Lessons of the EFA first decade: Education for whose needs? Relevance and Quality

Lessons learnt from Jomtien decade:
- EFA Mid-Decade Review fiasco
- EFA monitoring
  - regular UIS and national data collection systems.
- EFA assessment
  - a continuous process
  - early warning mechanisms

Are we moving closer to the goal? Forward or Backward?

The remaining agenda: unreached and unattained
- Equity issues (disparities: gender, ethnic minorities, disabled, castes, etc.)
- Quality improvement in education and life skills
- Efficient and regular monitoring mechanism

What progress has been made since then to address these challenges?

Dakar Follow-up Strategy
- “Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels”

Source: An international strategy to put the Dakar Framework for Action on Education for All into operation, UNESCO 2002
To improve EFA monitoring, partners will cooperate to:

- Improve the quality of data collected in each country and 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.
- Yes, where’s the money to finance this? EU for FTI

EFA Global Monitoring Reports

Global
- 2002 On Track?
- 2003 Gender Equality
- 2004 Quality
- 2005 Literacy
- 2006 Early childhood
- 2007 Global Mid-Decade Assessment

Proposal: 2006 National & regional Mid-Decade
- Assess EFA goals and targets,
- Assessment of the remaining disparities in achievements and challenges
- Identify critical factors for success and failures respectively for policy formulation

A Strategic Alliance for Country-led EFA Assessment and Capacity Building

Objective:
Sustainable institutional and human capacity to monitor, evaluate and asses EFA, MDG, PRSP, etc., for national policy development, planning & management

Strategy:
Catalytic role in partnership with institutions, agencies and experts in joint ventures and networks;
Capitalizing on UNESCO and UIS's unique advantage: mandate, experience and working relationship with MOEs and NSOs. Trade-off between human, political and financial resources.

Guiding principles:
Strengthen country leadership, ownership, partnership and implementation through national education sector-wide development programme

GATHERING INFORMATION
On indicators, policies & plans from:
Surveys, research documents, reports

ANALYSIS
Of root causes & their linkages

Policy Decision
SELECTION
Of areas of cooperation

Asian EFA Coordinators:
on missing EFA Indicators and assessment

Setting regional capacity-building priorities
- Life skills
- Literacy
- ECCE
- Education finance and expenditure
- Urban/rural and socio-economic data
- Geographical data for School Mapping (GIS)
- Quality and learning outcomes
- Efficient and regular monitoring mechanism
- The excluded: ethno-linguistic minorities, learners with disabilities, and other hindrances
- Analysis of disparities
Develop national capacity for EFA Mid-Decade Assessment now!

Lack capacity in EFA monitoring indicators and assessment analysis of goals attainment.
2-4 years to revise poorly designed or to develop new national statistical systems
Need analytical capacity: concepts and analytical models, skills, tools.
- EFA national coordinators, planners and statisticians
- UNESCO programme specialists in the field offices
Need regional and sub-regional CB partnerships

Rationale for Partnership Strategy for EFA Monitoring and Assessment

- Enhances regional synergy, cohesion, synchronization, cost-effectiveness and mutual support
- Casts high visibility and elevates UNESCO as leader, coordinator, manager role in the development community
- Optimal use of available human resources and structures
- For maximum impact in both the short and the long term throughout the region

Framework for Partnership: within UNESCO

- Regional: UNESCO Asia and the Pacific Regional Office for Education, AIMS, EPR, APPEAL, APEID, ICT units
- Cluster & Field offices: education specialists to be trained and serve as task managers
- UNESCO HQ and Institutes
  - UNESCO HQ EFA and other relevant sub-sectors with regard to EFA Mid-Decade Review
  - UIS regard to the technical aspects of its global EFA monitoring and UIS annual regional workshops
- Other institutes
- UNESCO Inter-Regional
  - ADEA WGES-NESSI-Africa Regional Centre at UNESCO Harare and Sub-Regional Office at UNESCO Dakar
  - Other UNESCO regional initiatives

Framework for Partnership: regional partners

- UN agencies, bilateral donors, and NGOs
- UN Thematic Working Group on EFA and the Sub-Regional EFA Forums/Fora in Asia and the Pacific Region, involving the UN agencies - FAO, ILO, UNDP, UNICEF, UNFPA, World Bank
- Regional organizations - ADB, ESCAP, SEAMEO, NGOs - Save the Children, SIL Asia, ASPBAE and Bilaterals - JICA, the Netherlands, DFID, France, USA?
- However, a great variation among the sub-regions and clusters, in some of which agency presence has been too weak to organize and lead EFA efforts
UNESCO BKK Preparation and Capacity Building for EFA mid-term assessment

2003-4:
- Orientation of EFA coordinators, planners & statisticians
- Field studies, workshops on life skills and disabilities
- Assessment of sub-national disparities project, including the excluded, “Inclusive Education”
- “Flash Report” rapid data collection & reporting method
- Update, adapt, develop application and training modules
- Multimedia training modules on EFA-MDG monitoring indicators

2005:
- Education finance and expenditure statistics
- Literacy survey module (LAMP Lite), via census and household-based learners with disabilities data collection, measurement and analysis
- Improved & trained EFA Projection and Simulation
- Design and train in enhanced MICS (Inclusive Education)
- Update EFA2000 guidelines and templates for 2005
- UIS&AIMS annual regional workshops

Proposed indicative agenda for national and regional assessment

2005:
- ED Week: agenda, planning group, RTAG, task assignments,
  Q3 finalise guidelines, templates, T-L materials
- Q4 workshop for FO Ed officers, EFA Coordinators, planners and statisticians

2006: National Mid-Decade Assessment activities
- Q1 Cluster and national organization with EFA partners
- Q1 Draft report outline, Inclusive Education approach to all target groups, including the excluded
- Q1-2 Compile data, policy papers, studies, reports, etc.,
  including disparities and issues
- Q3 Data and Policy Analysis training & production workshop
- Q4 Report drafting workshop

Proposed indicative agenda for national and regional assessment

2006: Regional Mid-Decade Assessment activities
- Q1 organize regional level report drafting committee and technical group for data analysis
- Q1 draft annotated outline of report, including intra-regional disparities and issues
- Q2 collect past data for time-series analysis and chronicles of policy changes
- Q3 regional workshop with country teams for peer review and to share experiences & inputs to the regional assessment report
- Q4 draft and submit to EFA GMR 2007

2007 EFA Mid-Decade Review
- Q1 National and regional assessment review
- Q3 Global EFA Mid Term Review
- Q4 Stakeholders & policy anchoring Regional Action Plan

Discussion
Questions, comments and suggestions
1. Pro’s and Con’s of organizing or not a national and regional EFA mid-decade assessment?
2. Same structures and process as in the EFA 2000 Assessment? Or some other ways?
3. What support do you need to effectively manage the process?
4. In what areas and how should RB, COs and FOs
   a) assist and facilitate the countries to conduct the assessment?
   b) collaborate and mutually assist and facilitate each other?
5. Other questions and issues to consider
6. For bilateral talks, welcome to AIMS Market Place

Welcome to AIMS market place.
Tu. 1:30 - 3:00

Supporting Members’ needs to monitor and assess EFA, MDG, PRSP... Are you up to the challenge?