



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

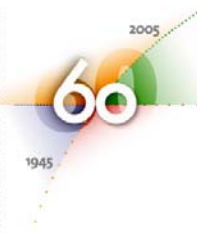
Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

National Education Policies



National Education Policies

Education has a major role to play in achieving sustainable human development. It is up to governments to establish coherent education policies. UNESCO can supply needed technical and programme design assistance.

Education reform is a constant concern of the Organization and its Member States. Countries must find the appropriate response in the face of constant economic, social, and political change combined with rapid scientific and technological innovation. The problems are often considerable and the allotted means limited. The difficulties are even more complex for nations facing the added challenge of administering a vast territory with diverse populations and a variety of institutional and educational systems.

A national education policy sets the major objectives and orientations while defining the government's priorities and strategies to achieve its goals. UNESCO's role is to supply technical assistance in order to implement the national education policies. This technical support is varied and depends largely on demand. It can vary from design and implementation of regional and national policies to focusing on a single area or specific programme. UNESCO support is available when Member States request it. These requests emanate from three types of countries:

- Member States wishing to undertake global education reform (long-term outlook and far-reaching change);
- Member States whose education system is in flux and in need of targeted change;

- Member States whose education system is in rehabilitation (emergency situation and short-and medium-term priorities).

REINFORCING NATIONAL CAPACITIES

UNESCO's action is based on a thorough analysis of the educational sectors, in coordination with governments and their partners, taking into account local requirements as well as institutional and national capabilities. The goal is to maximize external aid, adapt it to local needs and to make allotted resources more efficient. Technical assistance is implemented at the national level within the global framework of sustainable development, of the eradication of poverty, of gender equality etc...

One of UNESCO's missions is to help countries reinforce their institutional capacities. The goals for 2015 within the Dakar Framework for Action focus on developing coherent policies and producing credible action plans to achieve the goals of *Education for All* (see Education For All information sheet of September 5-11). UNESCO organized a series of surveys to evaluate the needs in terms of national capacity building. Most States reported a need for external support in order to formulate and to reinforce their educational plans and programmes, especially in the following areas:



Bai Chay 2 School, Vietnam
(J. O'Sullivan © UNESCO)

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Planning with Simulations

Simulating educational policies and strategies is a technical tool used to develop sector and strategic planning which allows various development scenarios to be examined. It makes it possible to test the feasibility of actions implemented. Educational planning based on studying scenarios allows a variety of options to be examined whether for the development of an overall system or for specific sectors. The scenarios take into account political options, their technical feasibility and any financial limitations.

- information systems for education management;
- sector analysis and policy evaluation;
- formulation of education policies;
- definition and estimate of available resources;
- macroeconomic framework;
- follow-up and evaluation mechanisms.

In response to these requests, UNESCO organized a series of training workshops for the exchange of experiences on different aspects of education policy such as analysis and development of education policies or planning and implementation strategies in cooperation with other development partners. This national capacity reinforcement approach has proven very successful and requests for assistance are on the rise. During the coming biennium, these actions will continue and expand to regional, national and local levels.

Education for All: a priority

UNESCO's priority is to plan and coordinate the Education for All (EFA) Programme within the Dakar Framework. National Action Plans must tackle the problems linked to strategic approaches as well as those due to lack of financial resources. Specifically, each Action Plan:

- is defined through consultation with all members of civil society;
- channels and coordinates support from all development partners;
- defines reforms needed to meet the EFA goals;
- sets up a schedule for long-term financing;
- focuses on action with precise deadlines;
- includes benchmarks to evaluate on-going progress;
- is integrated into wider poverty reduction and development frameworks.

To Find Out More

Education for All web site:
<http://www.unesco.org/education/efa>

Contact :

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