Planning for National EFA Mid-Decade Assessment

Guidelines for Assessment

Assessment, Information Systems, Monitoring, and Statistics (AIMS) Unit
Theme: Reaching the Un-reached Disparities in quality and quantity

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.
I. Timeline and Milestones for national and regional assessment

- **Preparation** (2003-5)
  - Module development, case studies

- **Assessment** (2006)
  - Case studies
  - Data collection (School Censuses)
  - In-depth data analysis on household surveys

  - Initial outline with raw data
  - Analytical and politically-anchored reports

- **2008**
  - Regional policy review

Assessment process (2006-2007)

- **Preparation**
  - Case studies
  - Capacity Building
  - Bangkok EFA Meeting
  - Country work plan and Assessment guideline
  - Formation of Regional and National Assessment teams

- **Assessment**
  - Case studies
  - Data collection (School Censuses)
  - In-depth data analysis on household surveys

- **Reporting**
  - Sub-regional and Regional EFA Synthesis Reports
  - National EFA Assessment Reports
  - Stakeholder validation
  - Regional Conference on reviewing EFA Progress
  - Global EFA Assessment Report
Available modules, assistance and training

- From diagnosis to action plan
- Records management
- Annual school survey design
- Database development
- Education indicators -> EFA2000 Assessment template
- Education finance & expenditure
- Data collection and processing - an integrated approach
- How to communicate education statistics
- Publishing on the Internet Web
- Communicating in CyberSpace

Technical Modules

1. UIS Technical Guidelines on Education Statistics and Indicators
2. Training in ed. statistics for ed. journalists
3. Use of population census and household survey: why are children not in school?
4. Publications & info. services, Internet publication
5. NFE information systems and ed. Statistics
6. Financial stats: school revenue & expenditure
7. Statistics on textbooks and learning materials
8. Teachers and personnel information system
9. (Multivariate analysis)
10. Core data module - data collection, processing and analysis (see NESIS & SISED versions)
11. EFA Indicators Technical and Training Modules
12. Training Manual for Monitoring MDG
13. Technical Guidelines for MDA...
Case studies on Disparities

- Uneven distribution of quality education across the sub-national target groups:
- 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)

Plan for national and regional assessment

- mobilize national and regional organizations and resources and producing a first draft of national working reports with raw data by the end of 2006, which would enable the GMR unit to consider any useful materials from the global reporting point of view.

- Subsequently the country teams will continue to work on the analysis and policy-anchoring of the reports to be ready before the end of 2007.

- The Sub-Regional Synthesis should be available for 2008 Regional Policy Review for setting the agenda for the remaining period up to 2015.
### II. Analysis of Implementation of EFA Policy and EFA Goals

<table>
<thead>
<tr>
<th>Policy Cycle/indicators</th>
<th>ECCE</th>
<th>UPE UBE</th>
<th>Skills</th>
<th>Literacy</th>
<th>Gender</th>
<th>Quality</th>
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<tbody>
<tr>
<td>Governance, policy, agencies coordination</td>
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<td>Resource mobilization and allocation</td>
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<td>Courses, programs, Facilities</td>
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<td>Quality &amp; Equity Outcomes</td>
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<td>Impact Assessment</td>
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### III. Analysis of Differential Impact on Sub-national Quantity and Quality

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<tbody>
<tr>
<td>Women and girls</td>
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<td>?</td>
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<td>People with disabilities</td>
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<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Ethnic minorities</td>
<td>?</td>
<td>?</td>
<td>?</td>
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<tr>
<td>Linguistic minorities</td>
<td>?</td>
<td>?</td>
<td>?</td>
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<tr>
<td>SES, Classes, Castes</td>
<td>?</td>
<td>?</td>
<td>?</td>
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<tr>
<td>Rural inhabitants</td>
<td>?</td>
<td>?</td>
<td>?</td>
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<tr>
<td>Migrants and displaced persons</td>
<td>?</td>
<td>?</td>
<td>?</td>
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<tr>
<td>People without legal status (birth registration, citizenship)</td>
<td>?</td>
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**Etc. list relevant neglected groups**
assessment tasks

- Data analysis, utilizing internationally accepted indicators, measurement and analysis of inequalities and disparities. Assess validity.
- Policy analysis, interpret findings, formulate conclusions and recommendations.
- Draft report writing the findings, conclusions and recommendations.
- Validation process via a consultative forum of stakeholders, including children, the education providers and representatives of the target learner-groups.
- Publication of the report.

