Proposed National MDA Report/Review Outline
*From the Guidelines for the Asia and Pacific EFA Mid-Decade Assessment: Identifying and Reaching the Unreached

Summary
The National EFA Mid-Decade Assessment aims to identify problems, issues, policies and strategies of education reform to ensure that education will reach the unreached groups and the goals of EFA fully addressed by 2015. The theme of the assessment is therefore “reaching the unreached”, focusing on quality and equality in access and participation in achieving each of the six goals of EFA.

This assessment will be followed by a mid-term review of national education policy against the findings of the national assessment report to better formulate appropriate policies for attaining EFA by the year 2015.

The Dakar Framework for Action clearly reaffirms education as a fundamental human right and underlines the importance of rights-based action in achieving EFA goals. As signatories to the United Nations Declaration of Human Rights and as committed partners in the EFA agreement, states have obligations to protect and fulfill the right to education and make it available, accessible, acceptable and adaptable. This means ensuring free and compulsory education for all children, making available literacy and life long learning opportunities for learners of all ages, providing fundamental education for those who are out of school, and promoting understanding and tolerance within and across diverse societies.

The proposed national report outline which follows is based on agreements made by countries in the region on the focus and substantive content of the Mid-Decade Assessment.

It follows a rights-based approach to education, which emphasizes a meaningful participation at each stage of the development process, from planning to implementation, assessment and measurement of outcomes in human rights terms, and assurances of accountability. It also approaches gender as a cross-cutting issue, evaluating the gender equity and equality issues across all the EFA Goals.

The outline should be considered only as a starting point for consideration and discussions by national assessment teams. It is neither prescriptive nor mandatory. As this process is inherently national, countries should adopt a flexible approach to adopt the contents of the report to national needs and priorities.

In the absence of (relevant) EFA National Action Plans, countries may wish to assess national educational development plans and goals, and further consider issues which may have arisen since the adoption of national goals and targets. The Assessment is not of the quality of the plan but the quality of the achievement.

When planning the final national product, the national drafting committee may wish to envision the principal audience to be policy makers and/or senior high officials who are in a position to take actions on the findings of the assessment.
MDA National Report Suggested Outline

I. Introduction

A. Historical, Social/Cultural (linguistic, religious), Economic, Political and Geographic (map) Country Background

B. General Overview of Level of Development
   i. Poverty, human development index, Millennium Development Goals (MDGs)
   ii. Health, economic, and social indicators

C. The Role of Education in the Context of National Development
   i. Highlighting linkages between education and the MDGs and national development priorities and strategies

D. Data Collection, Sources, Quality Assurance

II. Introduction to the National Educational System

A. Trends in Educational Development (See Supplementary Guidelines for this section)
   i. Historical origins of present structure of education system
   ii. Expansion of government-financed education to various categories of learners
   iv. Use of ICT in education
   v. Unreached Groups (general examples that may be applicable to your country)
      a. Religious, linguistic, racial, and ethnic minorities/tribal groups
      b. Castes, socio-economic classes, and other social stratifications
      c. Women and girls (or boys)
      d. Persons discriminated against on the basis of sexual orientation
      e. Persons with disabilities or special needs
      f. Residents of remote, rural, or border areas
      g. Undocumented people, non-citizens, non-registered residents
      h. Migrants, refugees, displaced persons (conflict or natural disaster)
      i. Children affected and infected by HIV/AIDS
      j. Children affected by conflict
      k. Street Children
      l. Working children
      m. Orphans
      n. The very poor
      o. Victims of domestic abuse

B. Educational Policy, Laws, and Legislation
   Is there compulsory education? Is it rights-based? Is it free and how is “free” defined? Is there a mechanism for public awareness and implementation?
   i. National EFA Program/Action Plan
   ii. National constitution
iii. National policies, laws and legislation
iv. International treaties

C. Education Structure
   (public and private education included)
i. Formal: Pre-primary, primary, lower secondary, secondary, tertiary; non-
   formal; informal (use diagram to illustrate the structure)
ii. Responsible agencies

D. Education Financing
   i. Structure of financing of education by central government, state/provincial
      government and local government/community
   ii. Decentralization: mechanism of financing, fund flow from center to state, local
   iii. Education budget as percentage of GDP or GNP
   iv. Education budget as percentage of national budget (Also, if applicable, percentage of district or provincial level budget in decentralized governments or states)
v. Percentage from government, private sector, donors
vi. Financing for disadvantaged groups (grants, scholarships, incentives, special programmes)
vii. Standard school income sources (government subsidies, fees, community, NGOs, international donors, etc) and cost breakdown (absolute and percentage)
viii. Breakdown of education spending (i.e. staff costs, infrastructure, resources, development costs, operation costs, etc)

