UNESCO
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Asia and Pacific Regional Bureau for Education

EFA Mid-Decade Assessment

**Meeting Report
7th Annual EFA Coordinators Meeting /
EFA Mid-Decade Assessment Planning Meeting**

**Assessment, Information Systems,
Monitoring and Statistics (AIMS) Unit**

24-29 October 2005
Bangkok, Thailand

EFA Mid-Decade Assessment
Education for All: Reaching the Unreached

**7th National EFA Coordinators Meeting/
EFA Mid-Decade Assessment Planning Meeting
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Meeting Report

Foreword

How close are countries to achieving the six EFA goals agreed to in the World Education Forum in Dakar, Senegal? With only a decade left to the 2015 target, what more can be done to ensure countries meet these goals?

UNESCO Bangkok, UNICEF and the Regional Thematic Working Group on EFA are working jointly to assist countries to conduct an assessment of progress and gaps towards the EFA goals and a mid-term review of education policies and reforms aimed at expanding the provision of education across various strata and groups in society. The assessment will also give special focus on unreached groups and on how to ensure they are not left out of the education system.

As part of preparations for the mid-decade assessment, UNESCO Bangkok's AIMS Unit, which is the Office of the UIS Regional Advisor for Asia-Pacific, and it's APPEAL Unit, in cooperation with UNESCO Headquarters and the UNICEF Regional Office, organized a regional planning meeting in October 2005. The meeting brought together representatives from 21 countries from South, South-East and East Asia.

The planning meeting was an opportunity for participants to learn more about the national and regional EFA mid-decade assessment and give their inputs and endorsement on the format, modality, timeline and output of assessment reports. The meeting also enabled participants to plan ahead for the assessment and discuss guidelines and a framework on developing national action plans for capacity-building towards the national assessments.

This meeting report contains a summary of the recommendations agreed to by participants during the planning meeting. It contains their suggestions on specific issues related to each EFA goal that should be studied as part of the assessment and recommendations on how to make the process participatory, relevant and effective. Thus this meeting report is useful for countries in planning for the national mid-decade assessment.

A series of meetings, capacity-building activities, and national and sub-regional launches of national assessments will be held in the next two years as part of the EFA mid-decade assessment. This report is the start of a series of reports aimed at assisting countries conduct national assessments that will feed into a regional synthesis report.

Sheldon Shaeffer
Director
UNESCO Asia and the Pacific Regional Bureau for Education

Education for All: Reaching the Unreached

Preface

Why are children not in school? What groups have been left out of our educational systems? Who should be targeted as a priority for attaining the goals of EFA?

The Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit, the Office of the UNESCO Institute for Statistics (UIS) Regional Advisor for Asia-Pacific, located in UNESCO Bangkok, was founded in 2003 to assist countries in the development of national capacity to answer these questions and conduct their own evidence-based policy management. Paramount to this is the capacity to formulate, monitor, evaluate and assess national policies.

In November 2003, the AIMS Unit initiated the Capacity-Building for Monitoring and Evaluation of Education Development Plans Workshop held in Bangkok. It was the first of a series of capacity-building activities undertaken in anticipation of the upcoming EFA mid-decade assessment and to help countries meet the imperative need for reliable data and data analysis for national decision-making related to education development plans.

The Unit has since then carried out capacity-building activities to strengthen national education statistical information systems and prepare countries for nationally-driven mid-decade assessment of EFA.

In October 2005, the AIMS Unit in cooperation with UNESCO Bangkok's APPEAL Unit, UNESCO Headquarters and the UNICEF Regional Office, organized the regional planning meeting for the EFA mid-decade assessment in conjunction with the annual National EFA Coordinators Meeting. Education statisticians who attended the meeting were given an extra three-day hands-on training in the measurement and analysis of disparities and the use of a common database for the production of indicators and reports, including sub-national analytical breakdown.

The previous EFA assessment in 2000 focused on the quantitative achievements. While this allowed the monitoring of percentage increase or decrease, it raises the question about the gaps in achievement: who are not yet enrolled and why?

For the attainment of national goals and the EFA targets, the groups who have been largely left out or left behind need to be included in the mainstream education.

For example, as stated in "In their own language…Education for All" (Education Notes, the World Bank, June 2003), 50 per cent of the world's out-of-school children live in

communities where the language of schooling is rarely, if ever, used at home. This underscores the biggest challenge to achieving EFA: a legacy of non-productive practices that lead to low levels of learning and high levels of drop-out and repetition. Under these circumstances, an increase in resources, although necessary, would not be sufficient to produce universal completion of a good-quality primary school programme.

This time around, the national EFA assessment aims to identify problems and issues, and evaluate policies and strategies for effective education reform to better formulate appropriate policies for attaining EFA by the year 2015.

Who constitute the unreached target groups? To whom and how shall the EFA address its educational reforms? Who have been left out of the Education for *All*? Participants to the October 2005 meeting tried to answer these questions which have been summarized in this Meeting Report. We hope countries, development agencies, NGOs and other stakeholders will find useful information from this publication that may aid in the national and regional EFA mid-decade assessment.

Ko-Chih Tung
UIS Regional Advisor for Asia-Pacific/AIMS Unit Chief

Acknowledgements

Education for All: Reaching the Unreached

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Commonly Used Acronyms

ADB	Asian Development Bank
AIMS	Assessment, Information Systems, Monitoring and Statistics Unit
APPEAL	Asia-Pacific Programme of Education for All Unit
CCA	Common Country Assessment
CDF	Country Development Frameworks
CLCs	Community Learning Centres
CWD	Children with Disabilities
DHS	Demographic Household Survey
EAPRO	UNICEF East Asia and Pacific Regional Office
ECCE	Early Childhood Care and Education
EDPs	Education Development Plans
EFA	Education for All
EMIS	Education Management Information System
ERP	Education for Rural People
EPR	Educational Policy and Reform Unit
FRESH	Focusing Resources on Effective School Health
GMR	EFA Global Monitoring Report
IE	Inclusive Education
IIEP	UNESCO International Institute for Educational Planning
ISCED	International Standard Classification of Education
LIFE	Literacy Initiative for Empowerment
MDGs	Millennium Development Goals
MICS	Multiple Indicator Cluster Surveys
MoE	Ministry of Education
NAP	National Action Plan
NFE	Non-Formal Education
NGOs	Non-Government Organizations
PISA	Programme for International Student Achievement
PRSP	Poverty Reduction Strategy Paper
SRF	Sub-Regional Forum
TOR	Terms of Reference
TWG on EFA	Thematic Working Group on EFA
TWGDC	Thematic Working Group on Disabled Children
UIE	UNESCO Institute for Education
UIS	UNESCO Institute for Statistics
UNDAF	UN Development Assistance Framework
UNGEI	United Nations Girls' Education Initiative
UNLD	United Nations Literacy Decade
UPE	Universal Primary Education

This document consists of the main presentations made during sessions focused on the upcoming EFA mid-decade assessment in Asia and the Pacific, and results of participants' discussions on particular EFA goals.

The narrative summaries of main presentations have been extracted from PowerPoint presentations and supplemented through UNESCO position papers and texts on the topics at hand. All original presentations are included in the CD-ROM attached with this report.

The editorial team apologizes for any discrepancies in the narrative summaries of the presentations, and advises that all references are made to the PowerPoint presentations to ensure clarity of message.

This Meeting Report attempts to summarize the proceedings of the aforementioned meeting and therefore does not necessarily reflect the institutional position of UNESCO. Furthermore, this document should not be considered as a methodological or technical reference for the EFA mid-decade assessment.

Introduction

In January 2000, the Asia-Pacific Conference on the EFA 2000 Assessment was held in Bangkok, Thailand. At the Conference, country representatives adopted a regional framework for action that eventually contributed to the Dakar Framework for Action adopted by the World Education Forum in Dakar, Senegal, in April 2000. An assessment of progress was made at the Dakar Forum and the collective commitment to ensure that EFA goals and targets are reached and sustained was renewed.

Following the World Education Forum, UNESCO Bangkok continued to support countries in the region by conducting regular meetings with National EFA Coordinators under the auspices of the Sub-Regional Forum (SRF) for East and South-East Asia. As the preparation of National Action Plans progressed, it was agreed that draft EFA plans could be shared with other EFA National Coordinators, EFA partner agencies and experts in order to learn from others' experiences and receive suggestions for possible improvement.

Sub-regional national EFA Coordinators meetings have been held annually since 2000 to provide the forum for information sharing on EFA issues and challenges, including updating each other on the general status of EFA planning and implementation in each country.

With EFA National Action Plans in place (or soon to be in place) in most countries, the National EFA Coordinators meeting has shifted its focus to provide support and assistance in EFA implementation and in the continuing process of plan revision. In recent years, meetings have taken a particular focus of interest. Themes for the 2003 and 2004 meeting were Adult Literacy/Non-Formal Education and Inclusive Education, respectively.

Fourteen countries from the sub-region are regularly invited to participate in the annual meeting of the National EFA Coordinators. These are Cambodia, China, Indonesia, Japan, Lao PDR, Republic of Korea, DPR Korea, Malaysia, Mongolia, Myanmar, Philippines, Thailand, Timor-Leste and Viet Nam. Member States from South Asia – India, Sri Lanka, Maldives, Pakistan, Bhutan, Nepal – attended the meeting for the first time. Afghanistan was also represented during the meeting.

For the first two days, the focus of the 2005 meeting was Early Childhood Care and Education, which is the theme for the 2007 EFA Global Monitoring Report. The next three days focused on planning for a national and regional EFA mid-decade assessment. This report is a summary of the last three days of the meeting, focusing on the EFA mid-decade assessment.

Education for All: Reaching the Unreached

EFA Mid-Decade Assessment (2006-2007)

Looking back at the major reviews of EFA in Amman, Jordan, in 1995, the regional EFA assessment in 2000 and the World Education Forum in the same year, it is clear that to achieve EFA, it is necessary for countries to not simply continue to review and reassess accomplishments and remaining challenges, but apply the lessons from the analyses of actual implementation of the policies, governance and strategies toward the attainment of the targets of the EFA Goals.

While the goals and targets set in Dakar are regularly monitored through the EFA Global Monitoring Report, periodic assessment is critical to resetting targets and plans for achievement. In looking forward to 2010 and then to 2015, it is essential to undertake a mid-decade assessment of national and regional progress towards the goals of EFA.

Whether for EFA, PRSP, MDG, EDPs, CCA/UNDAF or CDF, without data and analysis, informed policy discourse and decision-making are simply impossible. With timely, relevant and reliable data on hand, governments, Education Ministries, EFA National Coordinators and Taskforces will be better served to support intelligent and systematic assessment of the past, monitoring of the present, and planning for the future.

Meeting Objectives

The overall purpose of the meeting is to share updates within the sub-region on EFA planning and implementation at the country level and explore future strategies and mechanisms to support the challenges faced by National EFA Coordinators and Taskforces. The specific objectives are to:

1) Introduce the national and regional mid-decade assessment.

2) Seek input and endorsement on the format, modality, timeline and output of the national and regional EFA mid-decade assessment reports.

3) Develop national action plans for capacity-building towards the national assessments.

4) Provide regional input into the 2007 EFA Global Monitoring Report with focus on ECCE through discussions, national presentations and dialogue.

5) Present and discuss the regional implications of the 2006 EFA Global Monitoring Report on Literacy.

6) Update National Coordinators on the latest developments in the EFA movement.

Meeting Modalities/Proceedings

The National EFA Coordinators meeting was held concurrently with the planning and capacity-building workshop towards the preparation for the regional EFA mid-decade assessment. In this regard, heads of statistical and planning divisions within the Education Ministries across the region were invited to attend sessions with EFA National Coordinators. The National Coordinators also joined in the planning sessions for the mid-decade assessment.

Plenary presentations were made about each EFA goal followed by small group discussions. As part of the EFA mid-decade assessment planning, participants were divided into peer groups – National EFA Coordinators, ECCE coordinators, education planners, education statisticians and international partner agencies – to discuss and identify major issues to be assessed related to each EFA goal from technical professional angles. Peer groups were given the same set of questions to guide their discussions.

To facilitate discussions and to identify issues from substantive cultural angles, peer groups were further broken into sub-regional groupings: South-East, East and South Asia. The recommendations in this report are a product of these discussions and can serve as reference for planning and support to national assessment. Recommendations of areas for assessment and indicators to assess EFA will be considered in technical guidelines currently being developed. The medium for communication for the meeting was English.

Meeting Participants

Meeting participants were National EFA Coordinators, MoE-nominated education officers, education statisticians and education planners from the 21 countries represented during the meeting. Education staff from the UNESCO Asia and Pacific Regional Bureau for Education, and education officers from UNESCO Field Offices in the region also attended.

Also present were regional UNESCO Institute for Statistics officers, an ECCE programme specialist from the UNESCO Headquarters, a representative from the EFA Global Monitoring Report team in Paris, and education officers from UNICEF East Asia region. Members of the Thematic Working Group on EFA were also present, including representatives of regional and international NGOs and donor agencies, and regional and country level UN agencies supporting EFA initiatives. The list of participants can be found on the Annex.

UNESCO Bangkok through the Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit, which is the Regional Office of the UNESCO Institute for Statistics, and the Asia-Pacific Programme of Education for All (APPEAL) Unit, organized the meeting.

1

Introduction to the National and Regional Mid-Decade Assessment

1.1 Introduction

Ko-Chih Tung, Regional Advisor, UNESCO Institute for Statistics

This section presents a summary of the background and preparations for the national and regional EFA Mid-Decade Assessment (2006-2007) and Mid-Term Review (2007-2008) for the Asia and the Pacific Region.

The theme of the assessment is "reaching the unreached", focusing on quality and equality in access and participation in achieving each of the six goals of EFA. The current lead coordinating agencies are UNESCO and UNICEF. The World Bank, Asian Development Bank, UNDP, UNFPA, ILO and other agencies, especially the bilaterals and NGOs who are active supporters of education-sector development, are very welcome, indeed acutely needed, to join this concerted assistance to national assessments.

Background

Education for All (EFA) is a basic human right at the heart of development. EFA was recognized by Article 26 of *The Universal Declaration of Human Rights* adopted in 1948 by the General Assembly of the United Nations, and then over 40 years later at a world conference on Education for All held in Jomtien, Thailand, in 1990. Participants from 155 countries and representatives of 160 governmental and non-governmental agencies adopted a World Declaration on EFA, reaffirming the notion of education as a fundamental human right and urging nations of the world to intensify their efforts to address the basic learning needs of all. The Jomtien Framework for Action to Meet the Basic Learning Needs spelled out targets and strategies for reaching the EFA goal by the year 2000. The key points and principles included universal access to learning; a focus on equity; emphasis on learning outcomes; broadening the means and the scope of basic education; enhancing the environment for learning; and strengthening partnerships.

In 1998-1999, participating countries were expected to assess their progress toward the EFA goals, and UN EFA convening agencies were meant to assist in this endeavor

(EFA 2000 Assessment), in anticipation of the end-of-decade review. In April 2000, the World Education Forum was held in Dakar, Senegal. The Forum provided the opportunity to respond to the assessment of the achievements, lessons and failures of the 10-year period since the Jomtien Declaration. There were more than 1,100 participants from 164 countries ranging from teachers to prime ministers, academics to policy-makers, political activists to the heads of major political organizations. It included national assessments of the progress achieved since Jomtien in 183 countries, the problems encountered and recommendations for future action. In some parts of the world, the assessment showed that although the barriers to achieving EFA are formidable, progress had been achieved in proving that EFA is a realistic and achievable goal. However, in other parts of the world there was very little progress and, in some cases, even reversals.

EFA 1990-2000: Weak or No National Capacity for Systematic Assessment

The Jomtien Declaration had foreseen the need for national monitoring of progress toward the attainment of the EFA goals. It was assumed that, along with the education reforms to fulfill their commitments to the EFA goals, Governments, as a matter of good governance, would monitor the implementation and assess the outcomes of their policies. However, it became clear that there was a lack of follow-through with investment in the long-term process of national capacity-building of this monitoring function[1]. A review of the original EFA goals was undertaken in 1995, in Amman, Jordan – a review in which most countries received little help to prepare a status report. The need for disaggregated data (to better identify disparities) was clearly highlighted, especially by UNICEF.

Nine years went by and less than a year before the Dakar Conference, countries were invited to submit the end-of-decade "EFA 2000 Assessment Report." The lesson learnt from this assessment and the mid-term review in 1995 was that at least two years are required to conduct proper and relevant nationwide data collection and analysis in developing countries where the necessary infrastructure is absent or inadequate. Many countries submitted reports written by agency-sponsored foreign consultants who had to rely upon poor and out-dated data.

In almost all cases, the reports for the EFA 2000 Assessment which relied largely on school administrative data aggregated at the national level left many areas in the dark, especially those areas not covered by the formal primary education – ECCE, life skills,

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[1]   With the new broader and more complex set of EFA goals set at the 2000 World Education Forum (Dakar, Senegal), these limitations were further exacerbated. The six goals of EFA pertain to early childhood care and education (ECCE), primary/basic education, life skills, literacy, gender equality and quality of education.

literacy, non-formal education, quality – and sub-national variations in the impact of the education reforms since the Jomtien Declaration. Who constitute the unreached target groups? To whom and how shall EFA address its educational reforms? Who have been left out of the Education for *All*?

