
  - What, Why and How?
  - Gaps in the Process

* Analyzing and Reviewing Policy and Practice

* Bridging Needs, Policy and Monitoring
The Policy Cycle Reviewed

What, Why and How?

Gaps in the Process
The Importance of Education Policies

Education contributes to:
- Human development
- Economic development
- Millennium Development Goals
- Education and culture

Education in broader context
- Globalization
- Diversity of actors and new role of the State
- Financial crisis
- Demands of the labour markets
- Rise of inequalities
The Importance of Education Policies

- Education contributes to:
  - Human development
  - Economic development
  - Millennium Development Goals
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Contexts of Educational Planning

- Multiplicity of actors
  - building “consensus”, “compromise” among stakeholders

- Rapid changes
  - impact on planning cycles

- Education is a priority, but not the only one
  - Among others in a “competitive” environment

- The role of external partners
  - Pressure for results, constraints in their own countries

- Thence more demanding
  - in terms of technical and “non-technical” requirements
Issues for Educational Planning

* Cost effectiveness
* Diversification of delivery
* The quality challenge
* The equity challenge
* The new institutional landscape
* Decentralization
* New approaches and tools
The Education Policy Cycle

1. Analysing where we are
2. Defining policy targets
3. Testing feasibility of targets
4. Planning course of action
5. Implementing policy
6. Monitoring and reviewing policy
7. Evaluating policy

Policy formulation and planning
Policy monitoring and evaluation
The Education Policy Cycle

- Development directions are agreed upon
- Priorities are set indicating the desired change
- Possible options have to be explored
- Technical studies may be carried out
- Consultation of the different stakeholders
High-performing education systems show that policy vision and leadership are key to any successful development strategy.

A coherent and shared vision (for the sector and subsector) contributes to a sustainable policy for education:
- Operational paybacks from developing a vision, wide consensus and well-formed mechanisms.
- Need for aligning and integrating different policies and initiatives within a consistent development framework.

In successful education systems,
- policies and plans are found to be consistent in scope and time
- goals, plans and budgets converge to match
- planning is supported by medium-term financing framework.

Coordination of education policies and programmes
- within the education sector and with other stakeholders and concerned ministries, such as economic development, labour, etc.
The Education Policy Cycle

- Set of indicators need to be closely monitored, in different areas, at different levels
- Adjustments to the policy have to be introduced if necessary

Monitoring and Reviewing Policy
Monitoring Progress and Outcomes

- Significant public investments demand a significant return in terms of educational, social and economic benefits: accountability counts!

- Monitor progress or programmes towards goals, providing information that can be used to refine programmes and adjust the implementation.

- Produce and use more data, which help:
  - to monitor and evaluate the country’s education policy and planning and
  - for research and evidence building, supporting accountability, policy formulation and implementation.

An effective education management information system (EMIS) as well as monitoring and evaluation system in place facilitates the tracing of expected outcomes and feeding lessons into policy change.
Analyzing and Reviewing Policy
Flow of the production system

Analytical framework: the other way around

- Impact
- Outcome/Output
- Institutional and organization
- Input and process
A policy aims to bring changes in the long run, such as:

- Poverty reduction & economic growth
- Improvement of health
- Reduction of inequalities
- Social cohesion, national unity, etc.

The long-term impact depends on the outcomes. These outcomes depend on:

- the quality of the inputs
- the way the educational inputs were utilised
- as well as other variables and factors, often non-educational

Most problems are country-specific. There is seldom one root cause to a problem and problems are inter-linked.

e.g. low learning achievement may be due to a combination of:

- Inadequate curricula
- High proportion of untrained teachers
- Lack of financing, and so on
Outcomes and Outputs

Outcomes (examples)
- Learning outcomes (results in exams, tests, learning assessment, etc.)
- Adult literacy rates
- School life expectancy
- Integration into the world of work: (Un)employment rates of the graduates
- Social cohesion

