Draft Outline of
Evidence-Based National EFA Mid-Decade Assessment
For each of the Six EFA Goals

Guidelines for Planning MDA Content

The general objectives of the mid-decade (2006-2007) assessment are to assess national progress toward the attainment of the EFA Goals and Targets and to identify the remaining gaps in terms of quality and equity across the national sub-populations of learner-groups in order to (re-)set the agenda and strategies for Mid-Term Review (2007/8) for planning the next phase of education reforms to attain the 2015 EFA Goals and Targets and MDG. The recommended basis for this assessment are the answers to the issues and questions on the following aspects of the progress toward the EFA Goals and targets and, within parenthesis, the working group category primarily responsible for the first draft of the assessment guidelines:

For each EFA Goal

1) What have been the most common achievements in terms of quality and equality, if any, since the year 1990 and especially in the last 5 years?

2) Who were the main intended target groups for this particular Goal?

3) Which groups benefited most from these achievements? What policies, resource inputs and contextual factors facilitated these successes?

4) Which groups (the poor, ethno-linguistic minorities, learners with disabilities, remote inhabitants, etc.) did not benefit much from the quality improvements? Which groups benefited least or not at all.

5) What policies, resource inputs and contextual factors facilitated and what factors obstructed the inclusion of these groups in sharing the benefits of the past efforts with regard to this particular Goal?
Reaching the Un-reached

Major Parts/Chapters

Quality and Equity from Lifelong Perspective

EFA GOALS

I. ECCE
II. UPE/UBE
III. SKILLS
IV. LITERACY
V. GENDER
VI. QUALITY

Note: For indicators and disaggregation variables, see appendix

Chapters/sub-sections

For each Goal no. x (repeat sections 1 - 5)
Part x Chapter x

I. National Action Plan/Education Reform Program
   1. Statement of NAP goal no. x (e.g., primary education or basic education)
   2. Description of the EFA goal and national targets
   3. Strategies to achieve the goal
   4. Budget and financing plan
   5. Etc.

II. Policy and Governance Framework (EFA Coordinators and development partners)

   1) Governance: What role has the Government played in the implementation of the education reforms for the attainment of this EFA Goal?
      a. the standard-setter and regulator
      b. subsidizer/facilitator of other providers
      c. the main provider
      d. combination of the above: specify which combination.
      e. neither regulator, facilitator nor provider?

   2) Target-setting: What were the explicitly stated targets in quantitative and qualitative terms in the EFA Action Plan and/or education reform with regard to this particular Goal? Were specific sub-populations identified explicitly as the intended beneficiaries other than the age-groups? Who were left out but should have been included for attaining Education for All with regard to this Goal?

   3) Policy and Directives. What policy statements and directives were issued explicitly and by whom with regard to the identification of goals, targets,
quality standards, beneficiaries, resource allocation, implementing agencies and partners? Were these policy directives clear and concrete in terms of what is to be attained, who should do what, how and when? Or were they expressed as general goals and principles? How useful were these policies in formulating strategies and implementing the education reforms to attain this EFA Goal?

4) **Stakeholder Participation.** Who among the major stakeholders (including the education providers and learner-groups) participated in defining the targets and beneficiaries and strategies for the implementation of the reforms with regard to this Goal? Who were left out but should have been included for the reforms to be effectively implemented?

5) **Framework for Partnerships.** Were there any international development partners and national partners included in consultative, advisory and collaborative bodies? Were consultations with partners effective in setting the agenda, mobilizing support and monitoring the implementation of education reforms with regard to this EFA Goals? Who were left out but should have been included for the reforms to be effectively implemented?

6) **Coordination of Implementation Agencies.** What structure has been designated to coordinate the implementation of the EFA education reforms? How were different agencies/ ministries coordinated? What roles should the different agencies/ministries play? How to ensure evaluation and oversight of the programs? How to link the programs to other EFA goals?

7) **Monitoring, Evaluation and Assessment.** What organizational structure have been designated and funded for regular (annual) and periodic monitoring of implementation, evaluation of the strategies and assessment of the outcomes of the education reforms with regard to this particular Goal? What reports have been produced? How frequent? How informative and applicable were these reports for policy-making and guiding the reforms?

8) **Assess the effectiveness** of the policy and governance framework in making impact on the quality and equity gaps in the expressed goals, targets, partnerships and monitoring, evaluation and assessment.

