



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

UNESCO National Education Accounts

2. Country or countries where the practice is implemented *

Conflict affected countries

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

UNESCO

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

sustainable development; education capacity; education financing

6. What makes it a best practice? *

IEP-UNESCO experts contribute to the development of tools and methodologies to strengthen analyses linked to the costs and financing of education, and support ministries responsible for education, training, and finance in their decision-making.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

A National Education Account (NEA) enables a complete mapping of financing and spending flows in terms of education in a given country. Through a structured methodology, a NEA can organize a large quantity of data of a very diverse nature, originating from public and private financing. The aim is not only to ensure greater transparency in estimating the volume of resources mobilized for the sector, but particularly to report on their use. It is then a matter of detecting potential levers of optimization and better identifying resources to reach the objectives of SDG 4.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

*

In terms of implementation, the UNESCO International Institute for Education Planning (IIEP) develops sustainable educational capacity through:

- Training of education professionals, including through the Advanced Training Programme (Paris), the Regional Training Course (IIEP Buenos Aires) and courses on Sector Analysis and Management offered in cooperation with the University of the Gambia and the University Cheikh Anta Diop of Dakar. There is also regular short courses, through face-to-face or online, as well as tailored on-site or blended training.
- Technical cooperation to ministries of education and institutions to strengthen and expand countries own expertise. The Institute is engaged in joint work with fifty to sixty UNESCO Member States at any one time.
- Applied research that allows IIEP to anticipate the needs of education systems and proposes innovative solutions on educational issues including gender equality, integrity planning, governance and quality assurance, education financing, teacher careers and youth participation.
- Sharing knowledge with all actors in the education community. IIEP publishes a number of books, policy briefs and other documents each year aimed at planners, decision-makers, researchers, and development organizations. In addition, the website offers free downloads of more than 1,500 books, guidelines, and policy briefs; Planipolis, a portal of 190 countries' education plans and policies; the UNESCO Clearinghouse on HIV&Health in education; thematic portals on ethics and corruption, capacity development, decentralisation in education and many other resources.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

The following results were achieved in a success story from Jordan:

A national education sector plan captures the goals and strategies for transforming education, to become equitable, inclusive, and ready for the future. IIEP-UNESCO's work in Jordan reveals how important it is to bring together Ministry of Education officials and partners to take stock of the plan's implementation and ensure its relevance in a changing world. Jordan's current Education Strategic Plan (ESP) was first unveiled in 2018, with a bold vision for achieving the Education 2030 Agenda. Just two years in, COVID-19 impacted education across the globe, including in Jordan. The Ministry responded to the crisis quickly and formulated the Education During Emergency Plan, which introduced blended learning as a priority even in post-pandemic times. Still, a mid-term review of the ESP was warranted as an important opportunity to gauge progress and reevaluate strategies.

To conduct the mid-term review, IIEP, and UNESCO at large, worked with the Ministry of Education to establish and guide nine working groups. Six of them analyzed the different priority areas of the plan, from early childhood education, access, quality, and development to vocational education. The others covered monitoring and evaluation, costing and financing, and partnerships and coordination. Using different indicators, the groups analyzed the various trends in the education system and how to adjust the different educational strategies in place.

Signs of progress: One of the major achievements of the mid-term review was that it brought together a wide variety of education actors, including both technical professionals and senior ministry officials.

Ministry officials have also reported to IIEP that this is because of the broad involvement of education officials and partners, from the very initial planning steps through to this latest activity. The review, which started in 2021 and has now culminated with a final report, provided the big picture of what's happening in Jordan's education system. It brought to the forefront notable signs of progress – before COVID-19. From 2016 to 2020, enrollment grew by 160,000 learners and student learning improved for both boys and girls at age 15. The pupil-teacher ratio also remained relatively stable.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The following could be extracted as lessons learned:

1. Countries spend more on education than normally assumed

Before the national education accounts (NEA), Uganda and Nepal seemed to be spending less on education than Côte d'Ivoire and Viet Nam (around 2% and 4%, compared to 4.4% and 6% of GDP, respectively). When the NEA identified more funding sources, Nepal jumped into the lead: spending 9.3% of GDP, compared to 7.3% in Côte d'Ivoire and 7.9% in Viet Nam.

2. Households are major funders of education

Households fund a quarter of education expenditure in Viet Nam, a third in Côte d'Ivoire, half in Nepal and more than half in Uganda. As the report highlights, if the burden on family finances is too high, problems may arise with education access and equity.

3. Ministries of Education are not always the main government funders

The government is the main funder in most pilot countries (with the exceptions of Nepal and Uganda). Government funding also doesn't mean funding from the Ministry of Education alone. In Côte d'Ivoire, for example, government expenditure on education jumped by 9% after taking into account the contribution of the President's Emergency Programme and 17 other ministries. In Zimbabwe, previous data collection had overlooked the fact that the civil service commission pays the pensions of teachers and other education staff, which accounts for 11% of government expenditure on education. The report also found that In Viet Nam, the Ministry of Education is only responsible for tertiary institutions, and not even all of those. Every other level is decentralized to districts and provinces.

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice". What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

As part of the UN System, IIEP works at international, regional, and local levels with renowned public and private organizations, and actively participates in several networks to successfully achieve its mandate and its missions.

With more than 50 years of experience of developing capacity to design and implement education policies and plans that fit countries' needs and conditions, the IIEP will continue to play a unique role on the international stage, assisting countries with challenges yet to come.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<http://www.iiep.unesco.org/en/our-expertise/costs-and-financing-education>

<http://www.iiep.unesco.org/en>

<http://www.iiep.unesco.org/en/publications-en>

<https://unesdoc.unesco.org/ark:/48223/pf0000259870>