

Introduction to Policy Analysis

Central Asia EFA MDA Technical
Workshop
5-9 February, 2007
Garnett Russell
UNESCO Bangkok

Overview of the Week

- Day 1: Introduction to Policy Analyst Framework and review of MDA Report Outline
- Day 2: Presentation and group discussion on disadvantaged groups and barriers to education and UBE
- Day 3: Presentation and group discussion on ECCE
- Day 4: Presentation and group discussion on Life Skills and Literacy

Outputs

- Day 1: Comments and suggestions for MDA Suggested Report Outline for Central Asia
- Day 5:
 - Policy Analyst Peer Group Presentation based on summary of discussions from the week
 - Country Group Presentations

Role of Policy Analyst

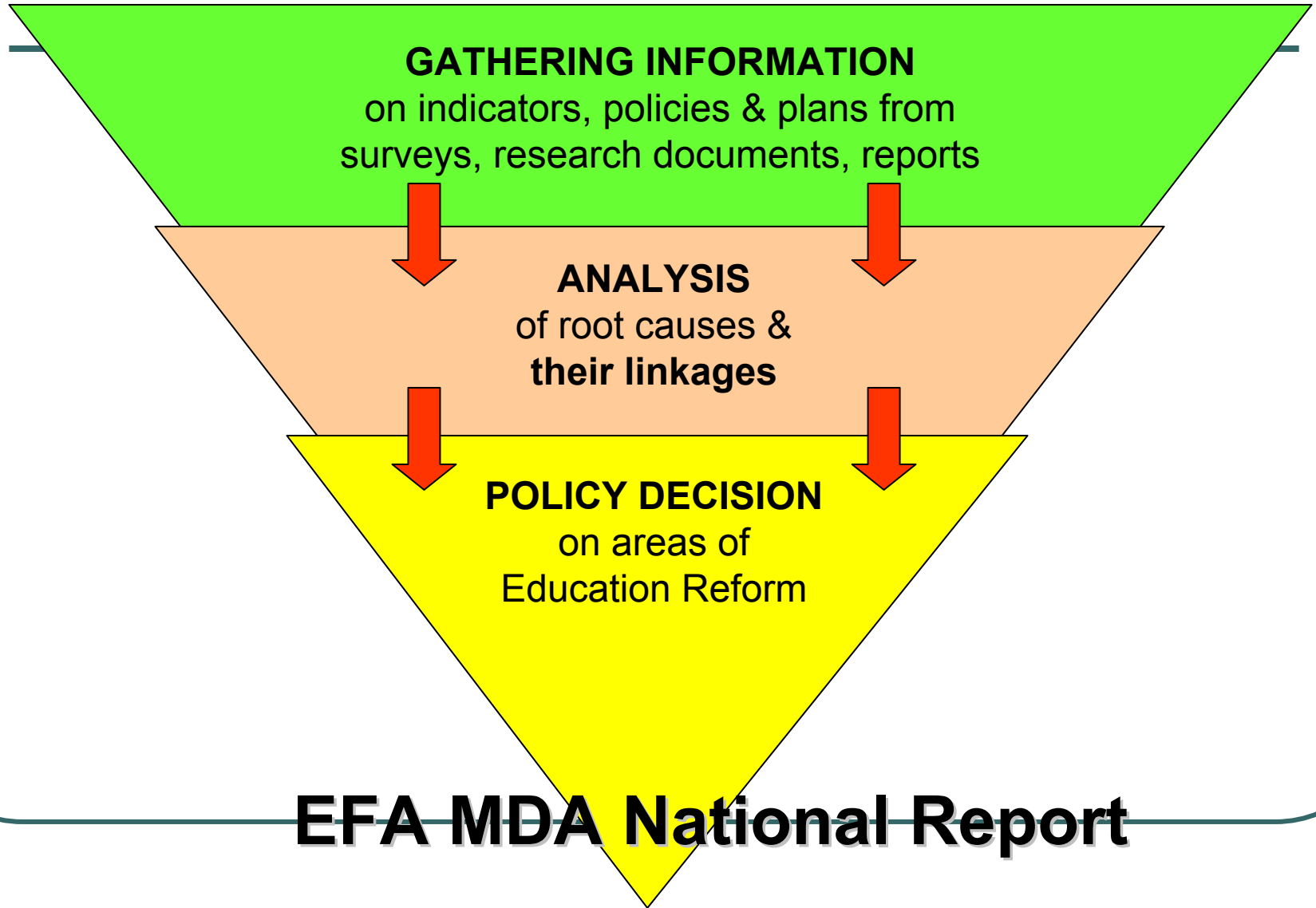
- Responsible for coordinating and supervising the writing and editing of the National MDA Report
- Analysis of background and education policy
- Incorporation of **disaggregated** statistics and indicators to show impact of policy and disparities