Objectives

The EFA mid-decade assessment intends to assess progress and gaps in the achievement of national and global targets and goals of Education for All, particularly identifying inequalities in access, participation and benefits among a diverse range of stakeholders.

Specifically, national and regional activities aim to identify disparities and inequalities within national education systems, identify problems, issues, policies and strategies of education reform in various sub-regions of Asia and the Pacific, and better formulate appropriate policies for attaining EFA by the year 2015.

Preparations for EFA Mid-Decade Assessment and Mid-Term Policy Review

Following the Dakar Conference, Strategy 11 of the "International Strategy to put the Dakar Framework for Action on Education for All into Operation" (UNESCO 2002) refers to "systematically monitor progress towards EFA goals and strategies at the **national, regional and international levels.**" Further, to improve EFA monitoring, partners will cooperate to:

- Improve the quality of data collected in each country
- Build national capacity for data collection and analysis
- Improve the analysis of EFA progress
- Develop measures for the performance of international agencies, bilateral agencies, and NGOs and their partnerships with countries
- Facilitate the exchange of information and data collection methods between countries

As a partner in this process and learning from the lessons of the past experience, the Office of the Regional Advisor for the UNESCO Institute for Statistics (UIS) has been assisting countries for the past three years in the development of national capacity to conduct their own evidence-based policy management, including the capacity to formulate, monitor, evaluate and assess their own policies. To assist countries, UNESCO Bangkok and the UIS Office of the Regional Advisor established the Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit. This programme initiated a workshop on Capacity-Building for Monitoring and Evaluation of Education Development Plans, held in Bangkok from 24 to 29 November 2003. It was

the first of a series of capacity-building activities undertaken in anticipation of and preparation for the upcoming EFA mid-decade assessment and in relation to the imperative need for sound and reliable data and data analysis for national decision-making related to education development plans.

Orientation and Planning National Assessments

The 7th National EFA Coordinators Meeting/Mid-Decade Assessment Planning Meeting was organized as a regional planning meeting for the assessment by the AIMS Unit in cooperation with the APPEAL Unit of UNESCO Bangkok, UNESCO Headquarters and the UNICEF Regional Office.

The meeting brought together National EFA Coordinators, education planners and statisticians and ECCE focal points from 21 countries from South, South-East and East Asia, together with subject specialists, including linguists, child development specialists, special-needs education specialists and special interest NGOs, to discuss the direction forward for national and regional assessment.

Working in sub-regional groups, the participants identified the major issues to be assessed and drafted work plans for national assessment with regard to each of the six EFA goals. The statisticians received an additional three days of training in the measurement and analysis of disparities and the use of a common database (DevInfo) for the production of indicators and reports, including sub-national analytical breakdowns. A similar workshop was held in November 2005 for the Pacific Island States.

Subsequently, the EFA High Level Meeting in Beijing, from 28 to 30 November 2005, and the EFA Fast Track Initiative (FTI) meeting on 1 and 2 December 2005, gave opportunity for a side meeting of the UNICEF Headquarters and field office education progamme officers from all regions of the world, during which the Asia-Pacific plans and strategies for the EFA mid-decade assessment were discussed. It was agreed that UNESCO and UNICEF will join forces to assist and facilitate countries to carry out the assessment exercise and to encourage other agencies, both multilateral and bilateral, as well as NGOs to join.

The Regional Thematic Working Group on EFA, consisting of UN partner agencies and relevant international NGOs and civil society organizations, agreed in early 2006 to provide coordinating and advisory services to participating countries in the region. The UNESCO Regional Bureau for Education will work jointly with regional counterparts from UNICEF on this activity.

The planning and mobilization of funds at the national level should be undertaken by the responsible ministry with support and cooperation from the local UNESCO and

UNICEF offices, the United Nations Country Team and multilateral and bilateral donors. Regional mechanisms will provide assistance through coordination and capacity-building towards the preparation and development of national assessment reports.

Analysis of Disparities in the Levels of Quality Education

The previous assessment focused on quantitative achievements in terms of gross and net enrolment rates and the like. This allows the monitoring of percentage increase or decrease, but ignores those who are not yet enrolled and those who have dropped out or have been pushed out of school. For the attainment of the national goals and targets of EFA, the minorities who have been largely left out or left behind need to be included in mainstream education. For example, "50 per cent of the world's out-of-school children live in communities where the language of schooling is rarely, if ever, used at home. This underscores the biggest challenge to achieving EFA: a legacy of non-productive practices that lead to low levels of learning and high levels of dropout and repetition. In these circumstances, an increase in resources, although necessary, will not be sufficient to produce universal completion of a good-quality primary school programme." (Education Notes, the World Bank, June 2003)

Across the region, quality education is unevenly distributed across sub-national target groups. It is necessary to focus the upcoming assessment on **reaching the unreached**. Using methods and tools for the analysis of sub-national disparities with regard to various unattained goals and unreached target groups, participating countries in the region will be encouraged to undertake activities to identify disparities and inequalities within national education systems.

National assessment aims to identify problems, issues, policies and strategies of education reform in various regions of the world in order to better formulate appropriate policies for attaining EFA by the year 2015. Where relevant data are available, **statistical analysis** will focus on the disparities in access to various levels of quality of education across various strata and groups in the society:

- Religious, linguistic and ethnic groups
- Castes, classes and other social stratifications
- Gender
- Children with disabilities
- Residents of remote areas/border regions
- Undocumented people, non-citizens, non-registered residents
- Migrants, refugees and their children
- The extremely poor

Policy analysis will examine the implementation of education policies and reforms for expanding provision of education across various strata and groups in the society. For each of the six goals, the policy analysis will examine how the groups are affected in various stages and levels of education provision:

1. Policy formulation and legislation

2. Budgetary policy measures

3. Administration and implementation

4. Admissions by education provider institutions

5. Teacher education for teaching the target groups

The objects of analysis will include policy, governance and coordination; implementation strategies and resource deployment; delivery systems (courses and programmes) and learning outcomes; systems of monitoring and assessment of implementation agencies, service providers and intended beneficiaries.

The assessment will further consider the following factors:

- Comparisons of quality and curriculum in minority/majority schools

- Comparisons of attitudes, aspirations and expectations of pupils, parents and community members in minority/majority districts

- Education provided by organizations and agencies outside the ministry (NGOs, Government agencies, community organizations, etc.)

- Education statistics on the target groups

Many different **sources of data**, policy information, evaluation reports and case studies will be utilized. Please note the following:

- In addition to the usual school-based statistics, participating countries will be encouraged to use existing data collections, such as the population and housing censuses, various household surveys, labour force surveys, household income and expenditure surveys, etc.

- National inclusive education policies on minorities, disabled, and the extremely poor will be analysed in terms of their impact on the intended beneficiaries.

- The national assessment exercise will motivate and accelerate national data collection, analysis and reporting.

- The exercise will generate materials that may be of use to the EFA Global Monitoring Report (GMR), which is independently conducted on a global scale.

- Case studies may be undertaken, especially in areas where standard statistics are not available and inadequate.

- The structure and process of implementation should be examined carefully to identify how the policies were differently implemented with regard to the different target groups.

The current plan aims to mobilize national and regional organizations and resources and produce a first draft of national working reports with raw data[2] by the end of 2006, which would enable the GMR Unit to further follow up any useful materials from the global reporting point of view.

Subsequently, the country teams will continue to work on the analysis and policy-anchoring of the reports to be ready before the end of 2007. The Sub-regional Syntheses of the assessment should be available for a 2008 Regional Policy Review for setting the agenda for the remaining period up to 2015.

National, Regional and Global Monitoring and Assessment

Above all, it is the prime responsibility of the Government, which is accountable for its own policies, to implement, monitor and assess the education reform processes and outcomes in their own countries. The main expected outputs of the EFA mid-decade assessment are national assessment reports from participating countries in the region.

An output at the regional level will be a Regional Synthesis Report, summarizing the major issues and patterns of achievements and remaining disparities drafted by a group selected by the country teams of the respective sub-regions. The policy implications for the remaining period up to 2015 will be the themes of the subsequent regional policy review.

Predictably and rightfully so, the resultant national reports on internal disparities in the achievement of quality education will be largely for internal use as part of their own national development plans and strategies. The sub-regional and regional synthesis reports can also be used by the sub-regional, regional and international bodies concerned with education and other development goals.

All the above does not exclude or replace the need for an "independent" Global Monitoring Report. Instead, as the national assessments are largely inward-looking

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[2]   Caveat: Please note that the "raw data" utilized by the countries for their internal analysis are often not ISCED standardized and UIS quality-controlled and therefore may not be appropriate for comparison across countries with different education structures. For comparative purposes, you may refer to the data set published by UIS (www.uis.unesco.org).

and somewhat parochial in details, the unique role of the GMR, with a focus on global themes and strategies, is enhanced. Only the GMR can take a global perspective, further strengthened by the availability of the details at country levels.

1.2   Guidelines on the Mid-Decade Assessment

Ko-Chih Tung, Regional Advisor, UNESCO Institute for Statistics

All countries in the region are invited to participate in the EFA mid-decade assessment and take charge of their own **national EFA assessment** in line with the calendar presented in the text box on the next page. The management of the national assessment will be the responsibility of the National Government as this is critical to the ownership of the process.

Preliminary assessment tasks include the following:

Set up

- Designation of an inter-agency methodological advisory and/or steering committee to guide the assessment objectives, content, strategies, and methods.

- Drafting of terms of reference for the overall assessment committee and the designation of specific membership.

- Identification of issues of funding, national capacities, and subsequent needs for advisory services, technical assistance and capacity-building.

- Cost estimation and financial planning.

- Design and development of an analytical framework, methods, schema, and indicators for assessment.

Implementation

- Design and development of data collection from various sources:
  - NSO demographic censuses and household surveys
  - Ministry administrative data collection
  - Multiple Indicator Cluster Surveys (UNICEF)
  - Specialized case studies and sample surveys

- Data analysis, utilizing internationally accepted indicators, measurement and analysis of inequalities and disparities.

- Policy analysis, interpretation of findings, formulation of conclusions and recommendations.

Validation and finalization

- Drafting of findings, conclusions, and recommendations.
- Validation process via a consultative forum of stakeholders, including the education providers and representatives of the target learner-groups.
- Publication of the report.

1.3 Activities

The calendar of activities (timetable on the right) has been proposed through 2008. Activities proposed here include those to be undertaken by national assessment committees with support from partner agencies. Further elaboration on these events will continue through on-going consultation with national stakeholders and regional partners.

1.4 Introduction to DevInfo

Presenter: Kulapranee Emyoo UNICEF East Asia and Pacific Regional Office

Timetable for the EFA Mid-Decade Assessment and Mid-Term Policy Review

2006

- **First Quarter:** prepare and distribute general guidelines and background concept paper; regional strategy meeting and launch of national assessments
- **Second Quarter:** distribution of technical guidelines and proposed national report outline; advisory and technical assistance missions and national workshops
- **Third Quarter:** sub-regional capacity-building workshops and peer review of draft policy reports, data compilation and analysis workshop
- **Fourth Quarter:** draft national data and policy analysis reports

2007

- **First Quarter:** penultimate draft of national reports (technical working document) and initial draft of regional synthesis report
- **Second Quarter:** final national reports approved and released by governments
- **Third Quarter:** sub-regional peer review of draft sub-regional synthesis reports
- **Fourth Quarter:** regional synthesis report

2008

- Mid-term regional policy review

The mid-decade assessment will rely on technologies developed and implemented by UNICEF and implemented in countries throughout the region. DevInfo[3], developed first by UNICEF as ChildInfo and later offered to the UN, serves as a tool for monitoring and dissemination of data related to common strategic monitoring frameworks, such as the Millennium Development Goals (MDG). The DevInfo source code is the property of UNICEF, but DevInfo can be used by anyone who has the software. UNICEF has

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[3]   More information on DevInfo can be found online at: www.devinfo.org.

absolutely no restrictions on the database and its use; in fact, drawing upon its Mission Statement, UNICEF has obligations to advocate, mobilize resources and work with all UN agencies, governments and partners to ensure the realization of child rights.

Information sharing/dissemination and encouraging partners to use the information is one of the best ways to carry out this mission. At the country level, UNICEF office(s) and its UN partners will have the right to freely distribute DevInfo.

Figure 1. DevInfo Mapping (Primary Completion Rate in Viet Nam)
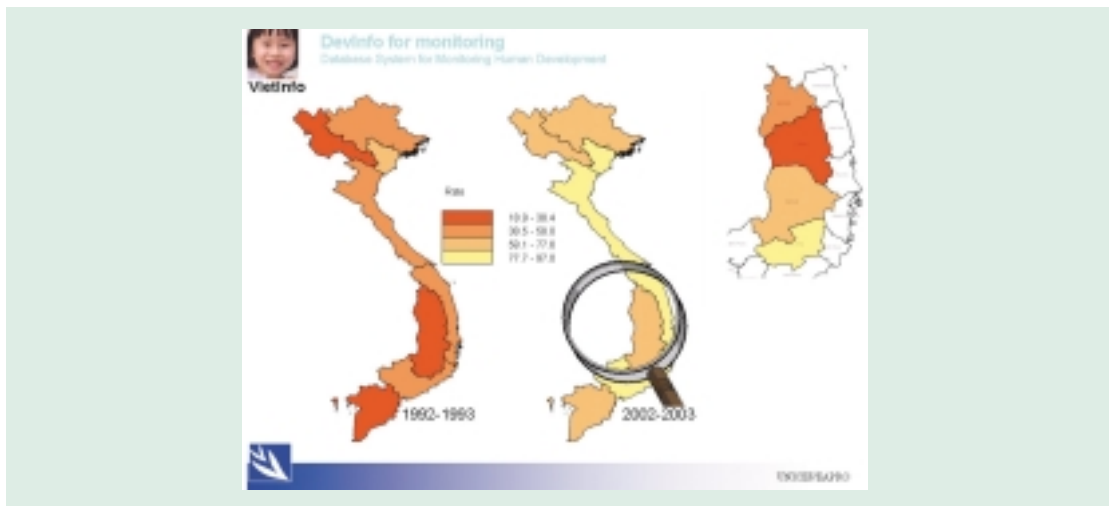
The Advantages of DevInfo

All data compiled in one system
Easy retrieval and presentation of data
Allows analysis of trends over time
Multiple sources of data
Strengthens national monitoring
Geography linked to maps
Ten levels of geography
Adaptation and ownership
Global and user-defined goals/indicators
Metadata definitions
Integrated with MS Office
Easy to share databases
Supported by technical teams
Free
Soon to be web-enabled

In many countries throughout the Asia and the Pacific region, DevInfo has been introduced and implemented for the monitoring of MDGs, national development strategies and poverty reduction strategies. This software package will be tailored for the purposes of the assessment and integrated into national databases whenever possible for wider distribution and use.

The key elements of DevInfo include:

- data storage – serving as a national repository and common database for use beyond EFA

- documentation – by indicator, goal, target and source, with provisions for the inclusion of metadata

Education for All: Reaching the Unreached

Figure 2. DevInfo Graphs (Net Enrolment Ratio in Primary Education)
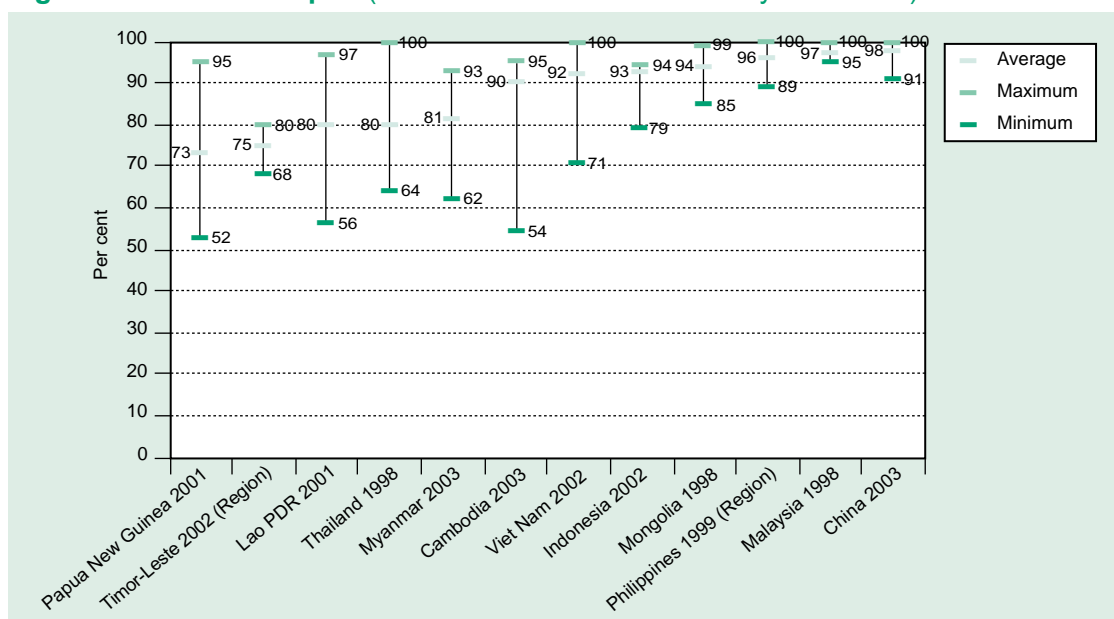
- presentation – facilitating the creation of tables, graphs and maps
- usage – towards decision-making and programming

Capacity-building is planned through a series of sub-regional training workshops with the objective of providing national counterparts with the necessary skills and tools for the use of DevInfo in the EFA mid-decade assessment.