II. **Implementation Strategies and Resource Deployment** (Education planners, substantive specialists and advocacy organizations)

1) **Strategies.** Were the policies and directives accompanied or followed by documented strategies for target-setting, steering and managing the deployment of resources and agencies, quality and equity standards and criteria, rules and procedures? Did the strategies explicitly take into consideration cost-effectiveness in attaining quality and equity across the diversity of target groups in different learning environment and application contexts? Was there any costing of the implementation plans and financing plans? Were any budgetary allocation made specifically for the implementation of the activities for this specific Goal?

2) **Implementation agencies.** Which agencies were designated as primarily responsible for the implementation of the EFA reforms with regard to this particular Goal? Which agencies received resources for implementing the reforms? What agencies were left out but should have been included for the reforms to be effectively implemented?
3) **Resource Inputs.** Who provided what resources (financial, infrastructure, material and expertise), who were the partners in the cost-sharing schemes and how much were deployed to implement the EFA reforms with respect to this Goal? Who were left out but should have been included for providing input resources?

4) **Programs/services received by target groups.** Which programs and which education providers as well as which learner-groups received the resources intended for the benefit of the target learner-groups? What kind of resources and how much? Were the resources adequate and did they reach the intended beneficiaries? What programs and education providers were left out but should have been included?

5) **Monitoring, Evaluation and Assessment (see I.6)**

6) **Assess the impact** of the strategies and resource deployment on the quality and equity gaps in the implementation of the policies and the directives.

**III. Delivered Curricula, Courses and Programs and Learning Outcomes**

(learning achievement analysts and education statisticians)

1) **Implemented Curricula and Delivery Systems.** What course and program delivery systems (teaching-learning objectives, knowledge content, supporting facilities, materials and human resources, tools and methods) were actually implemented or improved in terms of quality and equity? What transitional bridging measures were introduced or improved to facilitate access, participation and successful completion by the respective learner-groups starting from different levels of abilities and capacities for benefiting from the courses and programs? How relevant, accessible and useful are the courses and programmes to the needs of the respective target groups? How appropriate and effective are the delivery systems (see constituent parts above) for the intended learner groups?

2) **Financing Courses and Programs** development and operations. How much resources were allocated to the implementation of the intended reforms and delivery systems specifically for the target groups for this Goal? What kind of and how much subsidies, special grants, tax-breaks and incentives were provided to cover the investment costs for the education providers and/or communities who could not otherwise afford to provide these courses and programmes from the available resources? How are the operational recurrent costs financed?

3) **Costs of access, participation and completion among the intended learners.** What and how much direct and indirect costs of fees and requirements and opportunity costs were required for the courses and programs from the intended learner-groups? To what extent were the costs related to their access, participation and completion rates? What exemptions, subsidies, stipends, scholarships, etc. were provided to allay these costs for those who could not afford these expenses? To what extent were the financial assistance related to their access, participation and completion rates? …Across the diversity of learner-groups?

4) **Outputs of Courses and Programs.** What were the quantitative (access, participation, efficiency, completion, etc.) and qualitative (quality of inputs and processes) characteristics of the resultant distribution pattern of the delivery systems (teaching-learning methods, materials and tools) across the
target learner-groups and sub-populations? Which intended learner-groups received the quality enhancing and teaching-learning resources? Who received the most (quantity) and the best (quality) and who received the least and the worst or not at all?

5) **Learning Outcomes**. Who attained the intended learning outcomes? What are the characteristics of the resultant distribution pattern of the learning outcomes across the target learner-groups and sub-populations? Which learner-groups attained the highest learning outcomes and who attained the least or not at all?

6) **Monitoring, Evaluation and Assessment** (see I.6)

7) **Assess the impact** of the teaching-learning delivery systems on the quality and equity gaps in the achievement of learning outcomes.

