

#### How is the Education Policy Processed?

#### **Conceptual Framework of Education Policy Process**

|  |  |                          | Ed                       | ucation  | Poli      | cy Proces                 | s  |  |  |                                 |                                |  |
|--|--|--------------------------|--------------------------|--|-----------|---------------------------|--|--|--|---------------------------------|--------------------------------|--|
| Po   | licy Planni                                      | ng                       |                          | Policy In  | nentation |                           | Policy Assessment  |  |  | New Policy Cycle                |                                |  |
| Strategic Pol  | licy   | Broject Cycle Management |                          |  |           | Assessment of the         |  | Programme Policy<br>Activity Policy            |  | Strategic<br>Policy             |                                |  |
| Issue-Specific Policy  |  |                          | Project Cycle Management |  |           | Policy Impact             |  | Issue-Specific Policy                          |  | Policy                          |                                |  |
| Education<br>Sector<br>Analysis  | Sector & Strategies Programme Design Arrangement |                          | Activity<br>Implementa   |  |           | Analysis<br>Review Review |  | Improved Programme/<br>Activity Level Planning |  | Education<br>Sector<br>Analysis |                                |  |
| International/National Background  |  |                          |                          |  |           |                           |  |  |  |                                 |                                |  |
| International<br>Comittment<br>(EFA, SDGs) Issue Specific,<br>Regional Committment<br>(Crisis Response) Sector Wide Stra<br>(Human Resource Dev<br>Strategy,<br>National Employment St |  |                          | elopment (Po             | nt (Post-Conflict, Multi-Ethnic/ language,<br>Lack of Institutional Structure of |           |                           | Economical Context<br>of the Country<br>(Demography, Labour Market, GDP) |  |  |                                 | s of Change<br>sure to change) |  |

# The Parts of Education Policy Process Focused in this Course

| Education Policy Process  |  |  |                            |                             |  |  |  |  |                   |                           |                                     |                                |
|---|--|--|----------------------------|-----------------------------|--|--|--|--|-------------------|---------------------------|-------------------------------------|--------------------------------|
| Policy Planning         Policy Implementation         Policy Assessment         New Policy Cycle  |  |  |                            |                             |  |  |  |  |                   |                           |                                     |                                |
| Strategic Pol   | icy  |  | amme Policy<br>vity Policy | /                           |  |  |  |  | Assessment of the |                           | Programme Policy<br>Activity Policy |                                |
| Issue-Specific Policy   |  |  |                            |                             | Project Cycle Management   |  |  | Policy Impact  |                   | Issue-Specific Policy     |                                     | Policy                         |
| Analysis  | Education         & Strategies         Implementation           Sector         & Strategies         Programme Design         Arrangement |  | tation                     | Activity<br>ementation      |  |  |  |  |                   | 'rogramme/<br>el Planning | Education<br>Sector<br>Analysis     |                                |
| International/National Background   |  |  |                            |                             |  |  |  |  |                   |                           |                                     |                                |
| International<br>Comittment<br>(EFA, SDGs) Issue Specific,<br>Regional Committment<br>(Crisis Response) Sector Wide Strat<br>(Human Resource Dev<br>Strategy,<br>National Employment St |  |  |                            | ource Developme<br>trategy, | elopment (Post-Conflict, Multi-Ethnic/ language,<br>Lack of Institutional Structure of |  |  | Economical Context<br>of the Country<br>(Demography, Labour Market, GDP) |                   |                           |                                     | s of Change<br>sure to change) |