Editor's Note: *During the introduction to the mid-decade assessment, several key resource persons were invited to present on issues critical for review and consideration in the upcoming assessment.*

1.5   Languages in Early Education

Presenter: Jim Smith, SIL International

Of the 6,000 to 7,000 languages spoken in the world today, only about 300 are spoken by over 90 per cent of the world's population. More than half of the world's remaining languages are endangered, and over 60 per cent of these languages are found in the Asia and Pacific region[4].

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4   Paraphrased from foreword by Sheldon Shaeffer, First Language First: Community-based Literacy Programmes for Minority Language Contexts in Asia, UNESCO 2005.

The UN Literacy Decade International Plan of Action, Implementation of the UN Resolution A/56/116 recognized formally the importance of language, stating that "literacy for all will be effectively achieved only when it is planned and implemented in local contexts of language and culture… literacy policies must also recognize the significance of the mother tongue in acquiring literacy and provide for literacy in multiple languages whenever necessary."

Many countries in Asia have one, or often more, ethnolinguistic minority groups[5]. Significant barriers remain in the provision of education in mother tongue languages. However, this is seen as prohibitive in terms of finance and staffing and, thus, given low priority within the education system.

Figure 3. Number of Languages in Select Countries in Asia
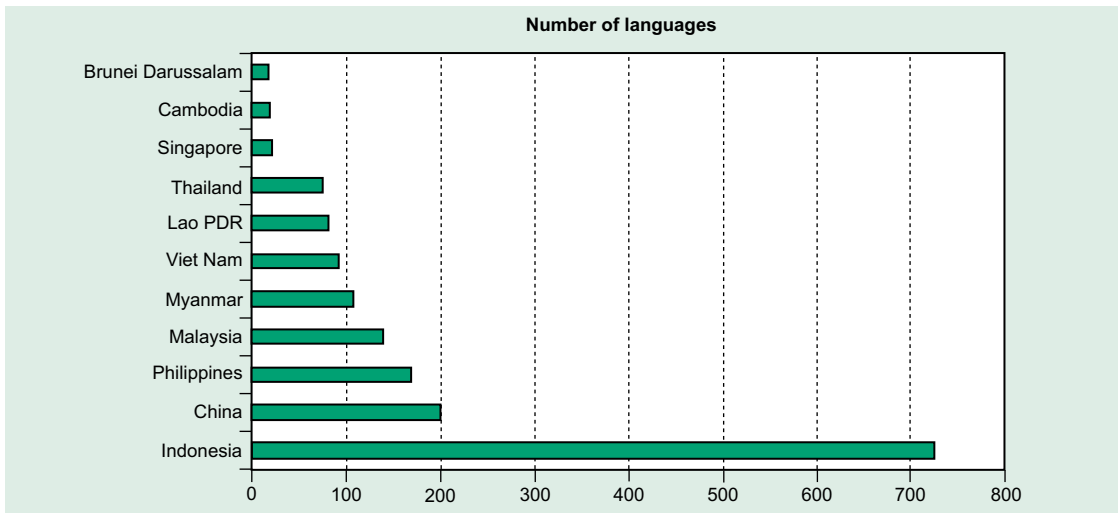
Papua New Guinea serves as a model country for effective implementation of multilingual education. With more active languages than any other country in the world, Papua New Guinea has been successful in implementing reform to include a multiplicity of languages in primary education, thus improving outcomes, preserving local culture and achieving financial sustainability. This example should be considered a model for success.

Using simulated analysis, Grin (2005) demonstrates the likely implications of multilingual primary education in relation to cost over a five-year period. The simulation model suggests a measurable reduction in costs.

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[5]   A minority language is defined as a language unique to a group of people, who in terms of numbers are fewer than the predominant group in a given area.

Figure 4. Access to Education

Population with access to education in first language
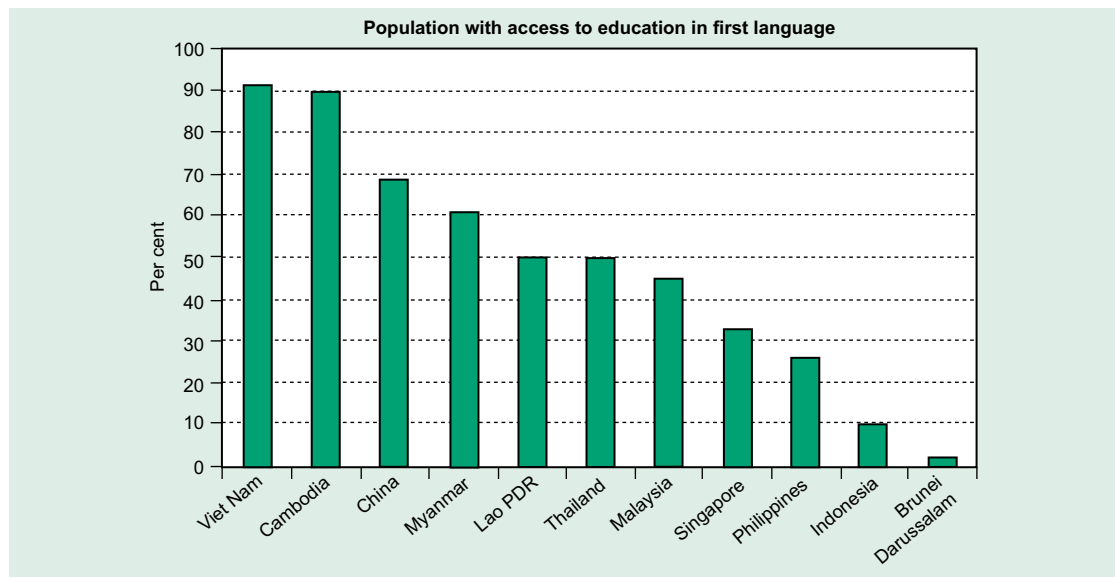
By assuring data on language groups in the upcoming mid-decade assessment, countries throughout the region will be better placed to understand the reality of the education system and provide critical information to the policy makers for consideration of implementation of multilingual education.

1.6   Disparities: Children with Disabilities

Presenter: Penelope Price, Rehabilitation International

Basic statistics on children with disabilities:
114 million children remain out of school, according to a 2004 UNICEF report, the majority being children with disabilities.

115 million children are out of school, according to a 2003 World Bank report, 30-40 per cent of which are children with disabilities.

According to a 2002 UNESCAP report, less than 10 per cent of children with disabilities are in schools in developing countries from the region.

The UNESCO Director-General reported in 2003 that 98 per cent of children with disabilities in developing countries are not in school.

While all these statistics contradict each other to some degree, the message remains clear: there is a lack of *reliable* data on both persons with disabilities and children with

disabilities, both in and out of school. Furthermore, it is clear that current provisions of education do not address the special needs of children with disabilities.

Therefore, the mid-decade assessment must include data on children with disabilities, in order to first establish a baseline to measure progress and progressive steps towards inclusion of children with disabilities in schools and in all levels of the education system.

Each child with disabilities has the same right to education as any other child, and it is the responsibility of the government to fulfill this right to education for all children – including children with disabilities. Without addressing the education needs of these particular children, it will be impossible to achieve Education for All.

Five years on from the World Education Forum in Senegal, we realize that the EFA Dakar Framework for Action is limited in its identification of target groups. It does not identify children with disabilities as a specific target group, and while CWD are generally included in the 'marginalized', 'disadvantaged', 'unreached', 'vulnerable' and 'out-of-school' categories, there is no specific acknowledgement for special needs and considerations.

In planning for the national mid-decade assessment, national committees have a chance to rectify this oversight by acknowledging more formally this key target group in national efforts to achieve EFA.

In doing so, national committees may wish to consider the following cross-cutting questions (see text box) and broader policy and implementation issues.

Key Questions to be Addressed

How many CWD are there in the country?

What percentage of the CWD attend school?

Percentage of CWD in relation to non-disabled children, disaggregated by age, sex, school status?

Do you have birth registration process, with specific registration for CWD?

Do you have systems of early intervention?
- Support to family?
- Stimulation to the child?
- Prevention of severe secondary disabling conditions?
- Policy to encourage CWD to attend pre-primary school?

Is there a comprehensive and coordinated mechanism for finding out-of-school children and then getting them into school?

Is data on CWD collected in special schools and in regular schools?
- Are educational outcomes monitored for CWD?
- Number of years in school
- Age of entry in school
- Level of school attainment
- Education learning achievements? Literacy levels?

Is there data on teacher training, pre- and in-service training for regular class teachers, specialists and support teachers?

Is data shared at different levels of the system and on transition from one level to the next?

What category system or definitions do you use to collect data on CWD? Type of disability? Level of disability?

Editor's Note: *The introduction to the mid-decade assessment also provided opportunity to present national models of rapid data collection and disaggregated data sets. The delegation from Nepal was asked to present the Flash Reporting system, a process supported by UNESCO and endorsed by the local donor community.*

1.7   Nepal's Flash Reporting System for EFA Monitoring

Presenters: Ramsarobar Dubey, Raswarup Sinha, Devina Pradhananga, Laxmi Kumar Khadka, Nepal

The Flash Report Method pertains to the rapid collection and reporting approach to the annual school census. Nepalese Education officials are preparing the production of a) a beginning of the school year report (Flash Report 1); b) end of the school year report (Flash Report 2); and c) consolidated annual school census report that would be useful for education planning and serve the information needs of policy-makers, mid-level and operations management as well as donors.

The Flash Report contains analytical tables, graphs and charts for all 75 districts in Nepal. The main features of the report are indicators on school by type and level, percentage of new entrants in Grade 1, enrolment by grade, sex and social groups (local caste systems), number of teachers by training, sex and level, percentage of schools with students getting full sets of textbooks, and number of schools with transitional language support.

Flash Report 1 covers the 18 EFA Indicators, including the total number of children enrolled at the start of the school year. Flash Report 2 covers enrolment retention rates and assesses the delivery of education services, including the number of schools constructed, scholarships given, teachers trained, etc., while the Consolidated Report combines Flash 1 and 2 with additional explanations to provide a situational analysis of the whole school year.

In this Flash system, data is processed and information flows in the following pattern:
school → resource centre → district → region → central level

This system has reduced the data processing and production time from three to five years to six months, thus providing relevant and timely data for use at all levels of the education system.

Limitations to the system include conceptual clarity, security, late reporting, coverage of institutions, testing and piloting, equipment, capacity, human and manual error, and time and resource constraints. With the support of UNESCO and the international donor community in Nepal, it is expected that these limitations can be overcome.

The features of the Flash Reporting system will serve as a useful tool to highlight disparities among different regions and groups, and areas specific to the EFA goals that need more attention and aid governments in policy-making. This is a critical contribution as the most substantial barriers to achieving the EFA goals involve providing quality education for the unreached children.

In Nepal, the greatest disparities in access to education occur between different geographical regions, among different ethnic groups and castes, and between girls and boys. In general, the *Jananjai* (ethnic minorities), the *Dalit* (untouchable caste), girls, children with disabilities and those living in rural and remote areas (especially in the western and mountainous regions) are the most disadvantaged and likely to be left out of the formal education system.

UNESCO Institute for Statistics Regional Advisor for Asia-Pacific and AIMS Unit Head, Ko-Chih Tung, and AIMS Programme Specialist Nyi Nyi Thaung have played a key role in training Nepalese education officials. Both have visited Nepal in the past to facilitate these trainings.

"Nepal can now report statistics within three to four months from the start or end of the school year given the Flash Reporting system," Tung explained. "They can complete the report in the current year not in the next year, that's why it's called 'Flash Report' because it's fast. It addresses the problem of data being years behind."

The availability of up-to-date data allows for easier monitoring and evaluation of Nepal's progress in meeting the EFA goals. The Flash Report Method is especially designed for monitoring of EFA targets and target groups, such as the disadvantaged castes, learners with disabilities and those living in various economic zones, and has been established as a pilot for implementation of the EFA mid-decade assessment. These tools and systems in place will allow for collection and analysis of most-recent data on the national (and sub-national) education system.

2

EFA Goal One:
Expanding Early Childhood Care and Education

2.1   Addressing Issues of ECCE in the Regional Context

Presenter: Sheldon Shaeffer, Director, UNESCO Asia and the Pacific Regional Bureau for Education

"Expanding and improving early childhood care and education, especially for the most vulnerable and disadvantaged" has been set as the first of six goals in the Dakar Framework for Action on Education for All.

It is well established, scientifically, that the early years are critical in the formation of intelligence, personality, and social behaviour, and that effects of early neglect can be cumulative. The child's development during the first years provide the foundation for all later learning, and the impact interventions during the early years have on the individual, the family and the society in general are substantial.

Fundamental Principles of ECCE:

- Early childhood is the foundation on which children build their lives. But it is not just a preparation for adolescence and adulthood; it has importance in itself.

- Children develop at different rates and in different ways emotionally, intellectually, morally, socially, physically and spiritually. All are important: each is interwoven with others.

- All children have abilities which can (and should) be identified and promoted. What children can do (rather than what they cannot do) is the starting point in their learning.

- Young children learn from everything that happens to them and around them; they do not separate their learning into different subjects or disciplines.

- Play and conversation are the main ways by which young children learn about themselves, other people, and the world around them.

- Children who are encouraged to think for themselves are more likely to act independently.

- The relationship which children make with other children and with adults are of central importance to their development. (Holdsworth, 1997:12-13 in Evans, 1998:8)

Many children face challenges when they enter school because they have not had the chance to develop the skills, habits and attitudes. They are often ill-equipped to adapt basic academic and social skills, have a low alertness, suffer lack of concentration, etc. expected of the average child in kindergarten and first grade.

This lack of development is manifested in their low scores on tests measuring intellectual or scholastic ability and/or failure to complete primary education. While poor children may be developmentally advanced in other respects, their lack of preparedness for school can lead to unnecessary (and preventable) placement in special education classes, to being held back a grade, to repeated scholastic failure and to dropping out of school at an early age.

And in addition to preparing children for school, an important intervention in ECCE is to make schools prepared for children. This calls for a child-centred learning approach, including social interaction with adults and other children, and play providing opportunities for exploration, experimentation and manipulation that are essential for constructing knowledge.

In other words, core principles of ECCE are also beneficiary to the primary level of schooling. Rather than ECCE being an extension of primary school, the quality of the teaching methods in primary schools would benefit from adapting child-centred learning approaches used in quality pre-primary schools.

Children who are better prepared physically, mentally, and socially for school have an easier transition from home to school. Therefore, drop-out and repetition rates are lower and the need for remedial programmes is reduced. This will reduce the current costs of primary school, freeing resources to improve school facilities or other social purposes. Early childhood interventions can also bring about cost savings in other sectors. Through preventive measures in programmes, health costs can be reduced due to better health, fewer accidents, etc. Effects can also be seen in relation to less likelihood for delinquent behaviour and related problems as children tend to stay longer in school.

What puts school readiness and ability to learn at risk?

Low birth weight
Lack of breast feeding
Stunting
Iron and iodine deficiencies
Lack of stimulation
Biased gender socialization
Exposure to violence, disruption

The expanded notes of the Dakar Framework for action says that:

> *"All young children must be nurtured in safe and caring environments that allow them to become healthy, alert, and secure and be able to learn. The past decade has provided more evidence that good quality early childhood care and education, both in families and in more structured programmes, have a positive impact on the survival, growth, development and learning potential of children. Such programmes should be comprehensive, focusing on all of the child's needs and encompassing health, nutrition and hygiene as well as cognitive and psycho-social development. They should be provided in the child's mother tongue and help to identify and enrich the care and education of children with special needs. Partnerships between governments, NGOs, communities and families can help ensure the provision of good care and education for children, especially for those most disadvantaged, through activities centred on the child, focused on the family, based within the community and supported by national, multisectoral policies and adequate resources.*
>
> *Governments, across relevant ministries, have the primary responsibility of formulating early childhood care and education policies within the context of national EFA plans, mobilizing political and popular support, and promoting flexible, adaptable programmes for young children that are appropriate to their age and not mere downward extensions of formal school systems. The education of parents and other caregivers in better child care, building on traditional practices, and the systematic use of early childhood indicators are important elements in achieving this goal."*

Intervention in the early childhood years will also help address other goals of the Dakar Framework for Action. The Declaration of Education for All has recognized that in order to provide quality education for all children, special focus has to be made to include children that otherwise will be marginalized or excluded.

The most important factor in ensuring quality ECCE or education in general is the human resources. The teacher or facilitators' perception of and ability to carry out quality services will be the most decisive element in the child's experience.

In order to know how to address ECCE matters in a country, there is a need to study the current situation affecting this age group. In this respect it is important to identify both changes that need to be made as well as good practices that can be further built on.

Currently, statistics fail to tell us important information about ECCE. This includes:

- Who is served and more importantly not served?
- Are the ECCE services delivered of good quality?

- Are the programmes comprehensive covering both care and education?
- Who is providing these services as part of more formal and non-formal systems?
- Do the children have a positive learning experience?

The mid-decade assessment provides opportunity to begin to fill in the data gaps on ECCE.

