1. Introduction

The Asia-Pacific region, in particular countries that participated in the Mid-Decade Assessment (MDA) of EFA progress from 2006-2009, has been working on the issue of marginalization and reaching the unreached in education. Various Ministerial meetings, particularly in Southeast and South Asia have also focused on national and collaborative efforts in addressing marginalization and disparities in education. At the 10th Regional Meeting of National EFA Coordinators held in Bangkok in May 2009, specific recommendations and action areas were made on reaching the unreached in education.

Globally, there is also a growing emphasis on the importance of addressing the issue of marginalization and reaching the unreached in education if the EFA goals are to be met by 2015. The 2010 EFA Global Monitoring Report focused on “reaching the marginalized” aside from tracking EFA progress in countries.

The Addis Ababa Declaration of the 9th Meeting of the High Level Group on EFA in February 2010 also explicitly recommended “that National Governments ensure that their education policies and strategic planning include all children, youth and adults, and that these policies are linked to broader development strategies. Such policies will enable marginalized populations to enter school and to complete and benefit from meaningful learning.”

To further move forward the momentum in this area, the 11th Regional Meeting of National EFA Coordinators to be held in Bangkok on 18-20 November 2010 will focus on identifying specific policies and efforts undertaken by countries to address the issue of marginalization in education. In this regard, countries invited to the meeting are requested to prepare a brief paper on ‘Progress made in reaching the unreached and marginalized in education towards meeting the EFA Goals, focusing on specific policies and overall efforts undertaken to address the issue of marginalization in education.’

Please see below the proposed outline for the paper. Country representatives are requested to send the paper to the Regional EFA Secretariat by 11 October 2010 (see contact details below). Below are the proposed background documents to be used as main references for the preparation of the country paper:

- The EFA Mid-Decade Assessment country and sub-regional reports
  
  http://www.unescobkk.org/education/education-units/efa/mda/nationalreports/
  
  http://www.unescobkk.org/education/education-units/efa/mda/sub-regionalreport/
- The latest national EFA assessment report, if available
• National education statistics report from the country and from the UNESCO Institute for Statistics
• Outcomes/recommendations of the 10th Regional EFA coordinators meeting held in May 2009 http://www.unescobkk.org/education/education-units/efa/mda/efacoordinatorsmeetings/11efacoordmeeting/
• Country reports prepared for the Southeast Asia Education Ministers Organization (SEAMEO)-endorsed projects on “reaching the unreached in education”
• Country reports prepared for the Second South Asian Ministerial Meeting in Dhaka, Bangladesh, December 2009

The length of the paper should be 15 – 20 pages in A4 size, single space. Relevant documents may be annexed or attached separately.

2. Structure of the Country Paper

The following is the recommended report structure:

I. Brief summary of overall Progress in Meeting the EFA goals
   • This section could be based on an update from the National EFA Mid-Decade Assessment report (published in 2008/09) or the latest national education/EFA progress report
   • Also include in this section discussion on efforts to improve national EFA coordination structures, strengthening donor coordination, education/EFA data collection systems and the use and analysis of data, in particular focusing on disadvantaged and unreached groups in education

II. Key/major challenges in meeting the EFA goals and addressing marginalization in education
   • The identified challenges may hinder meeting one or two or all six goals, e.g. issue of marginalization, or could be very specific, i.e. quality of education
   • Also include in this section the five main groups in the country that currently the most marginalized or suffer the most disparity in education; Alternately, identify the major education/EFA disparities or causes of marginalization in the country e.g. poverty, geographic location, ethnicity, etc.
   • In relation to the point above, what can be done to address the disparities in education by 2015

III. Key policies and/or good practices targeted at unreached, underserved, marginalized groups implemented as a result of the EFA Mid-Decade Assessment and the Mid-Term Policy Review, or after the Regional Meeting of National EFA Coordinators in May 2009
   • Include short discussion on the impact of the policy or good practice, if possible
Note: refer to the key recommendations from the national MDA report, Policy Review conferences, 10th Regional National EFA Coordinators Meeting and if possible, identify which measures have been implemented.

IV. Foreseen challenges in education beyond 2015

The challenges identified here would be a starting point for discussions on the priorities for the region after 2015. The challenges identified in this section could be the same as in section II above, but with the understanding that the same challenges will remain a crucial barrier to education even after 2015.

V. Annex(es): Countries may attach case studies on specific policies or good practices on reaching the unreached that have worked well.

3. Submission of Country Paper

Please send the country paper by email or fax not later than 11 October 2010 to:

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920 Sukhumvit Road, Bangkok 10110, Thailand
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Fax: (66-2) 391 0866
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and

Malisa Santigul
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Tel: (66-2) 391 0577/ext. 236
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4. Sharing of country experiences during the 11th Regional Meeting of National EFA Coordinators

At the 11th Regional Meeting of National EFA Coordinators, countries will also be requested to make short presentations (maximum 15 minutes) about ‘progress made in reaching the unreached and marginalized in education towards meeting the EFA Goals, focusing on specific policies and overall efforts undertaken to address the issue of marginalization in education.’ The presentation will be based on the country paper submitted to UNESCO as preparatory work for this meeting.
UNESCO will also use the country papers as reference to prepare a regional summary of efforts being undertaken in the region to reach the unreached groups in education as well as to identify key remaining challenges to the achievement of the EFA goals by 2015. With the consent of the countries, certain sections of the country paper will also be used as references for text boxes in the regional End-of-Decade (2010) Notes on EFA Progress by EFA goal to be prepared jointly by UNESCO, UNICEF and other Thematic Working Group on EFA partners.