I. Background

The Jomtien Declaration in 1990 foresaw the need for national monitoring of progress toward the attainment of the EFA goals. It was assumed that, along with the education reforms to fulfill their commitments to the EFA goals, Governments, as a matter of good governance, would monitor the implementation and assess the outcomes of their policies. The AIMS Unit, as the UIS Regional Office located in UNESCO Bangkok, has been assisting countries for the past three years in the development of national capacity to conduct their own evidence-based policy management, including the capacity to formulate, monitor, evaluate and assess their own policies.

In October 2005, the AIMS Unit in cooperation with the APPEAL Unit of UNESCO Bangkok, UNESCO headquarters and the UNICEF Regional Office, organized a regional planning meeting for the EFA mid-decade assessment. The meeting brought together representatives from 21 countries from South, South-East and East Asia. A similar workshop was held in November for the Pacific Island States. At the sidelines of the EFA High Level Meeting in Beijing in November 2005, it was agreed that UNESCO and UNICEF will join forces to assist and facilitate countries to carry out the assessment exercise; and to encourage other agencies, both multilateral and bilateral, as well as NGOs to join. The Regional TWG on EFA, consisting of UN partner agencies and relevant international NGOs and civil society organizations, also agreed in early 2006 to provide coordinating and advisory services to participating countries in the region.

The East and South-East Asia EFA MDA Capacity Building Workshop aims to provide orientation to and initial production of the national EFA MDA report. The national mid-decade assessment aims to identify problems, issues, policies and strategies of education reform to ensure that education will reach the ‘unreached’ groups. It will focus on the disparities in access to quality education across various groups in society, looking in particular at religious, linguistic, and ethnic minority groups; castes, socio-economic classes and other social stratifications; women and girls; persons with disabilities; residents of remote areas and border regions; undocumented people, non-citizens, non-registered residents; migrants, refugees, displaced persons and their children, and the extremely poor. The assessment should also address concerns such as gender inequality, HIV/AIDS and other issues which cut across all segments of society.

The main objectives of the MDA are to assess progress and gaps in the monitoring and achievement of the national and global goals of Education for All, to identify disparities and inequities within national education systems, to review and critically assess problems, issues, policies, strategies, actions and success stories, and to identify countries in greatest need of support to achieve the EFA goals and the types and levels of support they require. The MDA should aim to build the capacities of national institutions and stakeholders to regularly monitor and assess the EFA goals, in order to better formulate appropriate national policies to attain the EFA goals and the MDGs by the year 2015.

While the goals and targets set in Dakar are regularly monitored through the EFA Global Monitoring Report, periodic assessment is critical to resetting targets and plans for achievement. The annual EFA Global Monitoring Report has provided the world with internationally comparable statistics and general analysis, but it has limitations in its usefulness at a national level. Therefore, in looking forward to 2010 and then to 2015, it is essential to
undertake a Mid-Decade Assessment of national and regional progress towards the goals of EFA.

II. Objectives
The overall purpose of this meeting is to facilitate the preparation of the national EFA MDA report. The workshop intends to provide orientation to and initial production of the national EFA MDA report in advance of a regional review meeting scheduled for early 2007. The specific objectives are to provide technical capacity-building in the area of:

- Data identification and compilation, including the use of household surveys, DHS, MICS, LSMS as well as school surveys to compile necessary data;
- Data analysis, focusing specifically on providing and analysing data relating to those unreached by educational policy in the context of the EFA Dakar goals;
- Policy Analysis, focusing on the analysis of disparities in education in relation to the EFA Dakar goals, using quantitative data provided by the data analysts, as well as qualitative data sourced from case studies, academic reports, international monitoring documentation and project evaluation reports, to assess the successes and challenges of National EFA Action Plan legislation and policy;
- Report writing, providing guidance on structure and main focal points, with the objective of each country delegation leaving the workshop having elaborated a comprehensive draft report outline of each chapter to be completed upon return to their country; and
- Coordination of EFA Mid-Decade Assessment, focusing on project management, elaborating a functional work plan and outline of the budget, defining the organisational needs of the task team, and deciding who should participate in the elaboration of the EFA MDA report.

With the support from the regional technical support group, the country participants will discuss the outline, contents and information needs for the MDA report and prepare initial draft of the national report, which will be further elaborated and completed upon return to their country.

III. Format
The workshop will be divided into three different sessions:

- Plenary Sessions
- Peer Group Sessions
- Country Working Group Meetings

Orientation and introduction to the main themes, issues, goals and tools available will take place in plenary sessions. These will be followed by peer group sessions based on the following groupings:

- Coordinators
- Analysts
- Statisticians

The peer group sessions will focus on training in the specific areas necessary for each group working on the MDA report to ensure a successful division of labour in relation to the theme, issue, goal or tool concerned. These sessions will be followed by country working group sessions, in which it is expected that the country delegations will prepare a detailed outline of the national report by chapter.