Summary of Peer Group Discussions

2.2   Key Issues to be Assessed and Studied

The signing of the Dakar Framework during the 2000 World Education Forum made countries realize the importance of giving equal emphasis on ECCE, also referred to in some countries as early childhood care and development (ECCD).

Education planners from South Asia, however, noted that the "care" part has not been given much emphasis by countries. Priority has also been given to formal schooling over informal ECCE centres. Although in Nepal, pre-primary schooling has been integrated into formal schooling.

There is also the question of access to ECCE centres. In Sri Lanka, for example, most of the ECCE centres are in the urban areas, limiting the access of children in rural areas to pre-primary education.

The cost of getting quality pre-primary education is also very high, to the point of being prohibitive in some countries, due to the lack of government regulation. But in the Maldives and Bhutan, the governments have set a ceiling for fees in pre-primary schools. In Bhutan, the National Government also provides teaching materials and teacher training for ECCE.

As EFA Coordinators from South Asia noted, countries have their respective ECCE programmes, but the question is how effective they are, and how wide is the coverage and reach of these programmes.

Meeting participants discussed and gave their recommendations on how ECCE can further be improved in countries, and in which areas monitoring and assessment should focus.

2.3 Examples of High Quality ECCE Indicators at the Country Level

- The existence of an ECCE policy framework. In Mongolia, for example, the ECCE policy is integrated in formal schooling with the collaboration of the ministries of Education, Social Welfare and Labour.

- A Child Development Index that measures cognitive, social motor, health and nutrition status of children like the one in the Philippines.

- Class size or child-caregiver ratio and instructional hours.

- Number of trained teachers and care providers with emphasis on quality based on qualifications and training.

- Quality of physical facilities and learning materials and the availability and quality of resources/support materials.

- Proper training (pre-service, in-service) for teachers, care providers and parents/guardians.

- Access, especially for children in remote areas.

- School readiness index. The improved preparedness and readiness of children for primary education resulting to an increase in primary school enrolment, retention and completion rates and decline in drop-out rates, i.e. higher percentage of children moving on to Grade 1 from pre-primary schools/centres.

- Improved health of children. In India, Pakistan, Bangladesh, Bhutan, Nepal, Afghanistan and the Maldives, pregnant women and lactating mothers are covered in the ECCE policy.

2.4 Groups of Children Who are Vulnerable and Disadvantaged

- Children with disabilities and special needs

- Children living in isolated islands and remote mountain areas

- Migrant children including children who are migrating with their parents to urban centres

- Children from minority/ethnic groups, hill tribes, nomadic groups, different castes

- Girls, especially those burdened with sibling care

- Children from poor households, including those from families in poverty-stricken areas and urban poor children like street children and child labourers.

- Children in conflict-affected areas/children of refugees, displaced children who are either victims of natural calamities or conflict

- Children with HIV/AIDS or whose parents have HIV/AIDS, leprosy, etc.

- Orphans
- Abused children
- Children who speak a language other than the language used in classroom instruction
- And other children who are neglected/forgotten by modern societies/ communities

2.5 Recommendations of Policies and Reforms that will Contribute to Improving ECCE in Countries

Participants stressed the importance of countries instituting their respective ECCE policies that will set the standards for early childhood care and development and provide a quality assurance framework, ensuring that all private and public ECCE providers follow and meet standards. In Pakistan, for example, there is no official state policy for ECCE.

Governments should also take the lead in regulating the ECCE sector, setting a ceiling for fees private ECCE providers charge and ensure that rural areas are not neglected. Participants from Afghanistan and Bangladesh suggested that public institutions and NGOs should ensure everyone has access to ECCE centres so that family income will not be a hindrance.

The official policy should also promote inclusive education, address equity issues and provide legislation for child protection, survival and development. Participants from Mongolia recommended that children with disabilities and special needs be included in "regular" ECCE programmes. The MoE should form a unit that will be responsible for this.

National ECCE plans should be localized to involve the community and all stakeholders. Governments should allocate greater resources to ECCE.

Coordination among government agencies, NGOs and the private sector involved in ECCE should be improved by adopting a multisectoral and holistic approach. More public and private sector partnerships in the field of ECCE should also be developed and communities mobilized.

Other recommendations to improve ECCE in countries are:

- Develop a standard definition for a Child Development Index with, for example, UN organizations, the WHO etc., taking the lead.
- Use a family-based approach by getting parents and families involved and including them in trainings to ensure sustainability and continuity of ECCE programmes.

- Review ECCE curriculum and ensure quality of programmes.

- Ensure that teachers are qualified and provide continuous pre- and in-service trainings.

- Improve data collection. Conduct survey on needs and interventions made by organizations.

- Strengthen monitoring and assessment.

- Launch advocacy and awareness campaigns.

- Adopt flexible/innovative strategies.

- Expand and improve facilities and materials for early childhood education.

- Representatives from the Democratic People's Republic of Korea also recommended that governments increase their investments to develop ECCE programmes in remote areas and islets.

- Focus on games, social interaction, etc. in ECCE programmes, not just on imparting knowledge. Some participants suggested that in the 0-3 age group, the emphasis should be on care, while "education" should be the focus in the 3-6 age group. However, others noted that even in the early years, education is important, and that both aspects should be integrated. It was also stressed that emotional and social learning are very important, particularly for the 3-6 age group, with cognitive skills and imparting knowledge not being the main elements of learning at that stage.

Recommendations of Education Statisticians to Improve Data Collection

Education statisticians noted that most countries collect data on ECCE but the coverage is partial in some countries. Countries in South-East Asia, for example, collect data on the number of pre-schools and day care centres, the number of teachers, and ECCE enrolment by age, sex, and whether in public or private centres.

Thailand and Sri Lanka are examples of countries that collect data on the health and nutrition status of pre-primary school children.

The education statisticians recommended that countries should also collect data from:

- Ethnic/indigenous groups
- Disadvantaged groups
- Remote areas/areas in conflict
- Community-managed centres

The group also acknowledged that quality of data is a problem for countries. To improve data collection and ensure the quality and accuracy of data, statisticians suggested the following:

- Proper coordination among concerned agencies.
- Legal intervention by providing the necessary legislation.
- Mobilization of all stakeholders.
- Data should be collected through a single agency.
- Accountability of data providers.
- Undertaking national and sub-national capacity-building.

EFA Goal Two: Providing Free and Compulsory Primary Education for All

3.1   Inclusive Education: An Approach to Achieve Education for All

Presenter: Olof Sandkull, Associate Expert, UNESCO Bangkok

As a result of the 2000 World Education Forum, the challenge of exclusion from education has been put on the political agenda in many countries. This has helped to focus attention on a much broader range of children who may be excluded from or marginalized within education systems because of their apparent difficulties. These may include:

- Those who are enrolled in schools, but are excluded from learning.

- Those who are not enrolled in schools, but who could participate if schools were more flexible in their responses and welcoming in their approach.

- The relatively small group of children with more severe impairments who may have a need for some form of additional support.

The Dakar World Education Forum recognized the urgency to address the needs of these learners:

> "…Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners… "

The ultimate goal of inclusive education is a school where all are participating and treated equally. However, it is important to remember that inclusive education is a constant process to ensure that Education for All really is for <u>all.</u>

When looking to reach the students who do not participate fully, it is important to give attention to the forms of education provided for all children, including a consideration of which children are given the opportunity to participate in school, which children are excluded, and on what basis. Care has to be taken when looking into which children come to be categorized as being in some way "special" or "excluded" within particular

contexts. In communities where all children, including children with disabilities, are sent to the local school, the community and the school take responsibility for <u>all</u> children. Bringing special needs thinking, where one group of children is identified as different, into such a context might diminish this sense of responsibility. It is also important to remember that a child categorized in one context as "special" might not be so in another, and that children categorized within one "group" might have more different than similar needs. Experiences in different countries show that it is not sufficient to look at how to integrate one particular group of children, such as children with disabilities.

In some schools, one can see that children categorized as having special needs might be in the same classroom, but have separate tasks to do or even a separate teacher. Communication and interaction with the other pupils then become difficult, and eventually the child is excluded <u>within</u> the class. Integrating one group of students may not address other grounds for discrimination in classrooms. So, when moving towards more inclusive policies and practice, the focus needs to be on strategies to remove barriers to learning and participation for <u>all</u> children.

It is necessary to look into how schools can be modified or changed to make sure that the education is relevant to the local context, includes and treats all pupils with respect and is flexible so that all can participate. This requires redirecting resources and intersectoral cooperation and has implications on the following areas:

1. Policy Development

In some countries, policies exist that open up a possibility for authorities not to take responsibility for certain groups of children. Often this applies to children with severe intellectual disability, but it might also refer, for instance, to ethnic minorities or children without a birth certificate. Also, in a great number of countries, the education of some specific groups of learners might be the responsibility of another authority other than the Ministry of Education. Often this allows for a situation where these learners are not expected or encouraged to participate in mainstream education.

2. Curriculum Development

Within the education system, the curriculum may be one of the major obstacles for inclusion. In many countries, the curriculum is extensive and demanding, and centrally designed and rigid. The curriculum can facilitate the development of more inclusive settings if it allows for the school or teacher to make adaptations so that it makes sense in the local context and for the individual learner. Linked to this is the issue of language of instruction. It may be different than the language that students use at home, making it difficult for some of them to follow what is happening in the classroom. Bilingual education can help to address this problem.

3.   Teacher Training

Often much of the teaching in the classroom is based on rote learning, meticulous following of textbooks and copying. In order to change the practices in the classroom into more child-friendly and flexible practices, teachers and schools need training that builds on the existing expertise. The school environment also should encourage risk-taking so teachers have the time and confidence to try out new approaches, and do not need to worry about inspectors' or head teachers' disapproval. A whole-school approach to school improvement has proven more effective in establishing change in schools than training a few of the staff.

4.   Local Capacity-Building and Community Involvement

The first task in building effective support for schools is to mobilize the resources that already exist in schools and the local community. In addition, there might be a need for some external support, such as teams of teacher trainers or support teachers coming in on a regular basis. For instance, in some countries, the roles of the inspectors have changed from "grading" schools and teachers to giving pedagogical support on a regular basis. Often this type of support can also be derived from the elders in the local community.

UNESCO recognizes that separate projects for marginalized and excluded groups do not have a huge impact. Instead, UNESCO promotes inclusive approaches throughout its activities. UNESCO concentrates on how we can work together to raise the quality of education for <u>all</u> students. The focus of the work has been on:

- strengthening inclusive approaches in national EFA plans, education policies and strategies.
- developing approaches and resource materials to address diverse needs in education.
- supporting national capacity-building for government policy-making and system management.
- gathering and disseminating information and ideas.

In planning for a national assessment, it is therefore crucial to focus on disparities to ensure the recognition of all groups currently excluded from learning opportunities. It is critical to identify means to get the excluded children enrolled in school and included in learning.

To do so, one must be able to ask and answer the following questions:

- Who is not getting education?
- Where are they?
- Why are they not included?

Finally, it is important to remember that inclusive education is a constant process of systemic transformation and quality improvements.   An assessment must consider this transformative state.

Summary of Peer Group Discussions

3.2   Key Issues to be Studied and Assessed

The main concern that emerged during discussions of various peer groups on the UPE goal is the issue of inclusion and access. It was noted that UPE must focus on the unreached, i.e. if the country's gross enrolment ratio is 95 per cent, this means 5 per cent of school-age children are out of school. Governments and all stakeholders should ensure that no child is left out of the education system to make Education for All a reality.

Primary education should be free. The affordability and accessibility of primary education in countries should be examined, including the presence of legislation making primary education free and mandatory. Countries should enforce mandatory enrolment in UPE.

> ### Definitions of Inclusive Education
>
> Inclusive means including all children who are left out or excluded from schools.
>
> These children may not speak the language of the classroom and are at risk of dropping out because they are poor, sick, disabled, hungry or not achieving. These are the children which may belong to a different religious tradition, ethnic group or class/caste. They are girls who are pregnant and children affected by HIV/AIDS. They are children who work to help support their families, who belong to migrant families, or those who do not have citizenship papers granting the rights to education.

Some participants also recommended changing the focus from UPE to universal basic education thus increasing the number of years of compulsory, free education to 10.

Other specific recommendations of issues that should be studied and assessed are:

- Evaluate the overall situation in the country. Examine the extent and nature of the problem, i.e. who are the excluded, how, and why they are excluded. The capacity of the country to address inclusion issues should also be assessed.

- Early screening of children before entering schools for special needs (especially physical/mental/cognitive special needs) although, preferably, this should be done at the ECCE level to ensure early intervention. Also consult and work with parents if special needs are identified as this could be a sensitive issue among parents.

- Providing care and education for children with special needs in mainstream schools. Attention should be given to students in mainstream schools whose

special needs are not addressed. Teacher training should include dealing with children with special needs and inclusive education.

- Improved coordination among agencies to deal with children with special needs.
- Geographical issues. Ensure that children in rural and remote areas have access to education, qualified teachers and good infrastructure.
- Non-formal primary education, like mobile schools, should be offered for children who cannot come to school during regular hours for various reasons.
- Citizenship issues. Are non-registered children in school?
- Disparities between government and private/community schools.
- Gender disparity.
- Language issues. Do children speak the same language as the language of instruction in schools?
- Attention should also be given to poor children, child labourers and other concerns that could force a child to drop out from school.
- Security and safety of students, particularly in conflict areas and emergency situation.
- Curriculum review to assess quality and effectiveness. Examine relevance and flexibility of the curriculum as well as the issue between a centrally-prescribed curriculum vs. a localized curriculum.
- Attracting qualified teachers.
- Literacy rates of parents and its effect on their attitudes about sending their children to school.
- Availability of government resources.
- Education statisticians also pointed to the lack of disaggregated data for UPE hence the need to improve data collection by gathering information from disadvantaged groups.

3.3   Recommendations to Assess Quality and Disparity Issues

- Studies and research should be done at all levels, including the community level, and involve all groups. Communities should be mobilized and engaged to become more active in the assessment process.
- Data on excluded children should be obtained from national censuses, household surveys and special studies.
- School-based surveys should include data on excluded children by involving the local community, e.g. school boards with local community representation.

- Standardized assessment and evaluation tests should be conducted.
- Gender issues (parity, equality, equity) should be included in the monitoring and assessment.
- Standards should be set for schools to meet the needs of children with disabilities.
- Focal points should be identified at the local level to assist in the assessment.
- Parent teacher associations (PTAs) should be involved in the assessment.
- Education planners from South Asia also recommended looking at the following indicators in the assessment and monitoring process:
    - coverage
    - teacher-pupil ratio
    - percentage of trained teachers
    - facilities
    - correlation between enrolment and gender, geographical location, socio-economic status
    - learning content: competency-based assessments
    - assessment of mode of delivery
    - availability of assisted devises in school

3.4   Recommendations for NGO Participation in the Assessment Process

All participants agreed that NGOs, including community-based organizations should be involved in the assessment process, even as early as implementing pilot programmes. They can also enter into partnerships with other stakeholders, be involved in joint review exercises and also act as an external evaluator or watchdog to the assessment process.

Some participants also suggested that NGOs can undertake assessment and monitoring using tools and mechanisms already in existence in the country.

It was also stressed that NGOs, UN agencies and other stakeholders follow the mandate and agenda of the host country in conducting an assessment. There has to be clear terms of reference, and standardized procedures for the assessment.

Other recommendations for the possible roles NGOs can take in the assessment process are:

- Funding
- Involvement in data collection and analysis, including helping identify out-of-school children, and in the assessment of children with special needs.

- Assistance in research and facilitate the exchange of best practices.
- Conduct independent/special studies.
- Coordinate with local school boards.
- Initiate the creation of "EFA Net" as in the case of Viet Nam.

3.5   Proposals to Improve EFA Coordination, Implementation, Monitoring and Assessment

Participants recommended the creation of a national body to oversee coordination at all levels. This would provide a systematic flow of information both from central to local level and vice versa. Greater coordination among all stakeholders is also necessary and the establishment of an EFA network will be useful. Community participation should also be encouraged.

It was noted that realizing the EFA goals requires strong coordination for planning, implementation, monitoring and evaluation, and a clear and consistent policy framework. Adequate funding is also needed to support activities.

The establishment of an EFA forum at the national, sub-regional, regional level will also be useful for countries to share experiences, innovative practices and exchange information.

Other recommendations are:

- Adopt continuous and strong EFA assessment, coordination and monitoring mechanism.
- Assessment should be done externally and internally.
- The purpose of the assessment must be relevant to the local context (needs, requirements and demands).
- Ensure the availability of disaggregated data.
- Develop a database on these groups similar to DevInfo.
- Improve capacity at every level by holding capacity-building activities.
- Countries should have a reliable information management system.
- Countries should provide the legislation that promotes Education for All.
- Countries should have a sustained national advocacy campaign on inclusive education to educate all stakeholders, the community, etc.

- Education planners from South-East Asia also recommended the formulation of a set of programmes and interventions and a policy framework that would cover the definition of inclusive education, identification of target groups, and promote child-friendly schools.

3.6   Recommendations to Facilitate National and Regional Assessment and Review

Participants recommended the setting up of a regional EFA coordinators network and the holding of regional and sub-regional meetings with the involvement of international expertise to be the venue for reporting and information sharing.

