



United Nations
Educational, Scientific and
Cultural Organization

Bangkok Office
Asia and Pacific Regional Bureau
for Education

The Overall Scope and Organization of the National EFA Review

MIN BISTA

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Outline of Presentation

- ▶ Principles and scope of the review
- ▶ Key highlights of draft national EFA reports
- ▶ Good practices on EFA review and reporting
- ▶ Actions required on the physical aspects of the reports



▶ Principles and scope of review

Guiding Principles of EFA Review

- ▶ Government-led, national process
- ▶ Holistic/sector-wide
- ▶ Evidence-based, data driven
- ▶ Equity-focused
- ▶ Participatory
- ▶ Self-assessment of country's progress and challenges
- ▶ Forward-looking
- ▶ Qualitative policy analysis, not solely data driven
- ▶ Beyond progress tracking

Objectives of Review


- ▶ To assess progress towards the six EFA goals;
- ▶ To critically review national EFA strategies and identify the enablers and impediments towards achieving the EFA targets
- ▶ To identify emerging national perspectives on the post-2015 education agenda


Scope of EFA Review


- ▶ **Component 1: Progress review**
 - Assessment of progress towards EFA goals
- ▶ **Component 2: Policy review**
 - Analysis of enablers and/or impediments to achieving EFA
- ▶ **Component 3: Forward-looking**
 - Identify emerging challenges and priorities and develop national perspectives on the post-2015 development agenda

Proposed Key Elements of the National EFA Report

- ▶ **Chapter I: Introduction (5 pages)**
 - ▶ The development context of the country
 - ▶ The context of education development and education sector challenges
 - ▶ National development priorities broadly and in education
 - ▶ Major policies, strategies and interventions for education development and lifelong learning (current)
 - ▶ The relevance of EFA within the context of country's overall development status and the situation of education

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- ▶ **Chapter II. Tracking Progress (15 to 20 pages)**
 - ▶ Early Childhood Education and Care (ECCE)
 - ▶ Universalization of primary education
 - ▶ Learning and life skills for young people and adults
 - ▶ Adult literacy
 - ▶ Gender parity and equality
 - ▶ Quality of education
 - ▶ Summing up

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- ▶ **Chapter III. Review of EFA Strategies (10 pages)**
 - ▶ Self-assessment of EFA strategies
 - ▶ Enabling/constraining factors
 - ▶ Lessons learned and best practices, if any
 - ▶ **Chapter IV. Emerging challenges and government priorities (7-8 pages)**
 - ▶ Major emerging development challenges
 - ▶ New policy directions in socio-economic development in light of recent developments and emerging challenges
 - ▶ Implications for future education development
 - ▶ A new vision of education for post-2015



- ▶ **Chapter V. Conclusions and Recommendations (5 pages)**

- ▶ Recapitulation of major findings and conclusions
- ▶ Key directions/recommendations for the government for future education development
- ▶ New directions for the international community for education development and cooperation



- ▶ Key Highlights of Draft National EFA Reports

Key Highlights

- ▶ National success stories, stories of struggle
- ▶ Evidence-based reporting of achievements and progress
- ▶ Identification of remaining tasks - unfinished business
- ▶ Assessment of education sector challenges, in particular EFA
- ▶ Articulation of government commitment and national policy environment for achieving EFA - national education policies, plans, frameworks
- ▶ System profiles
- ▶ EFA at the heart of national education reform
- ▶ Actions for achieving EFA

Good Practices on EFA Review and Reporting

- ▶ EFA goal redefined within the national context : Goal interpreted from the country perspective
- ▶ Inadequacy and irrelevance of the EFA framework to the context and needs of middle income countries (contextualization, narrow agenda, weak measurement of quality, issue of external efficiency of education not addressed)
- ▶ Online sharing of the draft and inviting the public feedback and comments on the draft
- ▶ Documentation of successful initiatives

Good practices (cont'd)

- ▶ Foreword by Education Minister or senior MOE officials
- ▶ Comparing one's performance with other countries in the sub-region or countries in the income level)
- ▶ Use of studies/evaluations or system assessments undertaken by various agencies
- ▶ Reference to international conventions, norms and frameworks (e.g., Convention on the Rights of Child)

Actions Required on the Physical Aspects

- ▶ Manageable length
- ▶ Executive summary and other routines of the report
- ▶ Visuals/pictures
- ▶ Boxes with best practices or successful stories



▶ Thank you!