### IV. Implementation gaps and impact disparities

1) **Locating bottlenecks in implementation, per specific target group-directed implementation**
   1. Governance, policy, agencies coordination
   2. Resource mobilization and allocation
   3. Courses, programs, Facilities
   4. Quality & Equity Outcomes
   5. Identify policy implementation gaps and disparities
   6. Identify disparities in transition and quality
   7. Identify implementation capacity gaps,

2) **Locating the gaps and disparity areas (using map, locate performance gaps, social disparities, locating areas of success or bottlenecks, capacity gaps)**

   **Measuring and locating performance gaps and social disparities**
   
   a. **Performance gaps** - the size of the remaining gap between the target and the attained levels of performance
   b. **Social disparities** - the size of the remaining performance gap for
      i. the respective target groups (disaggregated by sex, SES, castes, residential areas, disabilities, minorities, etc. in various conditional contexts) as well as
      ii. their deviation from the national average
   c. **Locating areas of success and bottlenecks** – on geographical and social space
      i. where performance is relatively high, medium or low as well as
      ii. their deviation from the national average levels of performance
   d. **Locating capacity gaps** - locate on geographical map
      i. where the implementation agencies and resource allocation are strong or weak as well as
      ii. their deviation from the national average in terms of resource allocation (trained teachers, education budget/expenditure) per local implementation agencies (eg. Education district office)

### IV. Evaluation of strategies (all groups)
1) **Critical Factors of success and failures.** With regard to the policy and governance framework, what factors facilitated and what factors obstructed the attainment of the objectives of this Goal and targets? … Implementation strategies and resource deployment? … Teaching-learning delivery systems? Monitoring, evaluation and assessment?

2) **Lessons.** With regard to the policy and governance framework which guided the past EFA reforms, what aspects can be regarded as good practices and which as bad or ineffective practices? … With regard to implementation strategies and resource deployment? … Teaching-learning delivery systems?

3) **Future Agenda and Strategies.** What targets and which learner-groups and their learning needs were not attained? What remains to be addressed in the next phase of the EFA reforms with regard to
   a. The policy and governance framework?
   b. Implementation strategies and resource deployment? …
   c. Design, implementation and management of teaching-learning delivery systems?
   d. Capacity development and use of monitoring, evaluation and assessment for policy making, management of implementation and assessment of outputs and outcomes in the light of the intended impact

**V. Successes in achieving the goal – what has worked and why?**
   1) best practices – policies, programmes, activities
   2) Remaining challenges – what has not worked and why?
   3) in general and for each target group, locating obstacles to progress -- administrative, financial, policies, capacities, etc., and solutions suggested to overcome them
   4) Re-formulating the goal, targets, and timeline for achieving them (optional)

**VI. EFA STRATEGIES**
Review, as deemed necessary, of achievements, remaining obstacles, and proposed solutions in implementing the following strategies and focusing on the following “flagship” areas of special concern
Mobilization of strong national and international political commitment for Education for All, development of national action plans and enhancement of
   1. 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 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 the HIV/AIDS pandemic
9. Creation of safe, healthy, inclusive and equitable resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all
10. Enhancement of the status, morale and professionalism of teachers
11. Harnessing of new information and communication technologies to help achieve EFA goals
12. Systematic monitoring of progress towards EFA goals and strategies at the national, regional and international levels

VII. EFA FLAGSHIP ISSUES (not otherwise covered)
1. Education in Situations of Emergency and Crisis
2. Focusing Resources on Effective School Health (FRESH)
3. The Initiative on the Impact of HIV/AIDS on Education
4. The Right to Education for Persons with Disabilities: Towards Inclusion
5. Education for Rural People
Guidelines for the MDA Planning Group

The Planning Groups is to draft guidelines for the assessment of the EFA Goals and targets.

The following lists categories of participants and resource persons and their respective areas of work relevant to the assessment of the EFA

1) EFA Coordinators – coordination of the implementation agencies
2) Education planners – policy planning, research and strategy formulation
3) Statisticians – statistics, indicators and data analysis
4) Development Partners - development financing and technical agencies – coordination of advisory and support services (financial and expertise) for the implementation of the EFA reform
5) Advocacy Organizations – concerned with access, participation and learning outcomes of specific learner-groups in sharing the benefits of the EFA reforms

<table>
<thead>
<tr>
<th>No.</th>
<th>Specialists propose -------&gt;</th>
<th>Areas to be Assessed</th>
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<tbody>
<tr>
<td>I</td>
<td>EFA Coordinators &amp; Development Partners</td>
<td>Governance and Policy Framework, Coordination of agencies</td>
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<tr>
<td>II</td>
<td>Planners &amp; Subject Specialists</td>
<td>Strategies, Resource Deployment, Implementation</td>
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<td>III</td>
<td>Statisticians &amp; Learning Achievement Analysts</td>
<td>Delivery Systems, Learning Outcomes, quality, equity and disparity</td>
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<tr>
<td>IV</td>
<td>Development Partners</td>
<td>Support for national assessment</td>
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Thinking of the past trends in this region with regard to this particular Goal, especially in the past 5 years, the MDA Planning Group reports the following situation:

1) Studies, surveys, reports or other ways in which this Goal has been evaluated in the last 5 years and may serve as good source of information and good examples (list): .................................................................
2) In this area, the major remaining **quality** issues to be addressed are: ............
3) The major remaining **gaps and disparity** issues to be addressed are: ............
4) Key factors which facilitated or obstructed progress in this region are: ............
5) Current plans to identify and to assess remaining quality and disparities: ............