Outputs (examples) - Disaggregated by gender, social group and region:
- Gross enrolment ratio (GER)
- Net enrolment ratio (NER)
- Adjusted net enrolment ratio (ANER)
- Gross completion rate (GCR)
- Graduation rate
- Gender parity index (GPI)
- Gross intake rate (GIR)
- Net intake rate (GIR)
- Transition and/or registration rates
The results (outcomes/outputs) depend on the way the system is organized and managed

- Structure of educational system
- Management system (centralized, decentralized, devolution, autonomy, etc.)
- Rules and regulations (concerning school management, the role of community, promotion and graduation, repetition, ...)
- System of accountability, monitoring and evaluation
- Institutional management capacity

Financing

- Modes of financing: State, local communities, families, private sector, NGOs, donors, ...
- School fees
- Private education
- Salary scale
- Resource allocation
- Incentives
The results (outcomes/outputs) depend on the educational processes, especially the way inputs are utilized, such as:

- School programmes, their content and relevance
- Instructional methods
- Pedagogical organization (e.g. pupil-teacher ratio, class size, double shift, multi-grade teaching)
- Languages taught
- Use of technology
- Duration of effective teaching/learning hours, timetable and specific assistance
- Educational and pedagogical support
- School management
- Assessment and examinations
- Internal efficiency (flow rates)
The results (outcomes/outputs) depend on the quality of educational inputs:

- Student preparedness
  - prior learning, predisposition, interest, health, etc.
- Staff (teaching and non teaching)
  - level of education, pre and in-service training, motivation, absenteeism
- School leadership
- Instructional materials
  - textbooks, teaching guides, supplementary materials
- Educational facilities and equipment
  - buildings, classrooms, labs, equipment, other types of rooms (staff rooms, toilets, etc.)
- Education budget
  - Recurrent, capital
The results depend on the external environment:

- Overall economic development policy
- Political and social stability
- System and level of governance (level of corruption, disparities in income and resource redistribution)
- Socio-cultural contexts
- Contexts of economic development
- Health situation: HIV/AIDS, malaria, etc.

Family backgrounds:
- Economic (family revenue, incidence of poverty, feeding)
- Socio-educational (level of education of the population and attitude vis-à-vis schools)
Example of a policy objective:
Free textbooks to all primary school children

• **Effectiveness**
  ▪ language and mathematics skills among the pupils

• **Outcomes**
  ▪ average scores obtained in the exams

• **Outputs**
  ▪ primary school promotion rate (e.g. a year after introduction of free textbook provision to all pupils)

• **Process**
  ▪ degree of utilization of textbooks in teaching/learning

• **Quality**
  ▪ relating to the quality of textbooks, lifespan of textbooks, ...

• **Input**
  ▪ number of textbooks per pupil, per subject; percentage of pupils who received textbooks;

• **Context/environment**
  ▪ inflation, actual transportation costs as compared to initial projections, community participation
Bridging Needs, Policy and Monitoring
Relevance: does the organization or project address identified needs?
Efficiency: are we using the available resources wisely and well?
Effectiveness: are the desired outputs being achieved? Is the organization or project delivering the results it set out to deliver?
Impact: have the wider goals been achieved? What changes have occurred that have targeted individuals and/or communities?
Sustainability: will the impact be sustainable? Will any structures and processes so established be sustained?
Reflection may show...

- Good policy
- Sector-wide consideration
- Consensus building
- Political commitment
- Financial soundness

- Technical capacity
- Institutional capacity
- Organizational capacity
- Good governance

- Building evidence
- EMIS
- Simulation models
- Result-based management
The Way Forward

- Socio-economic framework: education and development
- Sector-wide planning
- Broad-based consultation and coordination
- Coherent policies – linkages between and among policy, planning, budgeting and monitoring
- Prioritization in sector development
- Robust policy framework enabling timely and effective response to fast changing situation
- Pragmatic approach to policy and planning
Thank you

http://www.unescobkk.org/education/epr/