Participants said they can assist in the regional assessment by sharing data collected from various countries through UNESCO.

Education statisticians, in particular, said they can be involved in providing analytical reviews and reports, calculating assessment indicators, and producing updated disaggregated data.

3.7   International Partnerships

Countries would welcome the assistance of international agencies in terms of funding, advisory services, training, capacity-building, and technical support in conducting surveys and studies.

In particular, countries want international agencies to extend financial and technical assistance in:

- Reaching the unreached groups.
- Training teachers.
- Developing a database.
- Setting-up inclusive education programmes.
- Developing a comprehensive information management system at different levels.
- Providing focal points for the assessment process.
- Giving feedback on the work of countries enabling cross-country comparison.
- Sharing best practices, trends and other developments on inclusive education.

**Questions to Consider: Recommendations for Assessment on
Inclusive Education from International Partners**

1. Does national policy acknowledge and uphold the right to education of every child, and acknowledge that it is the responsibility of the government to provide education, explicitly stating the excluded minority groups by name, and extending the right to any other excluded groups not yet named? Groups to be named:

    - Children with disabilities
    - Migrant children
    - Indigenous children
    - Non-majority language speakers
    - Children from the families of the extremely poor
    - Any other minority and excluded groups

These children must be provided with education irrespective of their registration status.

2. Does national legislation uphold the rights of these children to education, with enforcement mechanisms for non-compliance?

3. Has anti-discrimination legislation been passed, naming the groups above?

4. Does any discriminatory legislation exist, which prevents children of any category from being included in education? Are there plans to repeal or revise such legislation?

5. Does the policy include mechanisms for finding and identifying children who are not attending school? Do these mechanisms require links with the community, school and the Ministry of Education (MoE)?

6. Does the MoE have any incentive system to keep children from these groups in school e.g. small financial payment to families? Many children enter school and drop out very quickly because the family is very poor and the child is needed at home or to work or because schools are unwelcoming or does not cater to particular needs of the child.

7. Policy and implementation: Are different groups identified by name, educational needs analysed, and strategies to meet the diverse learning needs included in school planning and teaching/learning methods used at school level?

8. Are schools accessible?
    a) In terms of physical access: building codes enforced, progressive policy to make all new schools accessible and renovate old schools.
    b) Availability of accessible teaching and learning materials, and methods to cater to language and communication needs, deaf sign language interpretation, braille and computers for blind children, etc.

Education for All: Reaching the Unreached

**Recommendations for Assessment on Inclusive Education
from International Partners** *(continued)*

9. Teacher education

    a) Does teacher education include pre-service teacher training that prepares ALL teachers in the regular school system to teach children with a range of diverse needs in the regular school and classroom?

    b) Is there a comprehensive programme of in-service teacher training with courses of different lengths, and a system of in-school training?

    c) Do teacher education programmes contain training for specialist and support teachers?

10. Support system

    Does the education system include a system of support to the regular school and classroom teachers? This may take the form of Special Education or Resource Centres, staffed by especially trained personnel with skills in teaching all, particularly the above named minority groups. These personnel will provide support and advice to the child and family; the regular school and on-going support to the class teacher as needed; and informal and formal in-service training and support to classroom teachers.

11. Where education is provided by more than one ministry, is there a coordination mechanism with the MoE as the lead agency, and a focal point for inclusive education related matters in all other relevant ministries?

12. Data collection

    Is data collected from birth on all children from birth registration?

    Are databases linked between different ministries, and data available at community level in relevant agencies?

    Is there a two-way sharing of data between the Ministry of Education and schools?

    Is all data collected on all children disaggregated for special target groups, by age, special background features or disability, gender, age, school status, etc.?

    Is this data used for planning, monitoring and evaluation purposes?

13. Are ECCE and early intervention services included in policy and implementation, with special emphasis on the inclusion of specified minority group children, particularly children with disabilities, in accordance with EFA Goal 1? Is there close coordination between all relevant ministries and NGO agencies providing ECCE services?

14. Modification to school practice and teaching/learning processes

    Does policy and implementation require adoption of flexible teaching and curriculum with modifications to cater for diverse learning needs, child-friendly and child-centred teaching at appropriate level for the child, flexible assessment strategies, and provision of necessary assistive and teaching devices/materials?

**Recommendations for Assessment on Inclusive Education
from International Partners** *(continued)*

15. Community, parents and family, and civil society

    Does the MoE have a mechanism of consulting and working in partnership with parents, families and community groups to find new ways to include children from identified groups in education and to make it meaningful and relevant for them?

16. Community involvement in community schools

    Do schools welcome and involve community members in school activities and encourage them to volunteer to help in classrooms to allow the teacher to spend more time with children who need more attention? Do schools work with the community to help find out-of-school children and encourage them to attend school?

17. Does the MoE provide awareness raising and education to administrators to develop positive attitudes towards inclusive education to help prepare schools for the changes that are involved in implementing inclusive education?

18. Does the MoE encourage and provide awareness raising on inclusive education to develop positive attitudes towards IE in the community?

4

EFA Goal Three: Promoting Life Skills and Lifelong Learning

4.1   Identification of Issues

Presenter: Ko-Chih Tung, Regional Advisor, UNESCO Institute for Statistics

Life skills training is not new, as our forefathers and mothers, and as parents of virtually all animals, have been engaging in the training of the young to cope with life since time immemorial. What is new is the official recognition and articulation of the importance of life skills in the conscientious and systematic provision of education and training of the young. This renewed emphasis on the traditional role of education as a socialization process is a reaction toward the long neglect and the fact that it has been crowded out of the curricula in competition with other agenda of political importance, especially during the nation- and state-building phases of our countries, when we were taught more to dedicate our lives to serve the interests of religion and the state; and less about our own needs and how we can promote our individual and family welfare and prosperity.

We live in a much changed and rapidly changing world. What used to be the wisdom of our forefathers and mothers – their knowledge, values and norms of behaviour have become more difficult to apply as guidelines for our young, as they face different challenges in life in the changed world, brought about by the decline of the rural agricultural economy, migration, urbanization, mass communication, commercialization, market expansion, globalization, etc.

Hence, the entire society is facing an enormous task of transforming itself to cope and hopefully to prosper in the new environment. The role of the non-formal education is aptly symbolized in the use of the expression "flexy learning" during the opening ceremony of a Community Learning Centre in Bali, Indonesia. Indeed, non-formal education has the potential to become a learner-centred and learner-needs driven sub-sector of education.

Goal 3 of the Dakar Plan for Action for EFA is to ensure that children, adolescents and adults have access to "appropriate learning and life skills programmes." Goal 6 emphasizes the need to ensure quality and measurable outcomes of education, including that of life skills training.

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The UNESCO Institute for Statistics (UIS) has the task of drawing together and reporting globally on the results achieved by signatory countries as they work toward realizing the six EFA Goals.

To date, however, data on the life skills dimension of the EFA goals continue to be limited. Very few countries have set specific targets; fewer are measuring and reporting on progress.

In order to move forward on its responsibility to follow-up international progress on the life skills commitment, UNESCO is encouraging its countries to clarify the term by undertaking a mapping of their own life skills practice.

However, our efforts in this regard have been critically questioned. I quote an advocate of life skills:

> *One concern which emerges with this approach is that we already know that countries describe life skills as all sorts of things. Does that mean we should perpetuate that approach because it is empirically valid – or does it mean that this information helps us to understand how to shape our responses so that we are very clear about what we promote?*
>
> *It would be a shame if the result of the empirical research is to reinforce the present approach, good and bad, and not go further and use this approach to add in important health and social issues and skills, using life skills-based education (i.e. learner-centred and learner participation).*
>
> *In the case of life skills-based education, the answer is unlikely to come only from the empirical, if that is the research question or expectation – that is the core of the risk involved in the approach. In our effort to be culturally relevant and listen to the field, we end up reinforcing what is a hodge podge – anything goes – rather than using what we learn to reach out with more effective responses.*

What will be the response of this workshop to this criticism and question?

Let us together learn and share good practices, recommend strategies to improve implementation, monitoring and assessment of life-skills approaches to the provision of education, and apply these lessons in improving non-formal education to attain the intended goals!

We shall use what we learn to reach out with more effective responses to the needs of the learners!

4.2   Assessing Life Skills

Presenter: Ko-Chih Tung, Regional Advisor, UNESCO Institute for Statistics
Prepared by: Garnett Russell, AIMS Researcher

The 1990 Jomtien Declaration defined life skills as "essential learning tools and basic learning content required by human beings to be able to survive, to develop their full capacities…to improve the quality of their lives…"

A decade after, the 2000 Dakar Framework for Action revisited the definition, expanding the life skills approach to include the acquisition of knowledge, values, attitudes and skills through the Four Pillars of Learning: learning to know, learning to do, learning to live together and with others, and learning to be.

For assessment purposes, life skills can be broken down by typology of skills into **basic skills** (e.g. reading/literacy, writing, arithmetic, speaking, understanding speech; walking, running, hearing, grasping, seeing, smelling, crying, etc.); **psycho-social skills** (e.g. problem solving, critical thinking, decision-making, inter-personal, communicating, negotiating, team work); and **practical/ contextual skills** (e.g. income generation, technical/vocational, health, gender, family, environment, civic).

Another useful framework for the analysis of the order of national priority in the provision of life skills education and training is the hierarchy of values, starting from (1) biological survival; (2) physical material satisfaction; (3) social relation (4) self-realization.

However, it is difficult to measure progress towards this EFA goal at an internationally comparable level since concepts and definitions differ between and often within countries. Many countries still lack nationally accepted definitions, relying instead on definitions used by donor agencies. Because of this lack of clarity, models and frameworks are lacking at both the national and international levels.

> **How to Measure, Assess, Monitor and Evaluate Life Skills**
>
> Measuring life skills through:
> - Proxy indicators (qualitative and quantitative)
> - Assessment surveys
> - Assessment of non-formal education programmes
> - Certifications of vocational competency
>
> Assessing life skills through:
> - Inputs – resources, teachers
> - Processes – teaching, training, learning methods
> - Outputs – skills, knowledge, attitudes, behaviour
> - Outcomes – confidence, sociability, influence, control
> - Impacts – survival, livelihood, peace, welfare, hygiene, health, participation
>
> Monitoring and evaluation of life skills through:
> - Observation
> - Group discussions
> - Interviews
> - Questionnaires
> - Special reports on life skills

The table below presents a summary of life skills as defined in several counties in South-East Asia. The study was undertaken in 2003 as an initial step towards developing indicators and a monitoring framework for the life skills goal.

Different Definitions of Life Skills by Country

Country	Basic Skills	Psycho-Social Skills	Practical Skills
Viet Nam	Literacy, numeracy	Critical thinking, problem solving, communication	Income-generation, health, family, computer
Cambodia	Literacy, numeracy	Self-discipline, problem solving, family management	Income-generation, vocational, ICT, foreign languages
Indonesia		Communication, critical thinking	Vocational, health, income generation
Malaysia		Discipline, self-reliance, moral	Manipulative, entrepreneurial, vocational

At the time of the study, the following programmes were initiated through national programmes and funded through a combination of national budgetary sources and external assistance programmes.

Country Programmes

Country	Basic Skills	Psycho-Social	Practical
Viet Nam: Continuing education programmes, CLCs	Literacy programmes	Continuing education programmes, CLCs	"Healthy living life skills" pilot programme
Cambodia: Education policy curriculum, non-formal sector	Functional literacy, post literacy	General skills in school subjects (social studies, health)	Income-generation, living conditions improvement
Indonesia: non-formal sector		"Character building" life skills in grades 1-3	Income generation, vocational
Malaysia: "Living Skills" curriculum		Discipline, self-reliance, moral responsibility	Manipulative, family life, commerce

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4.3   Child-Friendly Schools Indicators

Presenter: Cliff Meyers, Regional Education Officer, UNICEF East Asia and Pacific Regional Office

None of the 18 core indicators of EFA are linked to life skills. So within the context of national assessments, it will be critical that national committees discuss the localized goals and identify indicators to monitor and assess progress to date. As life skills are the bridge from school to home and the community, by bringing in a wider range of data, countries will be in a position to undertake much deeper analysis of the goal. Potential data sources include the MICS/DHS surveys, traditional MoE data sources, related surveys and system indicators.

Furthermore, there is a potential to link life skills to dimensions of the Child-Friendly Schools concept, particularly dimensions on healthy, safe and productive environments and participation of community, family and students.

Elements of Life Skills
Problem solving
Creative thinking
Critical thinking
Decision-making
Self-awareness
Communication
Interpersonal relationships
Empathy

Examples of Healthy/Safe/Protective Indicators
- Percentage of schools with water, with toilets (student/toilet ratio)
- School counselors or school nurses to student ratio
- Per cent fo schools with feeding programmes, with sanitary hygiene, with regular anti-helminth days, with curriculum/system indicators
- Per cent of schools with bullying or accidents, crime or suicide rates

Examples of Indicators of Participation
- Per cent of schools with child clubs or active child government
- Per cent of schools with parent/teacher associations
- School planning processes in place
- School self-assessment systems in place, with processes for parents, students and teachers

For those countries which have undertaken MICS/DHS surveys, national assessment committees may wish to consider which indicators are worth incorporating. These may include:
- Child/mother education, health and nutrition
- Child labour and chores
- Domestic violence and punishment
- Physical disability and developmental delay
- Socio-economic, sanitation, water

4.4   Life Skills in Malaysia

Presenter: Sahara Ahmad, National EFA Coordinator, Malaysia

In Malaysia, life skills programmes are divided into two. One through the formal education system and the other through programmes conducted by other ministries for youth and adults. At present, the life skills programme under the formal education system is focusing on provision of youth with relevant skills and knowledge, while developing positive attitudes to ensure they are able to contribute effectively to nation building.

The most recent development in life skills education is to include in the curriculum generic skills and employability skills, as well as ICT skills, so that on leaving school, young people will have the necessary skills for the workplace, and so that they would be more able to cope with the challenges, tensions and risks they may face within the community.

Beyond the generic life skills taught in school, a range of the subjects are introduced to directly address these goals. These include civics and citizenship, vocational subjects in academic school, living skills and ICT.

Editor's Note: *To effectively undertake assessment of the life skills and lifelong learning programmes, it is first necessary to understand the range and scope of activities undertaken both within the Ministry of Education and outside it through other governmental offices and private initiatives. By effectively identifying the scope of the subject, national assessment committees will then be able to begin identifying assessment strategies and relevant indicators to assess the goal.*

Summary of Peer Group Discussions

4.5   Key Issues to be Studied and Assessed

Currently, the definition of life skills is country specific and varies according to national priorities, culture, etc. making it difficult to measure progress and achievements related to this goal. Countries thus emphasized the need for a standard definition of life skills.

Some countries suggested that life skills programmes should be in line with local culture and values while others recommended that it should focus on skills needed to survive in a multi-cultural society.

Existing country life skills programmes and curricula in both formal and non-formal sectors should also be examined to assess their relevance and effectiveness. Countries should integrate life skills training into their formal education curriculum, although some countries already do this.

International partner agencies also recommended a curriculum assessment as to how life skills are presented and how they are learned. The assessment should look into the relevance to daily life and the community of life skills component in the curricula.

Education statisticians also suggested that life skills taught in schools be divided into different age groups and indicators be developed for each age group according to the needs and situation in the country.

Life skills programmes should also be accessible to all target groups, including the disadvantaged and those living in remote areas. Language should also be a consideration in developing and implementing life skills programmes.

Other life skills-related issues that need to be assessed and studied are:

- Limited funding support from government.
- The availability of teacher training/orientation on life skills and the availability of training materials and teacher manuals that focuses on life skills development.
- Need for more awareness and advocacy on the importance of learning the appropriate basic life skills.
- The possible role of religious institutions in life skills education and training to complement formal education.
- Need for more non-formal education (NFE) programmes. In the Philippines, the performance of NFE programme participants is compared with competencies of students attending formal schooling to measure the programme's effectiveness.
- Community and parental involvement in developing the life skills curriculum.
- More studies as to what skills are needed from early childhood onwards. What standards or early learning outcomes does a child need to know when s/he enters primary school?
- Life skills for disadvantaged and disabled children.
- Availability of data and disaggregated statistics, difficulty in data collection and compilation, particularly from the non-formal education sector.
- Coordination and collaboration of all stakeholders as many life skills programmes are run by different organizations and even different ministries within the government.

4.6   Recommendations to Assess Quality and Disparity Issues

Countries recommended conducting an impact study of policies for life skills, preferably with an independent research body conducting the research. The study should also cover success stories from development partners and NGOs.

Data collection should also be improved by building capacities at the local and national level and developing a database. A mechanism should be instituted for information generation and data collection and focus should be given on disaggregated data to identify quality and disparity components for life skills. Life skills indicators should also be clearly defined.

Other recommendations are:

- Review life skills programme curricula to gauge its relevance and effectiveness.
- Monitor learning achievements.
- Determine if there is teacher training for life skills education.
- Examine if there is clear national policy/directives to institute life skills programmes for different disadvantaged groups.
- Find out reasons why children leave schools.
- Get data from national censuses and household surveys but also include data from schools and communities.
- Hold classroom observations to assess effectiveness of life skills programmes.
- Involve all stakeholders in the assessment process, particularly in data collection.