#### How is the Education Policy Processed?

#### **Conceptual Framework of Education Policy Process**

| Education Policy Process   |                 |                              |  |                                |   |   |                      |                                    |           |   |  |                               |                                 |
|--|-----------------|------------------------------|--|--------------------------------|---|---|----------------------|------------------------------------|-----------|---|--|-------------------------------|---------------------------------|
|  | Poli            | cy Planning                  | g  |                                | l   | Policy  | Implementation       |                                    | Poli      | cy Asses  | sment  | New Po                        | licy Cycle                      |
| Strategic Policy         Programme Policy<br>Activity Policy           Issue-Specific Policy |                 |                              |  | ·[                             | Programme Operation<br>Project Management |   |                      | Assessment of the<br>Policy Impact |           | Programme Policy<br>Activity Policy<br>Issue-Specific |  | Strategic<br>Policy<br>Policy |                                 |
| Education Strategic Plan 2018-2022   |                 |                              |  |                                |   | 5 years   |                      |                                    |           |   |  |                               |                                 |
|  |                 |                              | nancing  | Action Plan,<br>Implementation |   | Acti  | ivity Implementation |                                    | pact      | Joint   |  |                               |                                 |
| Education<br>Sector  | Priorities<br>& | Programme I                  |  |                                |   |   | esearch, Reporting   | Analysis<br>Annual Review          |           | Sector<br>Review                                      | Improved Programme/<br>Activity Level Planning |                               | Education<br>Sector<br>Analysis |
| Analysis   | Strategies      | Coordination and Partnership |  |                                |   |   | Coordination         |                                    |           | Keview  |  |                               |                                 |
|  |                 | Results Fra                  | mework, M  | I&E Framewo                    | ork                                       |   | Monitoring and       | Evaluati                           | on        |   |  |                               |                                 |
| Progress of the KPIs and other indicators  |                 |                              |  |                                |   |   |                      |                                    |           |   |  |                               |                                 |
| International/National Background  |                 |                              |  |                                |   |   |                      |                                    |           |   |  |                               |                                 |
| Comittment<br>(EFA, SDGs) Committment<br>(Lordan Response Plan)                              |                 | n Resourc<br>nent Strat      | arce Country<br>ategy, (Post-Conflict, Multi-Ethnic/<br>ment language, Lack of Institutional |                                | hnic/<br>itional                          | Economical Context<br>of the Country<br>(Demography, Labour Market,<br>GDP) |                      |                                    | (Social p | of Change<br>pressure to<br>ange)                     |  |                               |                                 |



# **Policy Planning: Education Sector Plan Preparation**

#### Main Components of the Education Sector Plan



- Education Sector Plan should be
  - 1. Guided by overall vision
  - 2. Strategic
  - 3. Holistic
  - 4. Evidence-based
  - 5. Achievable
  - 6. Sensitive to the context
  - Education Sector Plan should take
    - 1. A country-led process
    - 2. A participatory process
    - 3. A well-organized process



# **Policy Planning: Education Sector Plan Preparation**

Discuss with your neighbors what is the image of current education sector plan? (what are the below 6 points like?)

Any example if you have the field experiences or your imagination?

- Education Sector Plan should be
  - 1. Guided by overall vision
  - 2. Strategic
  - 3. Holistic
  - 4. Evidence-based
  - 5. Achievable
  - 6. Sensitive to the context



## Policy Planning: Traditional Planning or Strategic Planning

#### **Differences between Traditional and Strategic Planning**

| Traditional Planning          | Strategic Planning              |
|-------------------------------|---------------------------------|
| Input-oriented                | Result-oriented                 |
| Technocratic                  | Participatory                   |
| Neutral                       | Mobilization instrument         |
| Linear planning               | Iterative planning              |
| Rigid implementation          | Flexible implementation         |
| Routine-based                 | Change-oriented                 |
| Compliance monitoring         | Performance monitoring          |
| Emphasis on the plan document | Emphasis on plan implementation |

Source: UNESCO, Strategic planning: Concept and rationale



# **Policy Planning: Strategic Planning Process**

#### Basic strategic questions and corresponding planning activities

| Questions   | Planning Activities   | Results  |  |  |
|---|---|--|--|--|
| Where are we now?                                       | <b>Diagnosis:</b> analysing the current situation in the sector and its environment | Education Sector Analysis                                |  |  |
| Where will we want to be in the future?                 | <b>Policy formulation:</b> selecting overall goals and strategies                   | Policy Priorities & Strategies                           |  |  |
| Hos shall we get there?                                 | Plan preparation: defining precise objectives<br>and balancing objectives and means | Programme Design, Costing & Financing, Coordination etc. |  |  |
| How shall we know we are moving in the right direction? | <b>Monitoring:</b> measuring progress and taking corrective action                  | M&E Framework  |  |  |

- 1. **Diagnosis** → Situation analysis. Identification of issues and challenges that the country is facing now.
- 2. Policy Formulation → Results from the sector analysis, Long term goals, influenced by international commitment (EFA, MDGs, SDGs, Salamanca Declaration etc.)
- 3. Plan Preparation → Specific measurable objectives within a given time period, designing systematic action programmes, estimating the resources, calculating the costs.
- 4. Monitoring → systematic information about plan implementation is gathered and •analyzed.