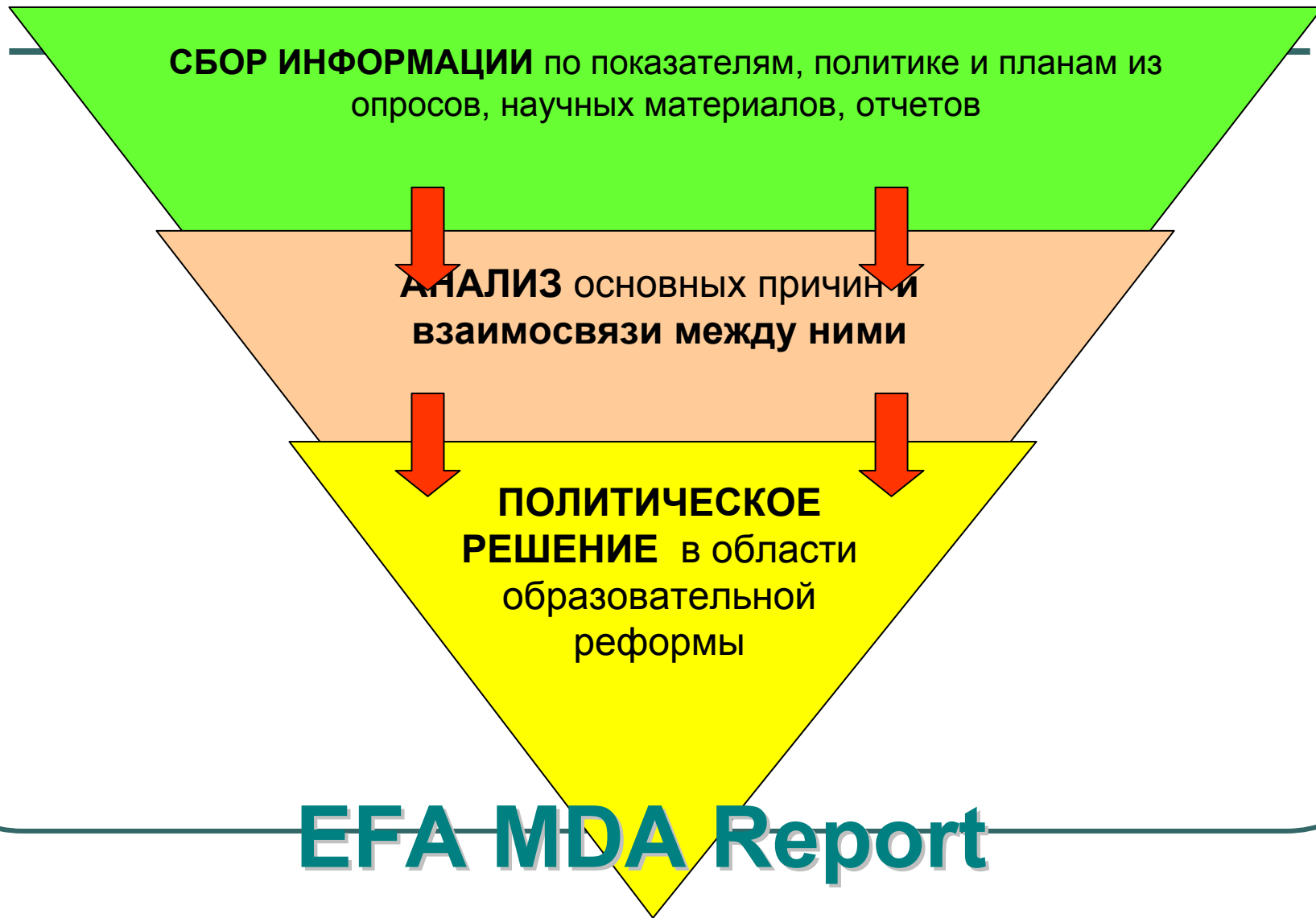
Policy Analysis for the National Report

- Utilizing evidence-based policy making
- Use of data and statistics to analyze impact of national policy
- Focus on analysis of **disparities** between social groups and geographic areas
- Focus on **gaps** in implementation of national policy at the sub-national level
- Focus on **equitable** access to **quality** education

Evidence-based Policy Making



Выработка тактики, основанной на реальных событиях



The EFA Goals and National Targets

Cross-Cutting Themes	1. ECCE	2. UPE/ UBE	3. Life Skills & 4. Literacy
Quantity – quantitative targets			