4.7   Recommendations for NGO Participation in the Assessment Process

Meeting participants all agreed that any assessment, monitoring and evaluation must be done with the participation of **all** stakeholders. NGOs should be involved in the assessment of all life skills issues from health/hygiene, social, economic, etc.

Representatives of international partner agencies emphasized that from the beginning of the assessment to the implementation, there needs to be coordination and collaboration with the NGOs, as well as sharing of information. The group recommended that this type of coordination, collaboration, and information sharing should be headed by the government, or a UN agency or development partner as an alternative. It was also recommended to promote the use of ICTs in information dissemination.

NGOs can also help in information collection and data gathering. Planners recommended that NGOs can focus on areas where the government is less effective, e.g. in remote areas. Locally-based NGOs can play an important role in the assessment process since some of these NGOs already run non-formal education programmes at the grassroots level. These NGOs can thus provide information relevant to the assessment process and the strengthening of life skills programmes. They can even spearhead community-based assessments and collect local and household data. But education planners also noted that in implementing their programmes, NGOs should take into consideration the local culture.

Other recommendations on how NGOs can be involved in the assessment process are through:

- Extending technical and financial assistance.
- Conducting either collaborative or independent research studies or surveys.
- Advocacy and information campaign.
- Development of indicators, particularly those reflecting reality.
- Monitoring the social issues affecting young adults like HIV/AIDS, drug abuse, etc. to make life skills education and training more relevant.
- Establish joint partnerships with the government.

4.8 Proposals to Improve EFA Coordination, Implementation, Monitoring and Assessment

Participants unanimously recommended the establishment of a coordinating body and an EFA network that will involve all stakeholders from the national and sub-national levels. The Philippines, for example, has created a National Council on Literacy, a concept that can be applied to life skills or other goal-related themes of EFA. International partners recommended empowering the EFA office to oversee EFA coordination and the assessment.

A closer collaboration between government, religious institutions, media and other sectors in promoting life skills using a holistic approach was also recommended. Within the government, coordination and linkages between the various ministries and agencies should be improved. Government should also increase support to literacy and life skills programmes at the community level.

Other recommendations are:

- Conduct more studies on life skills and prepare a comprehensive report based on these studies and share the findings.
- Establish a set of nationally defined indicators and targets.
- Strengthen capacity-building. Trainings, workshops and meetings on the monitoring, implementation, assessment of life skills should be at the sub-national, national and international levels.
- Training should be provided for all aspects: planning, implementation, monitoring, data collection, etc. Life skills training should also be included in teacher training programmes.
- Align and strengthen EFA linkages to the Millennium Development Goals (MDG) in an operational sense.
- Advocacy and research on the importance of life skills at all levels (national, sub-national, international).

4.9 Recommendations to Facilitate National and Regional Assessment and Review

Participants recommended the setting up of a regional and sub-regional body that meets regularly and involve international experts. This will be a venue for sharing of best practices and updates on global trends.

Education statisticians also proposed the holding of consultative workshops on the assessment of life skills. National data can be presented at regional meetings to share results and experiences and find new ways to improve assessment of life skills.

Other recommendations are:

- Conduct more studies and research on life skills at the country level.
- Establish a systematic generation of information and data.
- Develop a framework or guideline of assessment and indicators for life skills, as well as a standard national assessment tool.
- Education planners recommended the decentralization of fiscal and administrative functions.
- Mobilization of funds to conduct assessment.

4.10 International Partnerships

As in the other EFA goals, countries see international agencies playing an important role through funding, giving advisory services, technical assistance, training and capacity-building.

International agencies can also take the lead in the development of a systematic assessment tool like DevInfo and introduce countries to new innovative ideas and practices. UNESCO's assistance in a regional assessment was also singled-out.

Participants also noted that whatever commitments are made, it must be followed through. Education planners from South-East Asia also emphasized that agencies can give advisory services but countries must have the final say.

Proposed Life Skills Indicators from Education Statisticians

Participants agreed that life skills indicators should be clearly defined – whether they will be competency-based or performance-based – and explained how they will be disaggregated. Education statisticians from South-East Asia also proposed the following indicators for life skills:

- Number of programmes by type
- Number of learners
- Number of teachers
- Type of programmes
- Duration
- Certified or non-certified (Level and type of certification)
- Number of teachers, instructors, trainers on life skill programmes
- Providers and organizers of the programmes
- External efficiency (job opportunities) by conducting survey, especially for technical and vocation training
- Data for teaching learning facilities
- Type of delivery
- Disaggregated by rural/urban, age, gender
- Resource allocation
- Are life skills in the curriculum?
- How many communities are involved in life skills programmes?

They also suggested that life skills indicators also cover functional literacy, computer literacy, ability to use a second language, and literacy in terms of an international language.

5

EFA Goal Four: Improving Adult Literacy

5.1   Identification of Issues

Presenter: Aaron Benavot, Global Monitoring Team, Paris

One hundred sixty-four governments adopted the current goals of EFA, acknowledging formally the importance of a holistic vision of education, spanning early childhood through adulthood.

Literacy is the foundation of learning. It constitutes a critical life skill, a requisite for successful participation in society and fundamental for economic, social and political participation and development in the knowledge society. Literacy is key to enhancing capabilities, with wide-ranging benefits including critical thinking, improved health and family planning, HIV/AIDS prevention, children's education, poverty reduction and active citizenship. Literacy is key for the achievement of the other EFA goals.

However, the 2006 EFA Global Monitoring Report reports that literacy is a right still denied to nearly a fifth of the world's adult population.

Underlying problems remain with conventional literacy data. Conventional statistics are based on dichotomous conceptions and indirect assessment. In other words, individuals are defined as literate or illiterate, leaving nothing in between. These definitions are usually drawn from one of three possible data sources:
- Respondent reports of his/her own literacy level (self-declaration)
- Head of household declarations (third party assessment)
- Literacy proxy indicators – most commonly, number of years of schooling completed (educational attainment proxy)

Tentative conclusions from direct literacy assessments throughout the world show that:

- Conventional literacy data overstate the reality of the literate environment

- The gap between direct and indirect assessment is highest among the least educated and where school quality is weakest

- Literacy skills vary between official and local languages

New approaches to literacy broaden its definition to include multiple dimensions (reading, writing and numeracy), incorporate direct assessment of skills (tested literacy) and measure literacy on a broad scale (rather than a dichotomous one).

The emphasis of literacy is on skills used in every day life (work, community, media, etc.).

The 2006 EFA Global Monitoring Report proposes a three-pronged approach to literacy:

1. Expand quality basic education for all girls and boys
2. Scale up youth and adult literacy programmes
3. Develop and cultivate rich literate environments

Further elaboration of concepts of literacy and analysis of international data can be found in the 2006 Global Monitoring Report.

Editor's Note: The UNESCO Institute for Statistics has initiated the Literacy Assessment and Monitoring Programme or LAMP to provide developing countries with the capacity to produce and use policy-relevant data on literacy and numeracy. UNESCO sees LAMP as a fundamental tool for policy development and in the implementation of its Literacy Initiative for Empowerment (LIFE) programme, which aims to support the achievement of the EFA literacy goal, especially for women. LAMP aims to provide the relevant data upon which LIFE implementation plans and adult literacy programmes can be built. LAMP data can be used as a monitoring tool to assess national and regional progress towards the achievement of the Education for All Goal on Literacy.

Summary of Peer Group Discussions

5.2   Sources of Data and Information that Show Whether the Goal has been Achieved

National censuses, household surveys, the annual EFA Global Monitoring Reports, international academic research on literacy, census data, and studies on disparity are among the sources of data on literacy.

Countries already incorporate literacy questions in national censuses, which are done at different intervals in countries. In some cases, national censuses are conducted every 10 years like in Indonesia and Sri Lanka, hence the existence of data gaps. Household surveys, which are done more frequently, are also valuable sources of literacy data.

5.3   Key Issues to be Studied and Assessed

Participants saw the need for a common definition of basic literacy and functional literacy for countries to use. Standards and benchmarks should also be set for the monitoring and evaluation of literacy programmes, the results of which should be comparable among countries.

Attention should also be given on the quality, relevance and sustainability of literacy programmes and curriculum development. Literacy programmes should meet the needs of individuals and society, with the aim of reducing poverty and increasing productivity. It should be mainstreamed to support lifelong learning and offered in both non-formal and formal venues.

Accessibility of literacy programmes should also be examined. To maximize participation, the community should be involved in developing literacy programmes. Capacity-building for Community Learning Centres (CLCs), teachers and service providers should also be undertaken and a national accreditation programme for service providers put in place to ensure quality.

Governments are also encouraged to provide more funding support for literacy programmes. Participants noted that political will is an important factor in the implementation of literacy programmes. Lack of resources and financial commitment has hampered the implementation of these programmes.

The role of civil society in providing literacy programmes and developing instruments for accreditation should also be improved as well as coordination among ministries, NGOs, and development partners.

Geographic isolation/topography, cultural barriers, centralization of government power and decision-making are also factors to consider.

5.4   Recommendations to Assess Quality and Disparity Issues

The kind and quality of available data is crucial in assessing quality and disparity issues. To get up-to-date data, participants recommended holding a national census to be followed by periodic surveys to identify the literate pockets in the country. This will help track the progress of literacy programmes and will be useful in policy-making and planning.

Participants also recommended that data can be improved by having disaggregated censuses, periodic surveys, trace studies and special case studies for literacy. Data collection should also cover remote areas and even the school level.

To avoid conflicting figures, education statisticians recommended that official data should come only from the national census and household surveys. They also recommended that literacy tests should be included in the surveys as much as possible.

Basic and functional literacy should both be measured. Literacy in other languages outside of the national or official language should also be measured. Data should also be broken down by age group to allow governments to focus, if necessary, on the younger groups. Access, quality, and relevance indicators should be identified.

Equivalency tests should be conducted and drop-out rates from literacy programmes examined to assess quality and effectiveness of literacy programmes. A set of guidelines to identify children with disabilities should also be in place.

5.5   Recommendations for NGO Participation in the Assessment Process

NGOs can assist in data collection, quality assurance, promoting awareness about literacy programmes and act as a watchdog to monitor whether governments are delivering on their commitments.

NGOs, including community-based organizations can also work with UN agencies and development partners in undertaking capacity-building to prepare countries for a national assessment.

Most participating countries have active partnerships with NGOs. All countries agreed, however, that assessment is a major undertaking, and often there are some areas and groups that are neglected or overlooked – hence the need for the involvement of all stakeholders. The NGOs can act as a bridge between the government and the disadvantaged groups.

5.6   Proposals to Improve EFA Coordination, Implementation, Monitoring and Assessment

- EFA should be endorsed at the highest level of government to provide the mandate.

- A cross-sectoral, national and sub-national bodies to look into coordination and implementation of literacy programmes should be created. The Philippines and Malaysia, for example, have established a structure for coordination through a forum created by the government that meets regularly.

- Capacity-building for monitoring and assessment with focus on the unreached groups should be undertaken at different levels of the government.

- A monitoring and reporting mechanism should be established.

- Data collection and information systems should be undertaken and in place at the local level.

- Joint review exercises to involve all stakeholders and different partners should be undertaken.

- Promotion of literacy through Community Learning Centres (CLCs) should be undertaken.

- An EFA advocacy campaign should be carried out to encourage regular communication and experience sharing between the local and central government.

Recommendations on Data Collection from Education Statisticians

What is the right way to collect literacy data? Education statisticians suggested the following points to take note when collecting literacy data:

- National censuses are the best source of complete and comprehensive data.

- Fill in the gaps between national censuses, which are usually a decade apart, by using household survey data.

- Literacy measurement should go beyond self-declaration.

- An option is to incorporate literacy questions in labour force surveys like in Sri Lanka.

- Literacy data collection should include the following:
  - Age
  - Gender
  - Region/province
  - Urban/rural
  - Caste
  - Ethnicity
  - Religion
  - Language (literate in the official language or other languages).

They emphasized that literacy should not be measured only in the official language, but also in other languages.

5.7 Proposals in which Countries/Participants would like to Facilitate National and Regional Assessment and Review

- Set-up a mechanism for monitoring at district and provincial levels. Cambodia, for example, has a mechanism/system for assessment from local to national levels.

- Conduct a regional assessment and monitoring by sharing assessment data collected from various countries through the facilitation of UNESCO.

- Share country experiences and best practices through regional workshops.

- Put emphasis on making literacy programmes a local initiative since the direct beneficiaries are at the grassroots level.

- Education statisticians recommended producing comparative data that looks at disparities and provide findings of analysis to education planners as an input to the assessment.

5.8   International Partnerships

International agencies are requested to provide advisory services, funding, capacity-building, resource sharing, training and technical assistance (for example in the establishment of Education Management Information System or EMIS), but emphasis should be placed on country ownership and filling the gap where the government cannot provide support.

EFA Coordinators from South Asia also noted the need for strong leadership from UNESCO Bangkok to facilitate information sharing, particularly of results of the assessment and analysis at the regional level.

UIS and AIMS Unit, UNESCO Bangkok, in particular can assist in building national capacity for improving education and literacy in the household surveys and in the design and conduct of literacy cognitive tests.

EFA Goal Five: Achieving Gender Parity and Equality

6.1   Identification of Issues

Presenter: Maki Hayashikawa, UNESCO Bangkok

Countries in the Asia and Pacific region met in January 2000 and, in considering the EFA 2000 Assessment results, stated that:

> *It is essential to eliminate systemic gender disparities, where they persist, amongst girls and boys, throughout the education system – in enrolment, achievement and completion; in teacher training and career development; in curriculum, and learning practices and learning processes. This requires better appreciation of the role of education as an instrument of women's equality and empowerment.*

At the World Education Forum held later that year in April 2000, governments from around the world agreed upon specific targets to close the gender gap and achieve gender equality. Under Education for All (EFA) Goal 5, participating nations committed to:

> *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.*

How gender-responsive are our schools and education systems now, in 2005, and how far along are countries in this region towards achieving gender equality by 2015?

Initially, when UNESCO Bangkok began discussing addressing EFA Goal 5 with countries in the region, the response to this question in many cases was, "We don't have gender issues here." Looking at gender parity indices based on net enrolment ratios, it can be seen that apart from several countries across the region, other countries – those largely from Central Asia and South-East Asia – have relatively high gender parity indices.

Relatively equal enrolment ratios between boys and girls were the basis for many countries to feel that gender issues had been addressed and the goal therefore met. It was often assumed that no further action was needed in this area.

Figure 5: Primary Education: Improving Gender Parity in GER
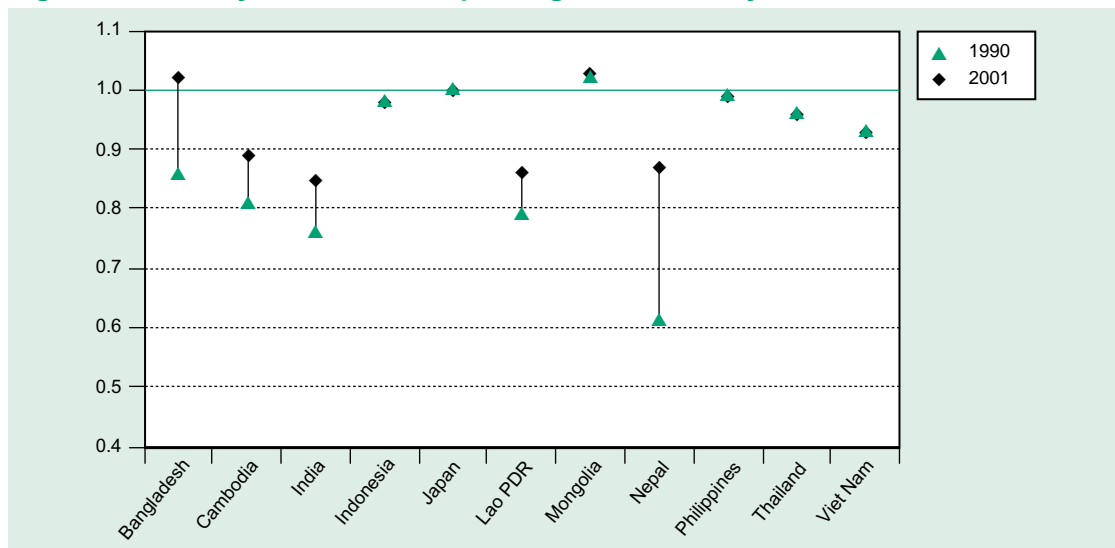
Source: 2005 EFA Global Monitoring Report.

However, data collected from around the region indicate that while some countries may be close to achieving gender parity in girls' and boys' enrolment (at the national level, if not across sub-national areas and populations groups), gender parity is lacking with regard to school directors, who are most often male; teachers, the majority of whom are men, in some cases, or overwhelmingly female, in others, with men viewing teaching as "women's work"; and classroom leaders, who are usually boys.

Parity requires equal proportions of girls and boys being enrolled in school. However, achieving EFA Goal 5 is not only about "numbers", it is not only about "women and girls". We must put a "face" to the learners behind the numbers and look into the learning environment in its entirety.

Gender equality in terms of ACCESS requires equal opportunities to attend school; in terms of QUALITY: equality in the learning process, equality of learning outcomes, and equality of job opportunities and earnings.