IV. Management of assessment tasks

- Institutionalize DFU Strategy 11
- Organize multi-agency framework for joint, coordinated and collaborative EFA support at the regional and country levels
- Organize technical advisory services for advising and assisting assessment organization, strategies and methods
- Draft TOR and designate members
- Address issues of funds, advisory services, technical assistance and capacity building
V. Mobilising regional networks for EFA mid-decade assessment

- Organizing EFA Regional Support Framework for joint and coordinated assistance
- Building capacity of country teams: guidelines, tools, training, etc.
- Support to national & regional assessment process & reports: TA, logistical and financial

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
EFA technical support to countries in the region

UNESCO AP Regional Bureau for Education
• Assessment, Information Systems, Monitoring and Statistics (AIMS)
• AP Education for All (APEAL)
• AP Educational Innovation and Development (APEID)
• Cluster and Field Offices
• Ministries and national organizations / stakeholder groups

Regional, Sub-Regional, Country WGs of EFA
Supporting technical and funding agencies
• UN Regional EFA Thematic Working Group & EFA Partners
• UNESCO UIS, EFA Global Monitoring Group and EFA Division
• Regional/ Sub-Regional EFA coordinators, planners and statisticians

National Assessment
• Embed the assessment in national policy development to ensure the results are recognised
• Organise a National Committee to oversee the assessment and EFA Goal-based Thematic 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)
Country Level MDA Structure

Government
- EFA MDA
- Task Force

UN
- Regional &
- CT EFA TWG
- UNESCO/UNICEF

Donors
- EFA supporting
- Donors Group
- The World Bank

NGOs

1. ECCE
2. UPE/UBE
3. Youth Adult NFE
4. Gender equality
5. Literacy
6. Quality education

National MDA Task Force
Example: Nepal EFA MDA Committee

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<thead>
<tr>
<th>Name</th>
<th>Designation</th>
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<tbody>
<tr>
<td>Secretary, MOES &amp; NatCom Sec.Gen.</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Director, DOE Planning</td>
<td>Member Secretary</td>
</tr>
<tr>
<td>Joint Secretary, NPC Education Sector</td>
<td>Member</td>
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<tr>
<td>Joint Secretary, MOES Planning</td>
<td>Member</td>
</tr>
<tr>
<td>Director General, DOE</td>
<td>Member</td>
</tr>
<tr>
<td>Executive Director, NCED</td>
<td>Member</td>
</tr>
<tr>
<td>Executive Director, CDC</td>
<td>Member</td>
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<tr>
<td>Director, NFEC</td>
<td>Member</td>
</tr>
<tr>
<td>Deputy General Secretary, UNESCO NC</td>
<td>Member</td>
</tr>
<tr>
<td>Dr. Hirdaya Ratna Bajracharya, CERID</td>
<td>Member</td>
</tr>
<tr>
<td>Dr. Kedar Nath Shrestha, K.U.</td>
<td>Member</td>
</tr>
<tr>
<td>Dr. Bidhya Nath Koirala, T.U.</td>
<td>Member</td>
</tr>
<tr>
<td>Rep. National Dalit Commission</td>
<td>Member</td>
</tr>
<tr>
<td>Rep. National Women Commission</td>
<td>Member</td>
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<tr>
<td>Rep. MOWCSW</td>
<td>Member</td>
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<tr>
<td>UNESCO</td>
<td>Advisor</td>
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Nepal National Assessment Groups
NAP groups: education providers, stakeholders and EFA supporting agencies (lead agency UNESCO)

1. Expanding and improving early childhood development
2. Ensuring access to education for all children
3. Meeting the learning needs of all children including indigenous peoples and linguistic minorities
4. Reducing adult illiteracy
5. Eliminating gender disparity
6. Improving all aspects of quality education

The Main Objectives of the TWG Meeting

1. Activate DFU Strategy 11
   a) Consensus on what needs to be done
   b) Organize joint and coordinated support to national EFA MDA
   c) Task and resource sharing: Who will do what, when, where and how?
2. Institutionalize DFU Strategy 11
   a) All the above, but for long-term capacity-building support to national EFA implementation
   b) Establish a coordination secretariat