D. Assessment of EFA Coordination
   (If not explicitly called EFA then should refer to national education plan along the six goals)
i. Existence of a functioning National EFA Forum with mandate and authority
ii. Presence of an EFA National Coordinator with mandate and authority
iii. Publication of an EFA National Action Plan
iv. Integration of the EFA National Action Plan in National Education Development Strategy and national development planning framework and process
v. Budget allocation for implementation of EFA National Action Plan
vi. External (international) and internal (domestic) funding support for the EFA Programme
vii. Strategy in place for the monitoring and evaluation of the EFA programme

III. Analysis of the Six EFA Goals (separate chapter/section for each goal)

A. National Action Plan/Education Reform Program
   i. Statement of EFA goal
   ii. Description of EFA goal and specific national targets
   iii. Strategies to achieve the goal
   iv. Budget (cost calculation, expenditure) and financing (sources of income to cover costs) plan
B. Implementation of EFA goal
   i. General policies and programmes
   ii. Policies and programmes mentioning specific target groups (disadvantaged groups)
   iii. Legislation and legal framework
   iv. Responsible agencies and coordination of implementation
   v. Budgeting and financing: resource mobilization and allocation
   vi. Quality assurance monitoring and evaluation

C. Progress in Achieving EFA goal (using disaggregated indicators to show patterns of change)
   i. Performance indicators: measure the gap between the target and attained level of performance
   ii. Time and cross-sectional analysis (using disaggregated indicators)
   iii. Quality and equity outcomes

D. Implementation Gaps and Disparities or Variations (using disaggregated indicators to show disparities or variations)
   i. Identifying gaps and locating the reached and unreached
   ii. Analysis of differential impact of policy implementation
   iii. Identify disparities in social and gender equality
   iv. Identify disparities in quality of education across social groups and geographic areas
   v. Identify implementation capacity gaps

E. Successes and Remaining Challenges in Implementation of EFA goal (assessing impact of policy and practices)
   i. Successes and challenges in achieving social and gender equality
      a. Success stories and good practices to be re-enforced
      b. Identify and explain why and how areas and groups where success has been least
   ii. Successes and challenges in achieving quality education
      a. Success stories and good practices to be re-enforced
      b. Identify and explain why and how areas and groups where success has been least

F. Recommendations for adjustments in terms of
   i. Target-settings with specific references to priority target groups
   ii. Strategies for attaining the unattained and reaching the unreached
   iii. Schedule of milestones to be attained over the remaining period

Summarize for all Goals:

IV. Challenges to Providing Education
   General examples that may be applicable to your country:
   A. Policy and budget
   B. Economic factors
   C. Social and cultural factors
   D. Legal factors
   E. Geographic factors
   F. Language
G. School factors (facilities, human resources, teaching resources)
H. Risk factors (HIV/AIDS, drugs, prostitution, etc)
I. Political unrest and conflict
J. Natural disasters
K. Child labor

V. Linkages between the Goals in lifelong perspective
(flow of education)

VI. EFA Strategies and Flagship Issues
(i.e. relating country situation to global issues)

EFA Strategies
1. Mobilization of strong national and international political commitment for Education for All, development of national action plans and enhancement of national investment in basic education
2. Promotion of EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies
3. Ensuring of the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development
4. Development of responsive, participatory and accountable systems of educational governance and management
5. Meeting of the needs of education systems affected by conflict, natural calamities and instability
6. Implementation of value-added educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict
7. Implementation of integrated strategies for gender equality in education that recognize the need for change in attitudes, values and practices
8. Implementation of education programmes and actions to combat HIV/AIDS and other pandemics such as Malaria and avian influenza and assessment of the impact of the pandemic on the education system.
9. Creation of safe, healthy, inclusive and equitable resourced educational environments conducive to excellence in learning, with clearly defined levels of skills and achievement for all
10. Enhancement of the status, motivation, morale and professionalism of teachers
11. Harnessing of new information and communication technologies1 to help achieve EFA goals
12. Systematic monitoring of progress and reaching the unreached towards EFA goals and strategies at the national, regional and international levels
13. Establishment and expansion of partnerships towards skills development in education to prepare young people for the labour market, and to promote decent and productive work for youth

The drafting committee may wish to highlight in the report where EFA strategies resulted in change and made impact.

---
1 The term information and communication technologies (ICT) refers to forms of technology that are used to transmit, store, create, share or exchange information. This broad definition of ICT includes such technologies as: radio, television, video, DVD, telephone, satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as electronic mail and videoconferencing.
**EFA Flagship Issues**

The drafting committee may wish to report on EFA flagship issues not otherwise covered directly within the goals and strategies of EFA. These include:

1. *Education in Situations of Emergency and Crisis*
2. *Focusing Resources on Effective School Health (FRESH)*
3. *United Nations Girls Education Initiative (UNGEI)*
4. *The Initiative on the Impact of HIV/AIDS on Education*
5. *The Right to Education for Persons with Disabilities: Towards Inclusion*
6. *Education for Rural People (ERP)*
7. *Early Childhood Regional Capacity-Building Initiative*
8. *Literacy in the Framework of the United Nations Literacy Decade*
9. *Teachers and Quality of Education*