To look beyond parity, one must examine carefully textbooks, learning materials for stereotypic images, unequal educational opportunities, and burden of household chores (care of siblings usually falls on girls, resulting to a lack of time for homework and studies).

In the classroom, it is critical to consider:

- **Curriculum:** little relevance to daily life needs, sex-stereotype in subject options, timetable not taking into account girls domestic chores, etc.

- **Textbooks:** stereotypic language and illustrations, lack of female role models, etc.

- **Teachers:** different attitudes and academic expectations towards boys and girls, etc.

- **Physical environment:** no chairs/desks, separate toilets/changing rooms for girls and boys, long distance to schools, bad road conditions, etc.

- **Lack of female teachers:** Female share in teaching staff becomes lower the higher the education level becomes
  - South/West Asia: 36% (primary education level)
  - But also, feminization of the teaching force in Central Asia

- **Problems within the system:** Little chance of promotion for female teachers (few female management level staff)

- **Parents'/Society's values:** Low value attached to girls education; domestic chores; lack of confidence in schools, etc.

Limitations of Setting Quantitative Goals only for Gender

Achievement of GPI is only one aspect, and does not mean gender equality has been achieved

Need to go deeper – who are disadvantaged?

Lack of indicators to measure progress in gender equality – only 1 of 18 EFA indicators specifically address gender disparity issue i.e. adult literacy

EFA must go beyond UPE
Gender issues must also look into secondary education

Strategies are often not evidence-based and not innovative

Translating research findings into policy

EFA planning, implementation and monitoring processes – EFA plans are generally not gender-responsive

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Gender equality is lacking, with textbooks and learning materials often containing stereotypic images of boys and girls. Boys and girls are not receiving the same education or educational opportunities, with boys more often being given leadership opportunities and the chance to think more deeply about questions asked in class, to articulate longer answers, to see images of male leaders, history-makers and scientists in textbooks. They have more time at home to study and do their homeworks, while their sisters and female peers are expected to help with the housework or take care of younger siblings or elders.

Challenges

Improvement have been made in access to primary education but gender disparities persist in access at lower secondary education and retention/drop-out, learning achievement and completion at all levels.

To address these challenges, it is critical that countries consider the key issues listed in the text box on the left.

In undertaking the mid-decade assessment, it is critical to adhere to gender perspectives in monitoring, evaluation and national assessment of education.

This includes objective analysis of the current situation. Key points to consider are as follows:

- Monitoring and evaluation is planned and carried out mostly by men. The information providers are also mostly men

- The big misunderstanding: "boys and girls are equal in the classroom"
  - If all the girls are in school, the educational problem of both boys and girls are solved?

- The pitfall in educational statistics
  - Generally, disaggregated data are collected and available
  - However, statistical trends can hide aspects of gender inequality (social, cultural, traditional factors obstructing girls' educational opportunities)
  - Many indicators are not gender-sensitive or meaningful

Gender sensitive assessment (and monitoring and evaluation) ensures participation of both men and women in monitoring and evaluation, planning, implementation, and result analysis. It includes both "gender parity" and "gender equality" concepts in monitoring and evaluation factors and analysis of quantitative statistical data taking into account the socio-cultural factors that may be shaping the gender-relations in the society.

6.2   Cambodian Experience

Presenter: Nath Bunroeun, National EFA Coordinator, Cambodia

Cambodia established a five-year gender mainstreaming strategy in 2002 addressing three components: girls' equal access to education, enhancement of gender equality in education management and delivery of services, and strengthened gender technical capacity in education programming and policy-making.

Gender issues have been mainstreamed through institutional committees including the Inter-ministerial Gender Working Group under the EFA Secretariat and the Steering Committee on Gender and Girls' education in the Ministry of Education.

Cambodia has moved from commitment to action through the following initiatives:

- Poverty indexed incentive programmes to prevent drop-out among girls

- Institutional capacity-building to promote greater representation of women at management levels within the education system

- Review of annual departmental plans to ensure integration of gender related issues

- Disaggregation of data by sex at all levels

- Sponsoring gender awareness training linked with concrete follow-up among government stakeholders and communities

- Promotion of female teachers and school principals

- Construction of lower secondary schools and dormitories especially for girls

- Promotion of child-friendly and girl-friendly schools

- Development of legal frameworks on anti-trafficking and domestic violence

Summary of Peer Group Discussions

6.3   Key Issues to be Studied and Assessed

Gender issues are very much tied to the socio-economic, cultural and political context of the country. International partner agencies stressed that in discussing this goal, focus should be given on the quality and equality issues, i.e. gender equity doesn't mean gender equality. Among the major issues they proposed should be studied are:

- Gender-responsiveness of the curriculum, teaching practices and learning environments. There is still bias against girls in textbooks, the curriculum and teaching practices. For example, males are often encouraged to take science and technical subjects while females are encouraged to take social subjects.

- Gender disparity in teaching staff and at management level. There is a lack of female teachers in some countries (e.g. Lao PDR, Viet Nam) and lack of male teachers in others (e.g. Myanmar, Philippines and Malaysia).

- The need to integrate gender training in regular teacher training, rather than holding separate gender training workshops.

- Examine reasons why boys are dropping out of school and not performing well (e.g. Philippines and Malaysia).

- Assist and support female teachers in remote areas, particularly those who have to travel alone to get to their teaching posts.

- Safety and security issues for girls. Some families are unwilling to send females far from home to attend school.

- Traditional beliefs and cultural practices sometimes prevent parents from sending girls to school.

- Availability of facilities and infrastructure such as number of toilets specifically for girls.
- Addressing gender parity issues within specific groups, particularly the disadvantaged such as ethnic minorities, children with disabilities, etc.
- Presence of legal mechanisms to promote gender equality in the country and whether these are enforced.
- Lack of awareness in society regarding gender issues. Consider the role of the media in public awareness.
- Linkages between HIV/AIDS and gender issues.

6.4   Recommendations to Assess Quality and Disparity Issues

- Conduct an assessment of how much gender mainstreaming has gone so far and what the gaps are, and comparative studies to assess gender issues.
- Use of the gender-lens and gender analysis to assess existing programmes both in formal and alternative systems.
- Incorporate assessment with the MDG assessment process, using indicators that have been developed and adding qualitative aspects.
- Assess policy framework to ensure equal access.
- Formulate an assessment framework on gender disparity and quality to cover the following:
  - Enrolment/attendance/retention
  - Teacher recruitment
  - Curriculum/textbooks
  - Physical facilities/safety/security (school location, safe transportation)
  - Teacher/learning practices in the classroom
  - Incentives
  - Language issues
  - School management
  - Monitoring and evaluation
- Institutionalize a data collection mechanism and focus on disaggregated data. For example, transition rates should be disaggregated by sex. Use existing programmes such as DevInfo.
- Conduct more research and studies on gender indicators and advocate for the wider use of gender-sensitive indicators.
- Review content of the curriculum and get all stakeholders involved.
- Ensure there is budget allocation for assessment.

6.5   Recommendations for NGO Participation in the Assessment Process

Local, national and international NGOs should assist in all aspects of the assessment process: funding, technical assistance, capacity-building, providing advisory services, etc. They can be of particular help with assessment at the community level and remote areas given their network.   NGOs should be involved from planning to the final assessment and dissemination of findings and reports.

Education statisticians also suggested that NGOS can help in conducting research studies regarding gender issues, provide data and analysis findings to support the assessment, help validate the data, and sensitize policy-makers to promote the assessment process.

There are also specific gender-focused NGO networks that can extend assistance to countries.   In the case of the gender goal, NGOs can provide support through the UN Girls' Education Initiative (UNGEI) network.   In Cambodia, the NGO Education Partnership (NEP) group, through which NGOs coordinate and provide support within the education sector, can be tapped.   In Viet Nam, the National Commission for the Development of Women can provide support.   This is comprised of leaders of various ministries, including high-level women officers, who raise awareness on women's issues.

6.6   Proposals to Improve EFA Coordination, Implementation, Monitoring and Assessment

Participants agreed on the need to establish a coordinating body that will have clear terms of reference, at the national and sub-national levels and involve all stakeholders. This could help strengthen coordination and harmonization of efforts among all partners.

There is also a need to expand the networking among partners and the exchange of information, experiences and innovations. The establishment of an EFA forum at the national, sub-regional and regional level can be a good venue for such exchange and networking.

A continuous assessment and monitoring system must be in place, and existing mechanisms built on and strengthened. The capacity of all stakeholders involved in the assessment should be improved through capacity-building activities and continuous training.

There is also a need to strengthen data collection and ensure that it covers all previously unreached groups.   Governments can tap the network of NGOs for data gathering and assessment, particularly in remote areas.   NGOs can also help in the translation and distribution of information in remote areas where they have an existing network.

Gender indicators should also be improved and expanded with clear definitions. Countries should be encouraged to develop additional gender indicators outside of those being used in the annual EFA Global Monitoring Report.

A set of standards should be set and defined by which an assessment can be juxtaposed to cover the review of policy, curriculum, textbooks, quality of teachers and facilities, among others. The assessment should also look at sexual harassment in schools and institute mechanisms to investigate such cases. Educational programmes for sexual harassment should also be introduced.

6.7   Proposals in which Countries/Participants would like to Facilitate National and Regional Assessment and Review

Participants recommended that all stakeholders should coordinate more effectively to facilitate a national and regional assessment. Increased networking and improved partnership must take place across the region. Stakeholders can also collaborate in advocacy work to ensure that the gender component is implemented by governments.

International partner agencies also suggested improving the level of understanding and awareness among donors on the linkages between EFA and the MDGs.

Other recommendations are:

- Conduct regional and sub-regional censuses.
- Develop standard indicators and instruments to measure gender equality so that comparable data can be collected within the region.
- Holding a seminar on gender issues to get a regional view of the situation.
- Integrate the assessment of gender issues into one overall EFA study instead of undertaking six separate studies on each EFA goal.
- Sharing of experiences and best practices across the region. An alternative to regional conferences is the setting up of an online forum for sharing of experiences and best practices.
- Use the gender-lens to assess the quantitative and qualitative aspects of education programmes in the region.
- Education statisticians can work on the revision, improvement and modification of annual school census questionnaires to collect more gender-sensitive data. They can also ensure that gender-sensitive questions are included in surveys. They also suggested improved coordination among all data producers and sources to have comprehensive data on gender.

6.8   International Partnerships

Just like in the other EFA goals, participants see international partner agencies playing a crucial role in technical assistance, capacity-building, training, advisory support, and funding. Specifically, they want international partner agencies to:

> **Recommendations on Assessing Progress in the Gender Goal from Education Statisticians**
>
> According to education statisticians an assessment related to the gender goal should focus on:
> - Gender imbalance in the ratio of male to female teachers, i.e. more female teachers in some countries and vice versa in others.
> - Imbalance of allocation of learning materials and facilities between genders.
> - Use of gender disparity indicators at sub-national and local level.
> - In-depth and further analysis why there is disparity in order to address the issue. Examine reasons for gender disparity.
> - Access, participation and learning achievement and outcomes between genders.
> - Lack of qualitative data to address gender issues at all levels.
> - Little use of gender disparity indicators for human resource allocation, i.e. recruitment and deployment of teachers.
>
> They also suggested the full utilization of findings from existing household surveys and other sample surveys to illustrate gender disparities in countries, as well as the use of various presentation tools to convey the message to the stakeholders (graphs, maps, short sentences rather than just tables).

- Fund data collection.
- Extend assistance beyond the typical EMIS report like in analysis and research.
- Develop equality indicators and other standard indicators.
- Provide training on gender issues and assessment (e.g. through IIEP).
- Assist in advocacy campaigns. Support media campaigns to raise awareness regarding gender issues, particularly in remote areas.
- Spearhead and/or support the creation of gender networks to raise awareness among policy-makers.
- Exert pressure on governments to ensure they meet their commitments to international agreements and initiatives e.g. EFA, MDGs, etc.
- Ensure that capacity-building is an element of gender projects being funded and supported.
- Conduct independent surveys and studies.
- Provide feedback at international level enabling cross-country comparison.
- Develop comprehensive information management system at different levels.
- Organize regular meetings to exchange and share experiences, best practices and new developments related to gender issues.

EFA Goal Six: Enhancing Educational Quality

7.1 Global Issues on Quality

Presenter: Nath Bunroeun, National EFA Coordinator, Cambodia

The concept of quality education has been introduced through EFA and the MDGs into country specific goals and international development targets. Providing any education, regardless of quality, is not the goal. A myth exists that access must come before quality; however, both must occur simultaneously.

> *"Quality has become a dynamic concept that has to constantly adapt to a world whose societies are undergoing profound social and economic transformation. Encouragement for future-oriented thinking and anticipation is gaining importance. Old notions of quality are no longer enough … despite the different contexts there are many common elements in the pursuit of a quality education, which should equip all people, women and men, to be fully participating members of their own communities and also citizens of the world" (Ministerial Round Table on Quality Education, UNESCO, 2003, p.1).*

UNESCO considers quality education in the following way:

- Quality supports a rights-based approach to all educational endeavours. Education is a human right, and therefore quality education supports all of the human rights;

- It is based on the four pillars of Education for All – learning to know, learning to do, learning to live together and with others, and learning to be (Delors, et al., 1996);

- It views the learner as an individual, a family member, community member, and a global citizen, and educates to create individual competency in all four roles;

- Quality education upholds and conveys the ideals of a sustainable world – a world that is just, equitable, and peaceful, in which individuals care for the environment to contribute to intergenerational equity;

- It takes into consideration the social, economic, and environmental contexts of a particular place and shapes the curriculum or programme to reflect these unique conditions. Quality education is locally relevant and culturally appropriate;

- It is informed by the past (e.g. indigenous and traditional knowledge), is relevant to the present, and prepares individuals for the future;

- It builds knowledge, life skills, perspectives, attitudes and values;

- It provides the tools to transform current societies to more sustainable societies.

The challenge at both the national and international level remains in the monitoring and assessment of this fluid concept.

Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place. Quality education must be locally relevant and culturally appropriate; therefore, global monitoring mechanisms are currently under-developed. However, in the national context, UNESCO encourages countries to develop indicators to measure quality education to meet national definitions, standards and the goals and targets put in place.

UNESCO has identified 10 key aspects that support quality education.

At the learner level, quality education should:

1. Seek out the learner
2. Acknowledge the learners knowledge and experience
3. Make content relevant
4. Use varied instructional and learning processes
5. Enhance the learning environment

At the system level, quality education should:

6. Create a supportive legislative framework
7. Implement good policies
8. Build administrative capacity for support and leadership
9. Require and obtain sufficient resources
10. Measure learning outcomes

National assessment committees may wish to consider these 10 elements of quality education in their local contexts in planning for the mid-decade assessment.

7.2   PISA Study in Thailand

Presenter: Sunee Klainin, National Coordinator, PISA Study, Thailand

A brief report was given on the PISA study results in Thailand, which highlighted key issues in learning outcomes of the educational system. Learning outcomes can serve as indicator of the quality of the system. UNESCO would encourage all countries who have undertaken PISA or similar assessments to consider these results within the overall context of quality in the EFA mid-decade assessment. The full presentation of PISA Thailand can be found in the CD-ROM.

7.3   Summary of Peer Group Discussions

Editor's Note: *Due to time constraints, there were no group discussions on the EFA goal on quality education. The issue of quality, however, was raised in discussions during peer group sessions on the other EFA goals. Points relevant to quality education were extracted from these discussions and presented here in a summary form.*

This goal is intrinsically linked to all the other five EFA goals in that quality is an important aspect of ECCE, primary education, life skills, literacy and gender programmes.

Specific recommendations from participants for each of the five EFA goals all contain a quality component, indicating that quality is an integral part of each goal that must be assessed and studied.

Countries agreed that assessment should not only focus on quantitative achievements, such as the number of children in school as measured by gross and net enrolment rates, but also on the quality of learning.

The quality of ECCE, UPE, life skills and literacy programmes, for example, can be assessed by undertaking a curriculum review. Curriculum revision should keep up with and be more reflective of the rapidly changing society largely brought about by globalization. For example, life skills taught in both formal and non-formal venues should be updated to be more relevant to the needs of the person, preparing the learner to meet the demands of daily life and living in a multi-cultural world.

Monitoring learning achievements in both the formal and non-formal education sectors is also an effective way to assess quality. Conducting equivalency tests for participants of literacy programmes to assess its quality, relevance and effectiveness is an example.

Participation in surveys like the OECD's Programme for International Student Achievement or PISA is also a good way of evaluating the quality of education.

Quality also means the language of instruction, teaching methods and materials used in the formal and non-formal education considers the learning needs of each individual. Using just the national or official language to teach in schools when there are pockets of the population who don't speak the language, for example, will have an effect on the quality of learning.

Meeting participants also recommended that setting of standards and definitions as well as indicators related to quality will make the assessment process easier. Setting the ideal class size, student-teacher ratio, student-textbook ratio are some examples. Data should be disaggregated and data collection must include all previously unreached groups. Quality education after all also means there is access for all to education.

The existence of legislation and policies that mandate the delivery of quality education and whether these are enforced should also be examined. The assessment should also look on whether the appropriate allocation has been given to ensure the delivery of quality education.

Other recommendations such as NGO and international partner agencies' participation in the assessment process and ways to improve EFA coordination, implementation, monitoring and assessment are the same as those discussed for the other goals.