5. Gender equality and social disparities			
6. Quality of inputs, T-L process and outputs, outcomes			
Budget and finance			

Цели ОДВ и цели государства

Подсекторы -> Пересечение	1. Дошкольное воспитание и обучение	2. Общее начальное образование/ общее основное образование	3. Профессиональные знания молодежи и взрослого населения 4. Образованность
Качество – «для всех»			
5. Равенство полов и социальное неравенство			
6. Качество информации, процесс передачи знаний и получения знаний и результаты			
Бюджет и финансы			

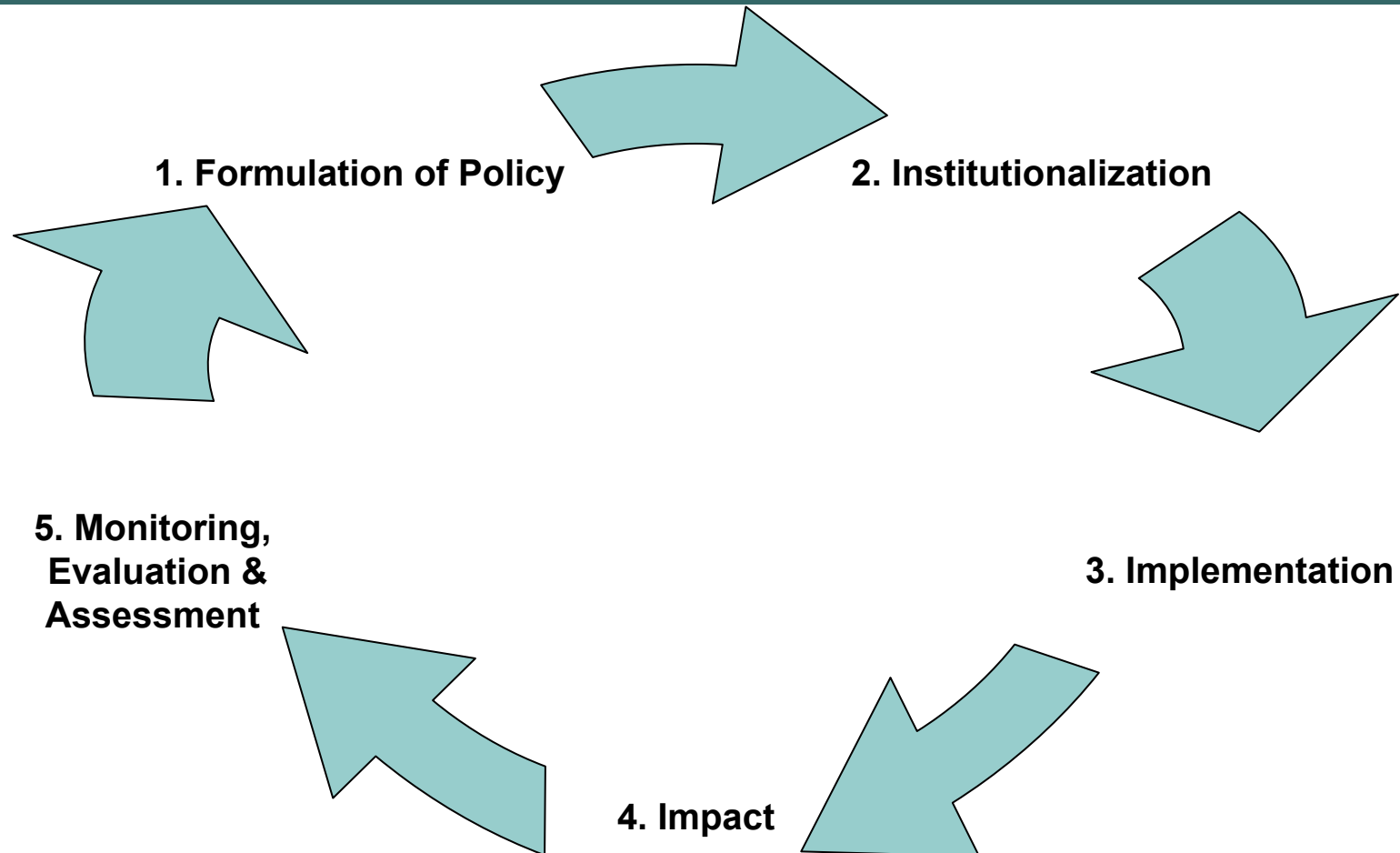
Analysis of Differential Impact: Sub-national Quantity, Quality and Equity