## **Education Sector Plan Preparation: Crisis Sensitive Planning Process**

#### **Regular Process Conflict Sensitive Planning Aspects** Education Sector Conflict Risk Analysis (Conflict Impact on Education, Education for CRR), (e.g. National Risk and Vulnerability Survey: NRVS in Afhganistan) Analysis Policy Priorities Policies on Safe and Child-friendly School, Curriculum Policy, Peace Education Policy, Equitable Access to and Strategies Education Policy Emergency Preparedness Programme, Curriclum Reform, Teacher Recruitment and Training Programme, Programme Relocation Plan, Refugee Students Registration Plan Design Costing and Humanitarian and emergency fund to education from various international sources, National governement Financing budget 500 Secured school constructions lead by MoE with UNOPS funded by USAID with immediate action, Action Plan Curriculum review and development by MoE, MoHE with UNESCO funded by Japanese Gov, for 2 years, etc. Monitoring and Conflict/Crisis indicators, Geographical Mapping related to conflict, School attack data, integrated into EMIS Evaluation structure

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# **Education Sector Plan Preparation: Planning for Crisis in Education Sector Plan**

# **Complexity of the various cross sectorial strategies/plan (Case of Jordan)**

- Education Law of 1994: Regulating Jordan's education system to be directed towards the formulation of a citizen who is able to achieve 18 objectives.
- 2. Jordan National Human Resource Development (HRD) Strategy 2016-2025 : Strengthening workforce, children and students, education providers and teachers, and community (led by King Abdullah II (Royal Court)).
- 3. Jordan 2025:

Long-term national vision based on a set of economic and social goals including educational outcomes, knowledge and skill of Jordanian people.

#### 4. Jordan Response Plan (JRP) for the Syrian Crisis 2016-2018:

Ensuring sustained quality educational services for children and youth impacted by the Syria crisis (led by Ministry of Planning and International Cooperation).

#### 5. EU - Jordan Compact 2016-2018:

Improving the living conditions of both Syrian refugees in Jordan and vulnerable host communities (related to TVET programme priorities in education sector).

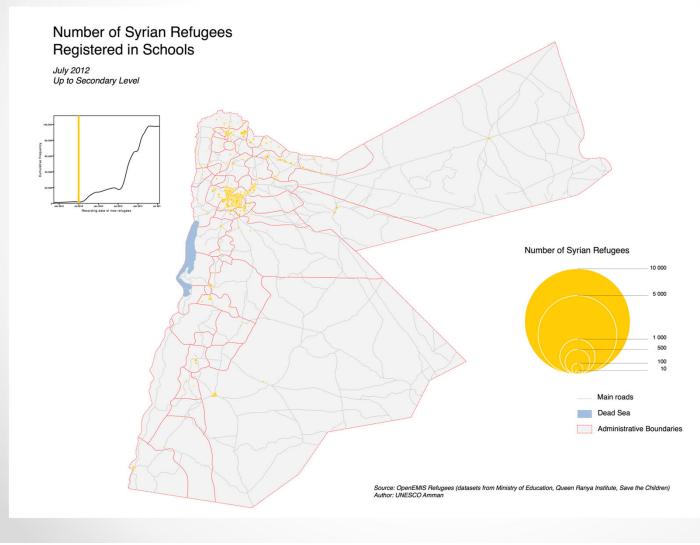
6. Education 2030 Framework for Action: SDGs4 etc.



Formulation of Policy Framework of Jordan National Education Strategic Plan (NESP) 2018-2022

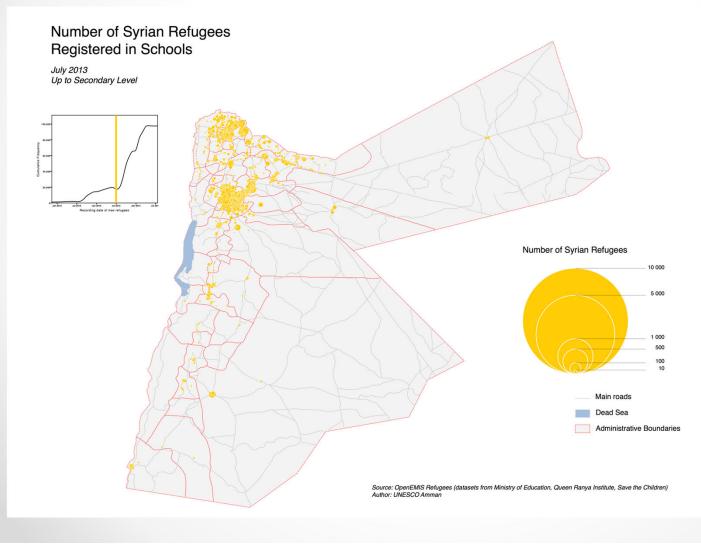
#### Sensitive to Context, Country-led and Participatory Process