8

Country Work Planning Guide

8.1 Guidelines for Country Team Follow-up Work Planning

Ko-Chih Tung, Regional Advisor, UNESCO Institute for Statistics

> This General Guidelines have been prepared and endorsed by the Regional Thematic Working Group on EFA in Bangkok, Thailand to assist Governments in planning their own national assessment of Education for All. The procedures outlined here may need to be adapted to fit the particular situation of each country. However, Governments are strongly encouraged to set up as soon as possible a national assessment group with a technical sub-group.

The *Dakar Framework for Action* adopted during the 2000 World Education Forum foresaw the need for regular monitoring and reporting of progress and gaps in the achievement of Education for All as a basis for continuous review of national policy and international support towards Education for All.

8.2 Purpose

The EFA Mid-Decade Assessment is a major endeavour that aims to enable the participating countries (i) to construct a comprehensive picture of their progress towards their own Education for All goals since 2000, (ii) to identify priorities and promising strategies for overcoming obstacles and accelerating progress, and (iii) to revise their national plans of action accordingly. The results should be useful for policy makers, planners and managers both within and outside government. The assessment process will also provide an opportunity to refocus attention on the goals and targets of EFA and reinvigorate efforts to provide lifelong learning opportunities of good quality for all.

8.3 Scope: What Needs to be Reviewed?

Education for All (EFA) refers to the provision of **lifelong learning opportunities** in the sense of the "expanded vision" proclaimed in the *Dakar Framework for Action*. Consequently, the assessment should cover public and private programmes, activities and services, both in school and out-of-school that aim to provide for the **basic**

learning needs of children, youth and adults through quality educational opportunities. The assessment should seek to cover the six EFA goals set forth in the *Dakar Framework for Action* (see EFA goals box), giving particular attention to gaps in progress towards the achievement of EFA and to any disparities in the provision of education. It should also examine (i) the principal steps taken in the country since the World Education Forum in line with the *Dakar Framework for Action*; (ii) the implementation of EFA strategies and plans; (iii) the mobilization and use of financial and other resources for EFA; and (iv) the results obtained.

The goals set out in Dakar are designed to enable individuals to realize their right to learn and to fulfill their responsibility to contribute to the development of their society. They are global in nature, drawn from the outcomes of regional EFA conferences and the international development targets to which countries are already committed. Individual countries, through a process of consultation among all stakeholders in education and with the assistance of the wider international community and EFA follow-up mechanisms, should set their own goals, intermediate targets and timelines within existing or new national educational plans.

The six EFA goals set in Dakar in 2000

1. Expanding and improving comprehensive **early childhood care and education,** especially for the most vulnerable and disadvantaged children.

2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete **free and compulsory primary education of good quality.**

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate **learning and life skills** programmes.

4. Achieving a 50 per cent improvement in levels of adult **literacy** by 2015, especially for women, and equitable access to **basic and continuing education** for all adults.

5. Eliminating **gender** disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

6. Improving all aspects of the **quality of education** and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

8.4   National EFA Assessments

Who should participate? In accord with the principle of partnerships towards EFA, it is important that the assessment involve the principal "actors" at all levels. While the Ministry of Education is usually the primary provider of basic education, other government services as well as local authorities, the media, and voluntary and private organizations concerned with basic education should participate in the assessment. Their involvement is necessary and useful: (i) to obtain a comprehensive picture of EFA, (ii) to collect, analyse and interpret information from varied perspectives, and (iii) to mobilize partners and to plan further work to achieve EFA goals. Governments should consider also inviting the local offices of the principal sponsors of the World Education Forum (UNDP, UNESCO, UNFPA, UNICEF, World Bank), principal members of the Thematic Working Group on EFA, and other multilateral and bilateral cooperation agencies that support EFA activities to participate in the assessment.

Who should manage the assessment? Drawing from their experience in carrying out the mid-decade review of EFA (1995-96) and EFA 2000 Assessment, it is strongly recommended that each country re-constitute or re-establish, if necessary, an **EFA assessment group** (committee, task force, team) led by the **National EFA Coordinator** (a senior level person released to work full-time, with staff support), to be responsible for (i) organizing the group's work, (ii) liaising with the EFA Forum, and (iii) preparing the country's EFA assessment report. The assessment group's members should be selected on a pragmatic basis, with representatives of several government departments involved directly or indirectly in the provision of education (e.g. ministries of education, social affairs, women and children, local government, labour, agriculture, health, information and broadcasting, finance, development planning, etc.), national universities and research institutes, as well as representatives of the interested actors outside government (e.g. parliamentarians, religious organizations, community associations, NGOs, newspaper groups, broadcasting companies, trade unions, employers' groups, etc.) It is recommended that governments with an existing national EFA coordinating body assign it the important capacity of steering and advising the assessment.

How should the assessment be carried out? In planning the assessment process, five considerations need to be taken into account: (i) how to make best use of existing information and to obtain any additional information needed (from ad hoc surveys, non-governmental sources, UN agencies, etc.); (ii) how to involve the principal EFA "actors" in the assessment; (iii) how to best use available tools such as DevInfo for data collection and presentation; (iv) how to make use of the assessment process to update strategies and plans for expanding and improving basic education; and (v) how to use the assessment findings to build public and political support for EFA.

Various actors may be constructively involved in the assessment through committee work, interviews, commissioned reports and studies, position papers, questionnaires, etc. Since the collection and analysis of data and other information are essential for the assessment exercise, the EFA Assessment Group should immediately appoint a **technical sub-group** composed of a mix of planners, school inspectors, statisticians and researchers, to supervise and carry out this important function. Where possible, some of this work could be entrusted to a competent research institute or university. Principal UN agencies and partners have pledged support for capacity-building and training in use of DevInfo (point iii) and further technical support as necessary.

8.5   The Regional Assessment Process

All countries are invited to participate in the EFA mid-decade assessment and take charge of their own **national EFA assessment** in line with the timetable presented on page 9.

First steps at country level

1. Reconvene the EFA Assessment Group

2. Appoint a technical sub-group

3. Communicate the National EFA Coordinator's name, title, postal and e-mail address, telephone and fax numbers to the EFA Regional Coordination Team at UNESCO Bangkok (efa@unescobkk.org).

Further communications concerning the assessment should be addressed to the designated National EFA Coordinators.

8.6   Reporting

Reporting the results of the national assessment can be useful in building public awareness and in shaping public policy. A "reporting strategy" should be seen as an important part of the assessment. Several versions of the assessment report may be envisaged, e.g. a full technical report with detailed data analyses for planners and senior administrators; a narrative report stressing policy implications for the Cabinet, the Council of Ministers, the Parliament, the National Education Council, etc.; and a summary version or 'People's Report', using non-technical language for the press, local school committees, and the general public.

In addition, Governments are requested to share their principal findings with the Regional Thematic Working Group on EFA, which will synthesize all the country reports with a view to establishing a regional picture of progress toward Education for All and drawing conclusions for consideration by the international community.

Please note that Members States should continue to use existing channels for reporting education statistics to the UNESCO Institute for Statistics. The EFA mid-decade assessment will utilize 'raw' data[6] used by Member States for their own internal analysis. As these data are not ISCED standardized and UIS quality-controlled and therefore may not be appropriate for comparison across countries with different education structures.

Country Team Work Plan Guide

Points to consider in assessing current national and sub-national situation and planning for the mid-decade assessment

1. What evaluation studies, surveys and reports have recently been conducted?
2. What are the quality issues related to inputs, processes, outputs, outcomes, etc.?
3. What are the critical factors that facilitate or obstruct quality?
4. What are the disparity issues (focus on the disadvantaged and excluded groups)?
5. What factors facilitate or obstruct the participation of the disadvantaged groups?
6. Are there any plans to assess quality and disparity issues?
7. How to assess the issues?
8. How can NGOs participate in the assessment process?
9. How can EFA coordination, implementation, monitoring and assessment be improved?
10. How can countries facilitate national and regional assessment and review?
11. How can international partners/agencies work with the countries?

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[6] Caveat: Please note that the "raw data" utilized by the countries for their own internal analysis are not ISCED standardized and UIS quality-controlled and therefore may not be appropriate for comparison across countries with different education structures. For comparative purposes, you may refer to the data set published by UIS (www.uis.unesco.org).

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Addendum

Much has happened since the October 2005 meeting in planning for the national and regional EFA mid-decade assessment. Further steps have been taken by countries throughout the region to systematically plan and organize national assessments. These activities will be supported when necessary and to the extent possible by local offices of UNICEF and UNESCO and through regional support from the Thematic Working Group on EFA.

Several countries have organized further national launches of the EFA Mid-Decade Assessment and staff from the AIMS Unit have participated as resource persons whenever possible.

Since 2003, the AIMS Unit has been conducting capacity-building workshops at the country level to assist Member States prepare for the national mid-decade assessment. Whenever possible and appropriate, these activities will continue throughout the process.

In its 12 January 2006 meeting, the Regional TWG on EFA, a group consisting of UN agencies, multilateral and bilateral donors and INGO partners, agreed to provide coordinating and advisory services to the upcoming mid-decade assessment and policy review of progress in meeting the EFA goals.

The TWG on EFA also endorsed plans for national and regional assessments to measure the progress and gaps in achievements of EFA. Since its inception in 2001, the inter-agency TWG on EFA has supported the planning, implementation and monitoring of EFA throughout the region.

What support can countries expect

Sub-regional capacity-building workshops in support and preparation for the national EFA mid-decade assessment are being planned and will be implemented jointly through UNESCO, UNICEF and the TWG on EFA. These workshops will bring together key personnel from national assessment committees to build capacity in support of the national assessments. It is expected that a series of workshops will take place in 2006 and 2007.

TWG on EFA member agencies have agreed in principle to support national assessments and further requested – through the United Nations Resident Coordinator across the region – support for these activities.

The UNESCO Asia and the Pacific Regional Bureau for Education and the UNICEF Regional Office for East Asia and the Pacific are working together on a joint programme in this regard.

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Annexes

10.1 Meeting/Workshop Schedule

Monday, 24 October EFA UPDATE
08.00-09.00 — Workshop Registration • Apiradee Wittayathawornwong, Diah Yulianti, UNESCO Bangkok
09.00-10.15 — Introductory Remarks • Ko-Chih Tung, UIS/UNESCO Bangkok, Master of Ceremony Official Opening • Sheldon Shaeffer, Director UNESCO Bangkok • Charuaypon Torranin, Secretary-General, Thailand National Commission for UNESCO, Thailand Ministry of Education Participant Introductions • Head of National Delegations Presentation of Agenda • Jon Kapp, UNESCO Bangkok
10.15-10.45 — **Break**
10.45-12.00 — Advance report on the 2006 GMR • Aaron Benavot, EFA Global Monitoring Report Team, Paris Plenary Discussion of National/Regional EFA GMR Launches • Sheldon Shaeffer • Head of National Delegations
12.00-13.30 — **Lunch** (Windsor Suites Hotel)
13.30-15.30 — National Presentations • EFA Coordinators Identification of EFA planning and implementation challenges: Presentations & Discussions: • **Country Group 1: East Asia** *Chair – Ko-Chih Tung* • **Country Group 2: South-East Asia1** *Chair – Supote Prasertsri, UNESCO Phnom Penh* • **Country Group 3: South-East Asia2** *Chair – Eisuke Tajima, UNESCO Hanoi* • **Country Group 4: South Asia** *Chair – Anwar Alsaid, UNESCO Kabul*

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15.30-16.00	**Break**
16.00-17.00	Discussions on the global challenges/issues identified in the presentations: *Chair – Sheldon Shaeffer*
18.30-20.30	**Welcome Dinner** (Windsor Suites Hotel)
	Tuesday, 25 October **ECCE / EFA GLOBAL MONITORING REPORT**
09.00-09.30	Addressing issues of ECCE in the regional context ● Sheldon Shaeffer, Director, UNESCO Bangkok
09.30-10.00	Lead presentation ● Nittiya Kotchabhakdi, Mahidol University, Thailand
10.00-10.20	**Break**
10.20-11.30	Breakout Discussions: *ECCE Focal Points* ● **Country Group 1** *Chair – Nittiya Kotchabhakdi, Mahidol University, Thailand* ● **Country Group 2** *Chair – Maki Hayashikawa, UNESCO Bangkok* ● **Country Group 3** *Chair – Hye-Jin Park, UNESCO Paris* ● **Country Group 4** *Chair – Junko Miyahara, UNICEF Thailand*
11.30-12.00	Plenary feedback: *Chair – Sheldon Shaeffer*
12.00-13.30	**Lunch** (Windsor Suites Hotel)
13.30-14.15	Regional input into the 2007 GMR ● Plenary Briefing on the EFA GMR preparation process, with specific reference to ECCE: *Aaron Benavot, GMR Paris*
14.15-14.45	Instructions and Guidelines on Methods and Procedures ● Ko-Chih Tung, UIS/UNESCO Bangkok
14.45-16.00	Breakout Discussions: ● **EFA Coordinators** ● **ECCE Focal Points** ● **Statisticians** ● **Planners** ● **International Partners**
16.00-17.00	Plenary Feedback and Discussion: *Chair – Aaron Benavot, GMR, Paris*
	Wednesday, 26 October **EFA MID-DECADE ASSESSMENT**
08.30-09.45	Introduction to Mid-Decade/Regional Assessment of EFA ● Ko-Chih Tung Regional Advisor for the UNESCO Institute for Statistics
09.45-10.10	Presentation of key issues of disparities: *Chair – Ko-Chih Tung*
10.10-10.30	**Break**

10.30-11.00	Presentation of DevInfo
	• Kulapranee Emyoo
	UNICEF East Asia and Pacific Regional Office
11.00-11.15	**Goal 1 – ECCE:** Review of Issues
11.15-12.15	National Production Exercises *by National Delegations*
12.15-13.30	**Lunch** (Windsor Suites Hotel)
13.30-14.00	Plenary Feedback: *Chair – Ko-Chih Tung*
14.00-14.30	**Goal 4 – Literacy**
	• Identification of Issues: *Aaron Benavot, GMR Paris*
14.30-15.30	Peer discussions:
	• **EFA Coordinators**
	• **Statisticians**
	• **Planners**
15.30-16.00	**Break**
16.00-17.15	National Production Exercises *by National Delegations*
	International Partner Discussions
	Plenary Feedback from Peer Group Discussions *by Ko-Chih Tung*

Thursday, 27 October	
EFA MID-DECADE ASSESSMENT	
08.30-09.00	**Goal 3 – Life Skills**
	Identification of Issues
	• Lead Presentation: *Ko-Chih Tung, Cliff Meyers, Sahara Ahmad*
09.00-10.00	Peer discussions:
	• **EFA Coordinators**
	• **Statisticians**
	• **Planners**
	• **International Partners**
10.00-10.30	**Break**
11.45-12.15	Plenary Feedback from Peer Group Discussions *Chair – Ko-Chih Tung*
12.15-13.45	**Lunch** (Windsor Hotel)
13.45-14.15	**Goal 2 – UPE**
	Identification of Issues: Lead Presentation on IE
	• Olof Sandkull, Associate Expert, UNESCO Bangkok
14.15-15.00	Peer discussions:
	• **EFA Coordinators**
	• **Statisticians**
	• **Planners**
	• **International Partners**

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15.00-15.30	**Break**
15.30-16.00	Peer discussions continued
16.00-17.00	Plenary Feedback from Peer Group Discussions ● Chairperson to be elected from the national participants

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Friday, 28 October
EFA MID-DECADE ASSESSMENT

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08.30-09.15	**Goal 5 – Gender** Identification of Issues ● Lead Presentation: *Maki Hayashikawa, UNESCO Bangkok; Nath Bunroeun, National EFA Coordinator, Cambodia*
09.15-10.00	Peer discussions: ● **EFA Coordinators** ● **ECCE Focal Points** ● **Statisticians** ● **Planners** ● **International Partners**
10.00-10.30	**Break**
10.30-12.00	Plenary Feedback from Peer Group Discussions Preparation/Finalization of Work Plans
12.00-13.20	**Lunch** (Windsor Suites Hotel)
13.20-13.30	Group Photo (Windsor Suites Hotel)
13.30-15.15	**Goal 6 – Quality** Identification of Issues: Panel Presentations ● Global Issues in Quality – *Sheldon Shaeffer, Chair* ● Quality Assurance – *Nath Bunroeun, National EFA Coordinator, Cambodia* ● PISA study in Thailand – *Sunee Klainin, National Coordinator, PISA study Thailand*
15.15-15.45	**Break**
15.45-17.00	National Production Exercises

Saturday, 29 October EFA MID-DECADE ASSESSMENT	
08.30-10.30	Preparation/Finalization of Work Plans
10.30-11.00	**Break**
11.00-13.30	Presentation of Draft Reports, outline of future Work Plans: Head of National Delegations ● **Country Group 1: East Asia** *Chair: Ko-Chih Tung* ● **Country Group 2: South-East Asia1** *Chair: Nyi Nyi Thaung* ● **Country Group 3: South-East Asia2** *Chair: Jon Kapp* ● **Country Group 4: South Asia** *Chair: Michael Koronkiewicz*
13.30-14.45	**Lunch** (Windsor Suites Hotel)
14.45-16.00	Plenary Feedback and discussion: *Chair – Ko-Chih Tung* Closing Ceremony ● Ko-Chih Tung ● Representative of the Participants

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