This MDA Planning Group recommends the following:

6) Key issues that should be studied and assessed .................
1) Key factors which facilitated or obstructed progress in this region are:

.............................................
2) Ways to identify and to assess remaining quality and disparity issues: ............
3) Ways and types of NGOs to participate in the assessment process: ............
4) Ways in which EFA coordination, implementation, monitoring and assessment should be improved: .................................................................
5) Ways in which we could and/or would like to facilitate national and regional assessment and review: .................................................................
7) Ways in which we would like the international agencies to work with the countries (advisory services, funding, technical assistance, training, etc.)
Draft Guidelines for Assessing Governance and Policy Framework

EFA Goal: __________________________________________________________

Task: To formulate guidelines for the assessment of the impact of the governance and policy framework on the quality and equity gaps in the expressed goals, targets, partnerships and monitoring, evaluation and assessment.

Based on the keynote speech, plenary discussion, GMR, national assessment report and action plan and your own experience with regard to this specific EFA Goal,

Propose guidelines for assessment of the following major aspects of governance and policy framework (for details, see draft outline of evidence-based EFA National Mid-Decade Assessment Report):

1) Governance
2) Target-setting
3) Policy and Directives
4) Stakeholder Participation
5) Framework for Partnerships
6) Coordination of implementation agencies
7) Monitoring & Assessment

Thinking of the past trends in this region with regard to these aspects, especially in the past 5 years, this Working Group reports the following situation:

1) Studies, surveys, reports or other ways in which this Goal has been evaluated in the last 5 years and may serve as good source of information and good examples (list): ………………………………………………………………………
2) In this area, the major remaining quality issues to be addressed are: ………
3) Key factors which facilitated or obstructed progress in this region are: ………
4) The major remaining gaps and disparity issues to be addressed are: ………
5) Key factors which facilitated or obstructed progress in this region are: ………
6) Current plans to identify and to assess remaining quality and disparities: ………

This Working Group recommends the following:

7) Key issues that should be studied and assessed ……………………………
8) Ways to identify and to assess remaining quality and disparity issues: ………
9) Ways and types of NGOs to participate in the assessment process: ………
10) Ways in which EFA coordination, implementation, monitoring and assessment should be improved: ……………………………………………………………
11) Ways in which we could and/or would like to facilitate national and regional assessment and review: ……………………………………………………
12) Ways in which we would like the international agencies to work with the countries (advisory services, funding, technical assistance, training, etc.): …………………………………………………………………………………
Working Group II:
Education planners, subject specialists and advocacy organizations

Draft Guidelines for Assessing Implementation Strategies and Resource Deployment

EFA Goal: __________________________________________________________

Task: To formulate guidelines for the assessment of the impact of the implementation Strategies and Resource Deployment on the quality and equity gaps in the expressed strategies, implementation agencies, resource inputs and resource received and monitoring, evaluation and assessment.

Based on the keynote speeches, discussions, GMR, national assessment reports and action plans and your own experience with regard to this specific EFA Goal,

Propose guidelines for assessment of the following major aspects of implementation strategies and resource deployment for details, see draft outline of evidence-based EFA National Mid-Decade Assessment Report):

1) Strategies for implementation of the education reforms for this EFA Goal
2) Implementation agencies
3) Input resources allocated for this Goal and targets
4) Programs/services intended for target beneficiary groups
5) Monitoring & Assessment

Thinking of the past trends in this region with regard to these aspects, especially in the past 5 years, this Working Group reports the following situation:

1) Studies, surveys, reports or other ways in which this Goal has been evaluated in the last 5 years and may serve as good source of information and good examples (list): .................................................................
2) In this area, the major remaining quality issues to be addressed are: ............
3) Key factors which facilitated or obstructed progress in this region are: ........
4) The major remaining gaps and disparity issues to be addressed are: ............
5) Key factors which facilitated or obstructed progress in this region are: ........
6) Current plans to identify and to assess remaining quality and disparities: .......