Transition of Number of Syrian Refugees Registered in School in Jordan (EMIS Jul 2012)



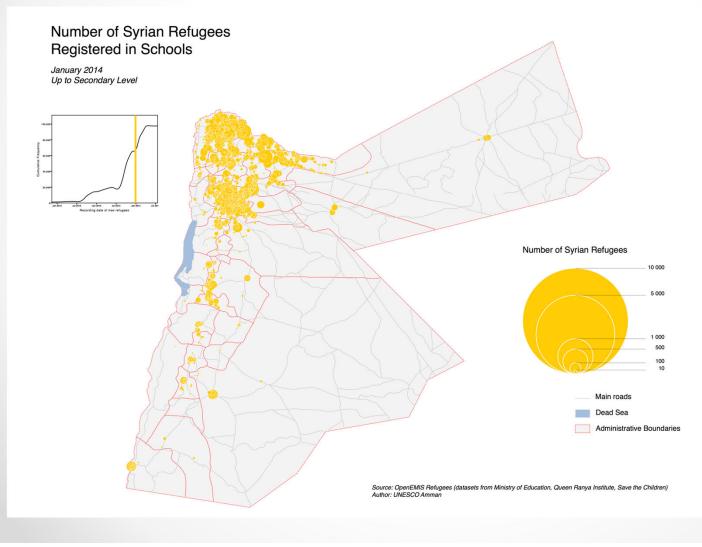
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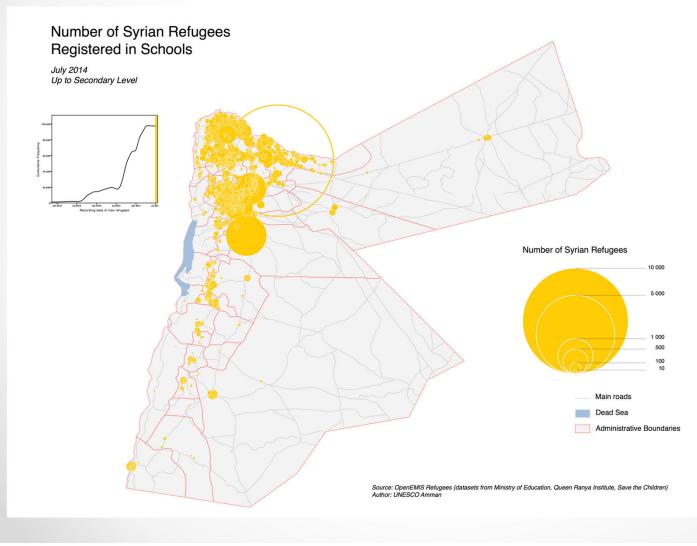
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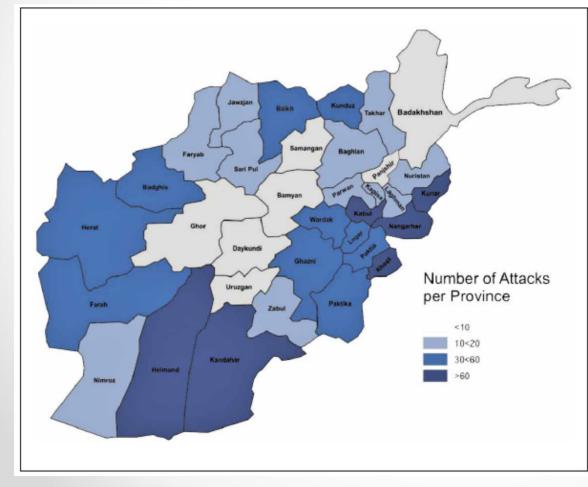
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#### Sensitive to Context, Country-led and Participatory Process

Number of School Attacks by Province in Afghanistan (UNICEF and MoE, 2006-2008)



- Equitable Access Increase of girl's education
- Quality of Education Safe learning environment (different level by province)
- System Strengthening EMIS with Risk & Crisis Management