The medium for communication for the East and South-East Asia EFA MDA Capacity Building Workshop will be English with national languages used as desired in country working group sessions.

IV. Organiser
Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit, Regional Office for the UNESCO Institute for Statistics, Asia and Pacific Regional Bureau for Education
V. Participants
The participants of the workshop will include delegations from the following countries: Cambodia, China, Indonesia, Japan, Lao PDR, Republic of Korea, Democratic Peoples’ Republic of Korea, Malaysia, Mongolia, Myanmar, Philippines, Thailand, Timor-Leste and Viet Nam.

Each delegation will consist of:

- **National EFA Mid-Decade Assessment Coordinator/Manager**, specially designated for organizing and coordinating evaluation and assessment specialists from the MOE, National Statistical Office, Universities, agencies, etc., to analyze the current educational issues and assess progress toward the achievement of the respective EFA goals

- **Education Statistician** within the Education Statistics or Planning unit/division in the Ministry of Education (MOE), preferably with prior work experience working with household surveys conducted by the National Statistics Office, whose major task will be to measure and analyze progress and disparities in terms of the MDA benchmark indicators

- **Chief Analyst-Writer** who has the responsibility for coordinating, integrating and drafting the national EFA monitoring-assessment report

VI. Preparatory Work by Participants

**National EFA Mid-Decade Assessment Coordinator/Manager**

- Prepare a brief oral report on the status of EFA Coordination and EFA MDA implementation in your country, reporting on existing structures and mechanisms, intra-governmental partnerships, involvement of civil society and the international community. Please consider factors which have lead to successful coordination and those issues which have created challenges.
- Bring for discussion, review and revision the existing organizational structures, budgeted work plans (including source of financing) and draft outputs of the EFA MDA to date.
- Coordinate with the Chief Analyst-Writer to ensure the identification of and references to national and provincial education sector development plans, and EFA national and provincial action plans; education budgetary information for all levels of education and from all possible sources.

**Education Statistician**

- Modify the data templates so that they are relevant to the national context (adding provinces, regions, etc.)
- Input the relevant data into the templates, in order to have a comprehensive and useable database with which to generate data ready for detailed analysis

*Note: The Excel file called "Internal Efficiency.XLS" has been included to calculate survival rate to Grade 5 and other relevant internal efficiency indicators.*

Please forward any suggestions and comments by email to efa@unescobkk.org.

- List all the surveys the country has conducted in the last five years
- Bring copies of all data that would be relevant in preparing the EFA report, in electronic format or alternatively in photocopies of printed tables
- Bring the national DevInfo CD

**Chief Analyst-Writer**

- Locate and collect the necessary documents, such as: national and provincial EFA action plans and development plans; education budgetary information for all levels of education and from all possible sources: laws, acts and policies related to the EFA
goals and those targeted towards disadvantaged groups; international documentation on national EFA status and national development; reports on specific programs aimed to reach disadvantaged groups supported by the government, by INGOs/NGOs, or by international organizations; case studies on disadvantaged groups and on the EFA goals in the national context

- These reports should be brought with the delegation to the workshop in order to facilitate to effective elaboration of a draft MDA report

VII. Time and Venue
20-24 November 2006

Windsor Suites Hotel
8-10 Sukhumvit Soi 18-20
Sukhumvit Road
Klongtoey
Bangkok 10110, Thailand
http://www.windsorsuiteshotel.com

VIII. Tentative Workshop Programme
Proposed topics:
- Framework for disparities analysis, concentrating on the disadvantaged groups ‘unreached’ by national education policy
- Exploration of each of the six EFA Dakar goals (ECCE, UPE, Life Skills, Literacy, Gender and Quality) in the light of crosscutting themes of gender and social disparities
- Development of a practical framework for data analysis, concentrating on how to identify and compile data that is relevant to disparities analysis and then presentation of guidelines for data analysis
- Guidelines on coordination of the EFA MDA task team in producing the final EFA MDA report
- Guidelines on structure and topics to be included in the EFA MDA report, and preparation of a comprehensive draft outline of the report, by chapter

Modalities:
- Plenary presentations
- Peer Group Sessions
- Country Working-Group Meetings

Proposed outputs:
- Data in template form, disaggregated by sex, geography and disadvantaged group, ready to be imported into EFAInfo
- Draft outline of the National EFA MDA report

For further information, please contact:

Mr Jon F. Kapp
Assessment, Information Systems, Monitoring and Statistics (AIMS) Unit
Regional Office for the UNESCO Institute for Statistics
UNESCO Bangkok
Mom Luang Pin Malakul Centenary Building
920 Sukhumvit Road
Bangkok 10110 Thailand
j.kapp@unesco.org

tel: +66 2 391 0577 ext.230
fax: +662 391 0866
www.unescobkk.org/efamda