EFA Mid-Decade Assessment: addressing Disparities in Education

Myanmar National Workshop towards preparations for the EFA Mid-Decade Assessment
Yangon, Myanmar

Looking back...

Looking back

1990
- The Jomtien Declaration included a commitment to monitoring
- National education reforms were to be coupled with monitoring of implementation and assessment of outcomes

1999
- Countries prepared the EFA2000 Assessment Report
- Countries were under-prepared and/or reports were prepared externally
- Little investment had been made towards capacity building for monitoring, evaluation and assessment

The reports for the EFA2000 left many areas in the dark, especially those areas not covered by the formal primary education:
- ECCE,
- Life Skills,
- Literacy and NFE
- Sub-national variations in the impact of the education reforms

From Jomtien to Dakar: New challenges

World Education Forum, Dakar Senegal, 2000

Dakar framework for action included new commitment and challenges:
- Equity and Equality issues (disparities: gender, vulnerable and disadvantaged children, ethnic minorities, castes, etc.)
- Quality improvement in education and life skills
- Efficient and regular monitoring mechanisms

What progress has been made to address these challenges?

Availability of education statistics: Asia

Central Asia

East and South East Asia

South and West Asia
The enrolment challenge

Primary school enrolments have risen sharply in South and West Asia and sub-Saharan Africa, but these two regions are still home to 70% of the world’s 100 million out-of-school children.

Out of School Children in MYANMAR

- 436,000 boys
- 407,000 girls
- 843,000 TOTAL

Gender parity

- Considerable progress in countries with lowest gender parity index
- Gender imbalance at primary level in over 60 countries is nearly always at the expense of girls
- At secondary level, boys are under-represented in 56 countries
- The 2005 gender parity goal has been missed by 94 countries

The impact of exclusion and disadvantage

- Where poverty rates are higher, literacy rates tend to be lower
  - Women: 88 literate women for 100 adult literate men – 92 in East Asia and the Pacific, 66 in South and West Asia
  - Indigenous peoples: their lower literacy rates reflect limited access to formal schooling
  - Disabilities: over 600 million people have a disability, two-thirds live in low-income countries. Evidence suggests weak literacy skills
  - Migrants: dramatic growth within and between countries
  - Rural residents: disparities are greater in poorer countries with low overall literacy rates (44% rural vs 72% urban in Pakistan)
To improve EFA monitoring, partners will cooperate to:

- 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 among countries.

Regional EFA Mid-Decade Assessment (EFA MDA)

Mid-Decade Assessment objectives

1. assess national (and sub-national) progress toward the attainment of the EFA Goals and Targets, and
2. identify the remaining gaps in terms of quality and equity across the national sub-populations of learner-groups, in order to
3. prepare for the Mid-Term Review (2007/8) for planning the next phase of education reforms to attain the 2015 EFA Goals and Targets and MDG.

The framework for the assessment

Inclusive Education and Lifelong Perspective

- inclusion of diversity of learning needs of sub-populations (incl. disabled, linguistic, ethnic minorities, castes, disadvantage groups, etc.) - equity, equality and disparity
- provision of quality education for all learners

Mid-Decade Assessment Planning Meeting

- National EFA coordinators, education planners and statisticians and ECCE focal points from 21 countries from South, Southeast and East Asia gathered to discuss plans for assessment
- Key issues were identified for assessment of each goal
- A similar workshop of EFA coordinators was held for the Pacific Island States.
**EFA Monitoring, Assessment and Evaluation**

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<tr>
<th>Monitoring</th>
<th>Assessment</th>
<th>Evaluation</th>
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<td>Purpose</td>
<td>Improve implementation</td>
<td>Improve Learning outcomes</td>
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<td>Aimed at</td>
<td>Operations and management</td>
<td>Teachers and course providers</td>
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<td>Focus</td>
<td>Account of what has been implemented</td>
<td>To methods and materials</td>
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<td>Information</td>
<td>Results and process</td>
<td>Learning achievements and outcomes</td>
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<td>Indicators</td>
<td>Resources efficiency, quality of delivery</td>
<td>Learning achievements socio-economic changes</td>
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**EFA Mid-Decade Assessment: Considering disparities**

**Enrolment Rates / Out of School Children**

- **Primary Education : Non-Net Enrolment Rate, 2002 (100% - NER)**

- **Identifying Disparities**
  - **Differential impact**: In preparation for the EFA Mid-Decade Assessment, countries should implement the collection and analysis of data for target groups at the sub-national level
  - **Target Groups**: the Marginalized and Disadvantaged
    - Women and girls
    - Ethnic minorities
    - Linguistic minorities
    - SES, Classes, Castes
    - Rural inhabitants
    - Migrants
    - People without legal status (birth registration, citizenship)
    - Children with disabilities
    - Working children
    - Children affected by HIV/AIDS

**Considering disparities**

- Which children are not in school/learning centres?
- What inhibits their full participation?
- Who should be targeted as a priority?
- How can we improve quality and equality?