This Working Group recommends the following:

7) Key issues that should be studied and assessed ....................................
8) Ways to identify and to assess remaining quality and disparity issues: ........
9) Ways and types of NGOs to participate in the assessment process: ...........
10) Ways in which EFA coordination, implementation, monitoring and assessment should be improved: ..............................................................
11) Ways in which we could and/or would like to facilitate national and regional assessment and review: .....................................................
12) Ways in which we would like the international agencies to work with the countries (advisory services, funding, technical assistance, training, etc.) .................................................................
Working Group III:
Learning achievement analysts and education statisticians

Draft Guidelines for Assessing Delivered Curricula, Courses and Programs and Learning Outcomes

EFA Goal: __________________________________________________________

Task: To formulate guidelines for the assessment of the impact of teaching-learning delivery systems on the quality and equity gaps in the achievement of learning outcomes.

Based on the keynote speech, plenary discussion, GMR, national assessment report and action plan and your own experience with regard to this specific EFA Goal,

Propose guidelines for assessment of the following major aspects of teaching-learning delivery systems and learning outcomes (for details, see draft outline of evidence-based EFA National Mid-Decade Assessment Report):

1) Implemented Curricula and Delivery Systems
2) Financing Courses and Programs
3) Costs of access, participation and completion for the intended learners.
4) Outputs of Courses and Programs
5) Learning Outcomes

Thinking of the past trends in this region with regard to these aspects, especially in the past 5 years, this Working Group reports the following situation:

1) Studies, surveys, reports or other ways in which this Goal has been evaluated in the last 5 years and may serve as good source of information and good examples (list): ..................................................

2) In this area, the major remaining quality issues to be addressed are: .........

3) Key factors which facilitated or obstructed progress in this region are: .........

4) The major remaining gaps and disparity issues to be addressed are: .........

5) Key factors which facilitated or obstructed progress in this region are: .........

6) Current plans to identify and to assess remaining quality and disparities: .......

This Working Group recommends the following:

7) Key issues that should be studied and assessed ....................................

8) Ways to identify and to assess remaining quality and disparity issues: .........

9) Ways and types of NGOs to participate in the assessment process: ............

10) Ways in which EFA coordination, implementation, monitoring and assessment should be improved: ..........................................................

11) Ways in which we could and/or would like to facilitate national and regional assessment and review: ..........................................................

12) Ways in which we would like the international agencies to work with the countries (advisory services, funding, technical assistance, training, etc.) ..........................................................
Working Group IV: Development funding and technical agencies

Draft Guidelines for supporting the EFA Mid-Decade National Assessment

EFA Goal: __________________________________________________________

Task: To formulate guidelines for supporting the EFA mid-decade national assessment of impact of the education reforms on the quality and equity.

Based on the keynote speeches, plenary discussions, Global Monitoring Reports, national assessment reports and action plans and your organization’s studies, priorities and resources for supporting EFA as well as the assessment guidelines proposed by the respective Working Groups I, II, III with regard to this specific EFA Goal,

Propose guidelines for supporting national assessment of the following **major aspects** of the EFA education reforms (for details, see draft outline of evidence-based EFA National Mid-Decade Assessment Report):

1) Governance and Policy Framework – consult WG I guidelines
2) Implementation Strategies and Resource Deployment – WG II guidelines
3) Delivery Systems and Learning Outcomes – WG III guidelines
4) Monitoring & Assessment – all Working Groups

Thinking of the past trends in this region with regard to these aspects, especially in the past 5 years, this Working Group reports the following situation:

1) Studies, surveys, reports or other ways in which this Goal has been evaluated in the last 5 years and may serve as good source of information and good examples (list): …………………………………………………………………………………………………………
2) In this area, the major remaining quality issues to be addressed are: ………
3) Key factors which facilitated or obstructed progress in this region are: ………
4) The major remaining gaps and disparity issues to be addressed are: ………
5) Key factors which facilitated or obstructed progress in this region are: ………
6) Current plans to identify and to assess remaining quality and disparities: ………

This Working Group recommends the following:

7) Key issues that should be studied and assessed ……………………………
8) Ways to identify and to assess remaining quality and disparity issues: ………
9) Ways and types of NGOS to participate in the assessment process: ………
10) Ways in which EFA coordination, implementation, monitoring and assessment should be improved: ……………………………………………………………………………………………
11) Ways in which we could and/or would like to facilitate national and regional assessment and review: ……………………………………………………………………………………………
12) Ways in which we would like the international agencies to work with the countries (advisory services, funding, technical assistance, training, etc.) ……………………………………………………………………………………………
Working Group V:  
Evaluation & Assessment Specialists and Technical Agencies

Draft Guidelines for Technical Specifications and Methodologies for the EFA Mid-Decade National Assessment

EFA Goal: __________________________________________________________

Task: To formulate methodological guidelines for the EFA mid-decade national assessment of impact of the education reforms on the quality and equity.

Based on the keynote speeches, plenary discussions, Global Monitoring Reports, national assessment reports and action plans and your organization’s studies, priorities and resources for supporting EFA as well as the assessment guidelines proposed by the respective Working Groups I, II, III with regard to this specific EFA Goal,

Propose methodological guidelines for supporting national assessment of the following major aspects of the EFA education reforms (for details, see draft outline of evidence-based EFA National Mid-Decade Assessment Report):

1) Governance and Policy Framework – consult WG I guidelines
2) Implementation Strategies and Resource Deployment – WG II guidelines
3) Delivery Systems and Learning Outcomes – WG III guidelines
4) Monitoring & Assessment – all Working Groups

For each of these aspects, propose how, when and who shall undertake the tasks and suggest how, when and who could/would provide the necessary funds, advisory services, technical assistance and capacity building with regard to the following tasks…

1) Steering/advisory committee for guiding the assessment objectives, content, strategies and methods.
2) Design and development of the analytical framework, methods, schema and observable and measurable “evidence” (i.e., benchmark indicators) for assessment.
3) Design and development of data collection from various sources.
4) Material and operational costs of data collection and processing.
5) Data analysis and policy analysis the collected information. Validity?
6) Policy analysis for drawing conclusions and formulate recommendations.
7) Draft report writing the findings, conclusions and recommendations.
8) Validation process of the report, for example, a consultative forum of the stakeholders, including the education providers and representatives of the target learner-groups.
9) Publication of the report.
10) Cost estimation of the required resources for the above tasks.
Draft Country Guidelines for EFA National Mid-Decade Assessment

Country: _________________________________________________

EFA Goal: __________________________________________________________

Task: To formulate guidelines for conducting the EFA national mid-decade assessment of impact of the education reforms on the quality and equity.

Based on the keynote speeches, discussions, Global Monitoring Reports, national assessment reports and action plans, national studies, priorities and resources for supporting EFA and especially the assessment guidelines proposed by the respective Working Groups with regard to this specific EFA Goal,

Propose guidelines for conducting national assessment of the following major aspects of the EFA education reforms to be assessed are the following (for details, see draft outline of evidence-based EFA National Mid-Decade Assessment Report):

- Governance and Policy Framework – consult WG I guidelines
- Implementation Strategies and Resource Deployment – WG II guidelines
- Delivery Systems and Learning Outcomes – WG III guidelines
- Monitoring & Assessment – all Working Groups

Thinking of the past trends in our country with regard to these aspects, especially in the past 5 years, the current situation to be analyzed is the following:

1) Studies, surveys, reports or other ways in which this Goal has been evaluated in the last 5 years and may serve as good source of information and good examples (list): .................................................................
2) In this area, the major remaining quality issues to be addressed are: ............
3) Key factors which facilitated or obstructed progress in this region are: ............
4) The major remaining gaps and disparity issues to be addressed are: ............
5) Key factors which facilitated or obstructed progress in this region are: ............
6) Current plans to identify and to assess remaining quality and disparities: ............

Taking into consideration the recommendations of the Working Groups, we propose the following guidelines for our EFA national assessment:

7) Key issues that should be studied and assessed ...........................................
8) Ways to identify and to assess remaining quality and disparity issues: ............
9) Ways and types of NGOs to participate in the assessment process: ............
10) Ways in which EFA coordination, implementation, monitoring and assessment should be improved: .................................................................
11) Ways in which we could and/or would like to facilitate national and regional assessment and review: .................................................................
12) Ways in which we would like the international agencies to work with the countries (advisory services, funding, technical assistance, training, etc.) .................................................................