Who are neglected? What knowledge, skills ? How to increase access ? Cost-effective delivery? How to decrease disparities ? Contextual indicators analysis, eg. contextual gender analysis .	Early childhood	Formal Basic education	NFE Out-of-school youth & adults
Women and girls	?	?	?
People with disabilities	?	?	?
Ethnic minorities	?	?	?
Linguistic minorities	?	?	?
SES, Classes, Castes	?	?	?
Rural inhabitants	?	?	?
Migrants and displaced persons	?	?	?
People without legal status (birth registration, citizenship)	?	?	?
<i>Etc. list relevant neglected groups</i>	?	?	?

Анализ дифференцированного воздействия: количество, качество и справедливость на субнациональном уровне

О ком забывают? Какие знания, навыки ? Как повысить доступ ? Экономически выгодная отдача? Как сократить неравенство ? Анализ контекстных показателей, например, контекстуальный гендерный анализ .	Дошкольники	Официальное базовое образование	Молодежь и взрослые, не посещающие школу NFE
Женщины и девочки	?	?	?
Лица с физическими недостатками	?	?	?
Этнические меньшинства	?	?	?
Языковые меньшинства	?	?	?
SES, классы, касты	?	?	?
Сельские жители	?	?	?
Мигранты и перемещенные лица	?	?	?
Лица, не имеющие законного статуса (регистрация при рождении, гражданство)	?	?	?
И т.д., перечислить соответствующие «забытые» группы лиц	?	?	?