**Education for whose needs? Sub-National Analysis of Disparities**

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<td>Urban poor &amp; homeless</td>
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<td>Remote isolated communities</td>
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<td>Minority language groups</td>
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<td>Learners with disability/special needs</td>
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<td>Urban migrants and urban street children</td>
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<td>Seasonal itinerant workers</td>
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<td>Rehabilitation of prisoners</td>
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<td>Refugees &amp; displaced population</td>
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<td><em>etc, list relevant neglected groups</em></td>
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![Image](image-url)
Plan for national and regional assessment

- In addition to the usual school-based statistics, countries will use existing data, such as the population and housing census, household surveys, labour force surveys, household income and expenditure surveys, etc.
- Case studies will be undertaken, especially in areas where standard statistics are not available and inadequate (eg. gender equality, literacy, life-skills, etc)
- The structure and process of implementation will be examined carefully to identify how the policies were differently implemented with regard to the different target groups

Alternative sources of data on un-reached groups

- Many case studies and pilot projects were conducted in areas that were found to be very weak in many countries across the entire Six Goals of the EFA programme – namely, uneven distribution of quality education across the sub-national target groups:
  - Studies on access to education among children with disabilities (Brunei, Cambodia, Samoa, Thailand, Vietnam, WHO ICF-CF technical meeting at UNESCO BKK),
  - Linguistic and ethnic minorities (China, Nepal, Thailand, Vietnam), Dalits and Janjati castes (Nepal),
  - Children of undocumented migrants and hill tribes (Thailand),
  - Life skills (Cambodia, Indonesia, Lao PDR and Vietnam, and Asia regional review),
  - Functional literacy (Cambodia, Lao PDR, Thailand, planned studies in LIFE countries)

Analyzing Disparities

In order to analyze disparities in access to education, data collected for the six EFA goals should be disaggregated at the sub-national level in general categories:
- Sex: male/female
- Geography: region; urban/rural; less developed/more developed
- Social status: occupation, socio-economic status, caste system, legal status (birth registration, citizenship)
- Ethnicity: ethnic, religious, language minorities
- Disability

Assessment mechanism (2006-2007)

The Assessment will try to answer:
- What were the most common achievements in terms of quality and equality, if any, since the year 1990 and especially in the last 5 years?
  - Goals and targets set by the national EFA action plan
  - National Education Sector Development Plan
- What actions and benefits reached the main intended target groups?
- What groups benefited most from these achievements? What policies, resource inputs and contextual factors facilitated these successes?

The Assessment will try to answer:
- What were the most common gaps in progress in terms of quality and equality?
- Do traditionally-disadvantaged groups benefit much from the achievements?
- Which groups benefited least or not at all?
- What policies, resource inputs and factors facilitated and what factors obstructed the reaching the targets and resolving the issues - the inclusion of unreached groups in sharing the benefits of the past efforts with regard to this particular Goal?
- What still need to be achieved and what are still missing to address?
Plan for national and regional assessment

**Assessment** 2006
- Initial outline with raw data

**Policy Review** 2006
- Analytical and politically-anchored reports
- Regional policy review

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**Myanmar National Assessment**

- Embed the assessment in national policy development to ensure the results are recognised
- Organise a National Committee to oversee the assessment and Substantive Working Groups to focus on each of the goals
- Ensure access to and inclusion of disaggregated data across all EFA goals:
  - ECCE
  - Primary Education
  - Life Skills and Life-Long Learning
  - Literacy
  - Gender
  - Quality Education
- Develop and pilot test nationally-specific indicators to national targets and goals (especially for issues of life skills, quality and gender equality)

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**Regional involvement**

- Coordinate with regional partners to provide national and sub-regional support to the assessment
- Organise sub-regional capacity building training programmes to support data collection, analysis and reporting
- Support local fund raising to fund national assessments
- Prepare a regional assessment synthesis report

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**Summary: reality and a vision for the future**

- Governments, accountable for their own policies and implementation, must monitor and assess the education reform processes and outcomes in their own countries.
- **Capacity and infrastructure** - lacking in most countries - are necessary to conduct a systematic and proper assessment at national level
- Rather than building agency-driven bypasses for what should be the responsibility of the Governments, all stakeholders should work together to support and facilitate the development of national capacity to conduct the assessment to review the commitments to the EFA Goals.

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For further information, please visit:
- [Aims](www.unescobkk.org/aims)
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thank you