**VII. Managing International Support and Coordination of EFA Partners**

(evaluation of performance of donors and EFA convening partners)

**VIII. Overall Conclusions and Policy Recommendations**

**IX. References**

**X. Statistical Annex(es)**

---

**Supplementary Guidelines for EFA MDA Report Writers: Some Questions to Consider when Writing about “Trends in Educational Development”**

One of the suggested topics for inclusion in the [MDA National Report Suggested Outline](#) (endorsed by participants at the EFA Mid-Decade Assessment Sub-Regional Capacity Building Workshops held in Bangkok and New Delhi in November 2006) is a description of “Trends in Educational Development,” including a summary of the historical origins of the present educational system. Inclusion of this background will better enable educational policy analysts to identify successes and challenges in achieving equity and quality in education over the long-term.

In order to assist the MDA report writers in identifying pertinent historical and contextual content to include in this section, the AIMS-UIS Unit, UNESCO Bangkok has generated the following list of questions covering education in the pre-modern and modern contexts. Rather than answering each of the questions separately, it is recommended that the chief MDA report writers use the questions as a guide to develop a narrative about the history of education in their respective countries. Please note that not all of the questions will be relevant to every country.

---

**II. National Educational Policy**

A. Trends in Educational Development
   
   i. Historical Origins of present structure of educational system

   **Education in the Pre-Modern Context:**

   1. What was the structure of the educational system (or systems) in the pre-modern context? What were the levels of study?
2. What was the content of the curriculum?
3. What was the guiding philosophy (or philosophies) of education in the pre-modern context?
4. What was the language (or languages) of instruction?
5. What kinds of texts were used in the educational system?
6. Who were the teachers, and how were they trained?
7. Where were educational institutions located?
8. Which populations had access to the traditional educational system?
9. Which groups did not have access to an education due to location, gender, ethnicity, religious affiliation, disability, or class/caste?
10. Were there fees or other costs associated with acquiring an education (i.e. loss of family labor)?
11. How were the costs of education covered (i.e. by family, religious institution, etc.)?
12. What were the perceived benefits of acquiring an education?
13. What roles in society (i.e. community leader, religious leader, curing practitioner, entertainer) required an education?
14. Which occupations required an education?
15. If known, what approximate percentage of the population would have acquired some education in the pre-modern context?
16. What were the other venues for acquiring knowledge and life skills (i.e. apprenticeships)?

**Education in the Colonial Context:**

1. What was the structure of the educational system (or systems) in the colonial context? What were the levels of study?
2. What was the content of the curriculum? How did this differ from content in the pre-modern period?
3. What was the guiding philosophy (or philosophies) of education in the colonial context? How did this differ from the philosophy of education in the pre-modern period?
4. What was the language (or languages) of instruction?
5. What kinds of texts were used in the colonial educational system?
6. Who were the teachers, and how were they trained?
7. Where were educational institutions located?
8. Which populations had access to the colonial educational system?
9. Which groups did not have access to an education due to location, gender, ethnicity, religious affiliation, disability, or class/caste?
10. Were there fees or other costs associated with acquiring an education (i.e. loss of family labor)?
11. How were the costs of education covered (i.e. by family, religious institution, etc.)?
12. What were the perceived benefits of acquiring an education? Which occupations required an education?
13. If known, what approximate percentage of the population would have acquired an education in the colonial context?
14. What were the other venues for acquiring knowledge and life skills (i.e. apprenticeships)?

**Education in the Modern Context:**

1. When was the modern state-sponsored educational system established?
2. What was the model (or models) for the modern state educational system?
3. What was the structure of the educational system? What were the levels of study?
4. What is the guiding philosophy of education in the modern context?
5. What is the content of the curriculum? Is it uniform throughout the country, or does the curriculum reflect regional cultural and linguistic differences?
6. Is the curriculum relevant to the lives of local communities?
7. What is the language (languages) of instruction?
8. Who are the teachers, and how are they trained?
9. Where are educational institutions located?
10. Which populations have access to the formal educational system?
11. Which groups do not have access to an education due to location, gender, ethnicity, religious affiliation, disability, or class/caste?
12. Are there fees or other costs (i.e. loss of family labor) associated with acquiring an education?
13. How are the costs of education covered (i.e. by family, religious institutions, government, etc.)?
14. What are the perceived benefits of acquiring a formal education?
15. What kinds of occupations in the modern era require schooling?
16. Did the state educational system completely replace traditional, pre-modern systems? If not, where are traditional educational institutions still operating?
17. Which aspects of traditional educational systems have been incorporated into the modern system?
18. If traditional and modern educational systems co-exist, which sectors of the population do they serve respectively?
19. Briefly describe major educational reforms undertaken by the government and how these reforms affected the questions above (#2 - #16).