Policy Cycle



1. Formulation of Policy

Targets &
Goals

Budgeting
& Finance

Implementation
Agencies

Beneficiaries

2. Institutionalization

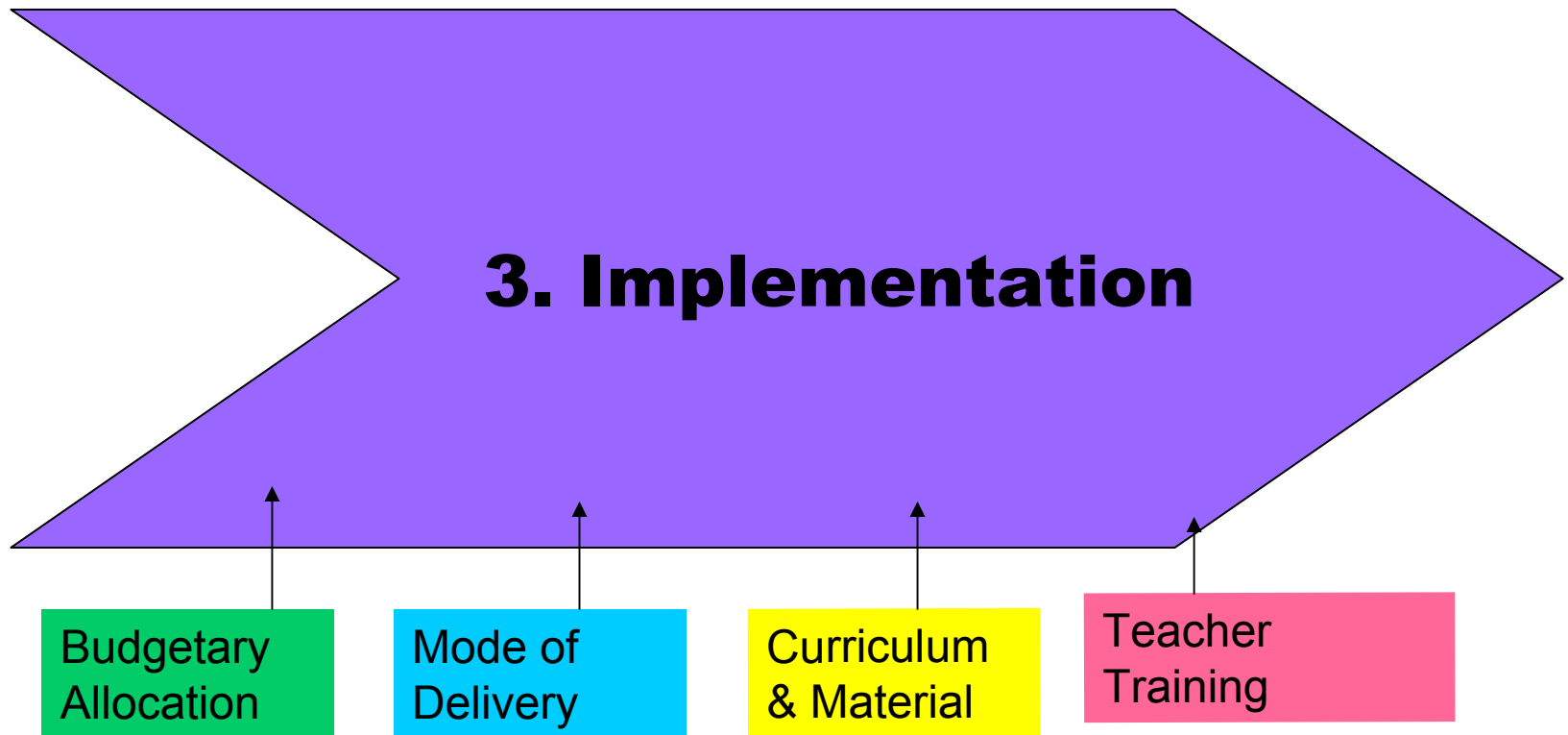
National
Constitution

Legislation
& Laws

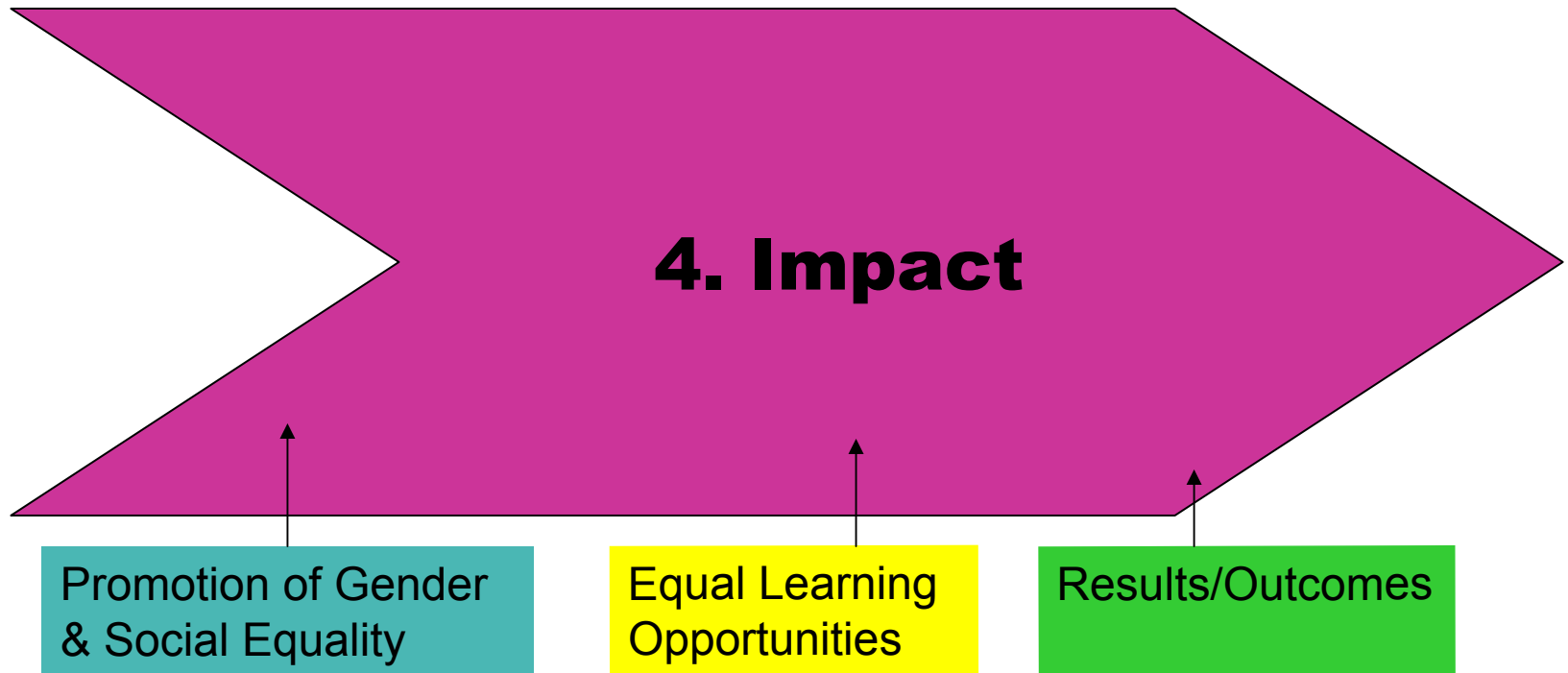
Budgeting &
Financing

Agency
Implementation

How the policy addresses different target groups



Analysis of disaggregated indicators





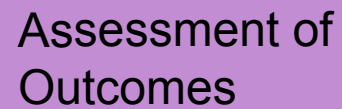
5. Monitoring, Evaluation & Assessment



Monitoring of
Implementation



Evaluation of
Strategy



Assessment of
Outcomes

Analyzing Factors to Explain Barriers to Education & Disparities

- **Supply side**
 - Political and institutional factors
 - Factors linked to the school
- **Demand side**
 - Socio-economic
 - Cultural factors which affect the behaviour and the choices of parents and students

Supply Side Constraints: Political & Institutional Factors

- Insufficient public support for the poor
- Political instability; Inconsistent educational policies
- Poor quality of education programmes
- Ill-adaptation of education systems to local learning needs
- Lack of clear strategy for women and girls' education
- Lack of public support for women in scientific activities
- Limited employment prospects
- Poor data collection mechanisms; Inadequate elements for progress assessment and policy formulation

Supply Side Constraints: School Factors

- Limited school/classroom space
- High school fees
- Distance from school
- Lack of school canteens
- Poor quality of hygienic facilities
- Stereotypes at school (curricula, textbooks)
- Low proportion of female teachers
- Teachers untrained/not sensitized to gender issues
- Lack of accommodations for or exclusion of pregnant adolescents and young mothers
- Sexual harassment; insecurity
- School curricula in conflict with traditional culture
- Orientation of girls/women to non scientific fields
- School calendar incompatible with farming cycles

Demand Side Constraints: Socio-Economic Factors

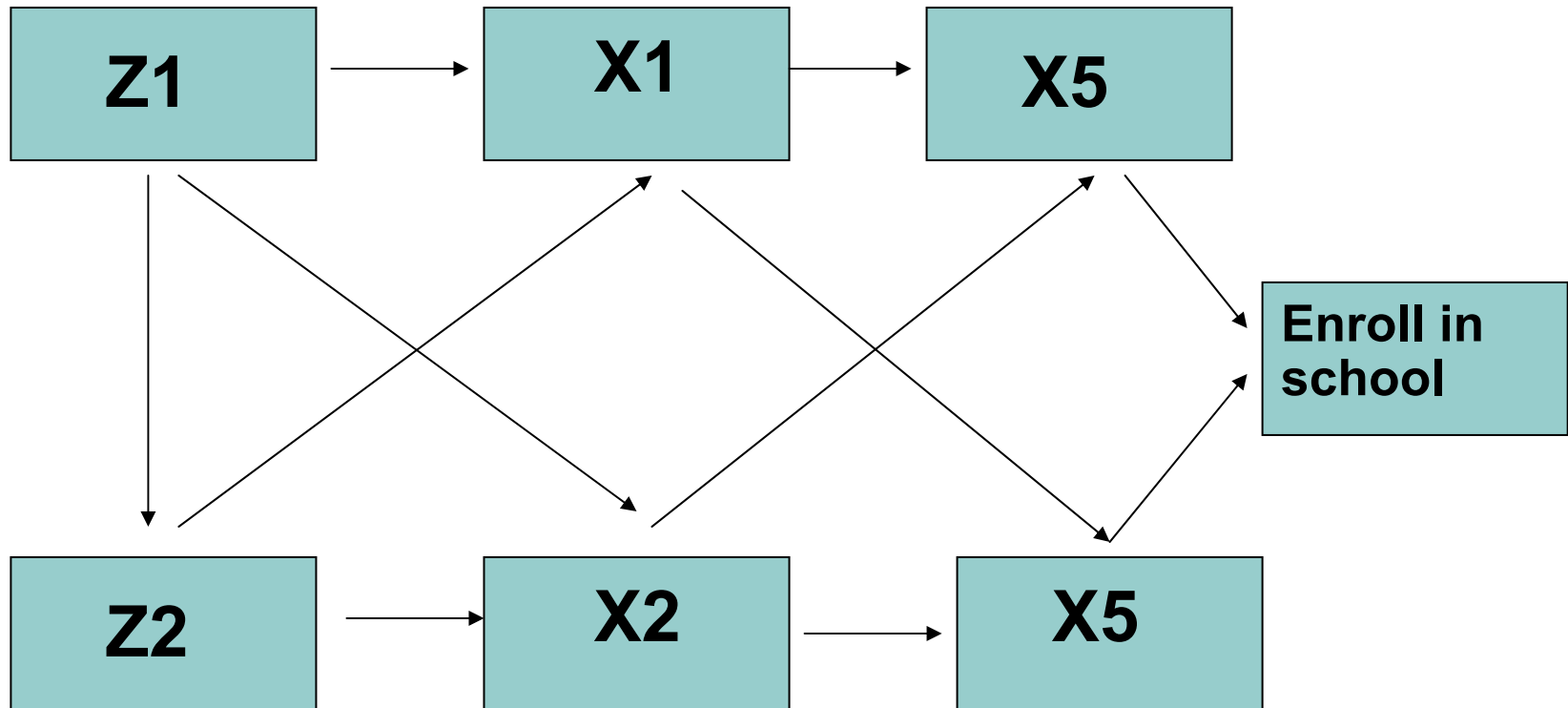
- Poverty
- Direct costs (fees, uniforms, transportation)
- High opportunity costs
- Girls needed for household/agricultural tasks
- Residence in remote, low population areas
- Lower rate of return
 - Limited employment opportunities for graduates
 - Lower remuneration for women

Demand Side Constraints: Cultural Factors

- Parents' low level of education
- Role of the girl/woman as a wife and mother
- Lower priority for girls' education
- Early marriages and pregnancies
- Girls' education perceived as incompatible with traditional beliefs and/or religious principles
- Sceptical attitudes towards the benefits and outcomes from educating girls with farming cycle

Hypothetical Causal Model

conditioning/policy factors (Z), immediate/individual factors (X)



Causal model

Explain differences in GER & NER

Conditioning factors: policy determined

- Legal requirement
Compulsory/
noncompulsory primary
education
- Budgetary allocation
- Availability of schools,
teachers and places
- Absence of clear
authoritative directive
- Language of instruction
- Laws on citizenship,
registration, work permit,
residence permit

Immediate factors

- Birth certification
- Citizenship
- Residence permit
- Work permit
- Legal ID card
- Poverty – household
income
- (Fear of deportation)
- Language barrier

Suggested Outline for National Report

- I. Introduction**
- II. National Education System**
- III. Analysis of the Six EFA Goals**
- IV. Challenges to Providing Education**
- V. Linkages between Goals in Lifelong Perspective**
- VI. EFA Strategies & Flagship Issues**
- VII. Managing International Support & Coordination of EFA Financing**
- VIII. Overall Conclusions & Recommendations**
- IX. References**
- X. Statistical Annex(es)**

I. Introduction



- A. Historical, Political, Social/Cultural, Economic Background**
- B. General Overview of Level of Development**
- C. The Role of Education in the Context of National Development**
- D. Data collection, sources, quality assurance**

II. National Education System

- A. Trends in educational development**
- B. Education policy, laws, and legislation**
- C. Education Structure**
- D. Education Financing**
- E. Assessment of EFA Coordination**

III. Analysis of the Six EFA Goals



- A. National Action Plan/Education Reform Program**
- B. Implementation of EFA Goal**
- C. Progress in Achieving EFA Goal**
- D. Implementation Gaps & Disparities**
- E. Successes & Challenges in Implementation of EFA Goal (quality and equality)**
- F. Recommendations for Adjustments**

III. Анализ шести целей ОДВ

А. Национальный план действий/программа проведения образовательной реформы

Б. Реализация цели ОДВ

В. Успехи в достижении цели ОДВ (показать характер изменений, используя самостоятельные показатели временного ряда)

Г. Пробелы и несоответствия в процессе реализации (показать несоответствия, используя самостоятельные показатели разных групп или слоев)

Д. Успехи и оставшиеся проблемы в реализации цели ОДВ (оценка воздействия политики и опыта)

i. В достижении социального и гендерного равенства в плане получения качественного образования

ii. Определить и объяснить, почему и в каких группах достижения были самые слабые

Е. Рекомендации по регулированию вопроса приоритетных групп для охвата неохваченных

Conclusions and Recommendations

IV. Challenges to Providing Education

V. Linkages between Goals in Lifelong Perspective

VI. EFA Strategies & Flagship Issues

VII. Managing International Support & Coordination of EFA Financing

VIII. Overall Conclusions & Policy Recommendations

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Reporting Strategy

- **Full technical report with detailed data analysis for planners and senior administrators**
- **Narrative report stressing policy implications for the Cabinet, the Council of Ministers, the Parliament, the National Education Council, etc.**
- **Summary version in non-technical language for local school committees, teachers, the press, and the general public**

Task Assignment for Group Discussion

- Review the suggested National Report Outline and provide suggestions and comments for the context of Central Asia
- Clarify any questions about the Report Outline and the Technical Guidelines

