

A decorative graphic on the left side of the slide consists of a grid of squares in various shades of blue and white, arranged in a pattern that tapers to the right.

Education for All
Mid-Decade Assessment:
reaching the un-reached

**Outline of National Report,
Policy and Data Analyses and
Workshop Procedure**

Theme: Reaching the Un-reached

Equality in access to Quality education



The EFA Goals and National Targets

Sub-sectors -> Cross-cutting	1. ECCE	2. UPE/ UBE	3. Youth & Adult Skills & 4. Literacy
Quantity – “for All”			
5. Gender equality and social disparities			
6. Quality of inputs, T-L process and outputs, outcomes			
Budget and finance			

Framework for the assessment

Inclusive Education and a Lifelong Perspective

- inclusion of **diversity** of learning needs of sub-populations (the disabled, linguistic and ethnic minorities, castes, disadvantaged groups, etc.) – equity, equality and disparity
- provision of **quality** education for all learners

Proposed Report/Review Outline

- I. INTRODUCTION*** – social, economic, cultural and political diversity as setting for education
- II. National Education Policy***
- III. SIX EFA GOALS*** (*for each goal, assess the following*)
- IV. LINKAGES AMONG THE GOALS***
- V. EFA STRATEGIES***
- VI. EFA FLAGSHIP ISSUES***
- VII. STATISTICAL ANNEX(ES)***
- VIII. MANAGING INTERNATIONAL SUPPORT***

III. Analysis of the Six EFA Goals

- A. National Action Plan/Education Reform Program**
- B. Implementation of EFA goal**
- C. Progress in Achieving EFA goal (using disaggregated time-series indicators to show patterns of change)**
- D. Implementation Gaps and Disparities (using disaggregated cross-sectional indicators to show disparities)**
- E. Successes and Remaining Challenges in Implementation of EFA goal (assessing impact of policy and practices)**
 - i. in achieving social and gender equality in access to quality education**
 - ii. Identify and explain why and how areas and groups where success has been least**
- F. Recommendations for adjustments in terms of priority groups for reaching the un-reached**

1. 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

2. Implementation of EFA goal

- i. General policies and programs
- ii. Policies 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

3. 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 of indicators
- iii. Analysis of disaggregated indicators
- iv. *Quality and equity* outcomes

4. Implementation Gaps and Disparities (using disaggregated indicators to measure disparities)

- i. Identifying gaps and locating the 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
- v. Identify implementation capacity gaps

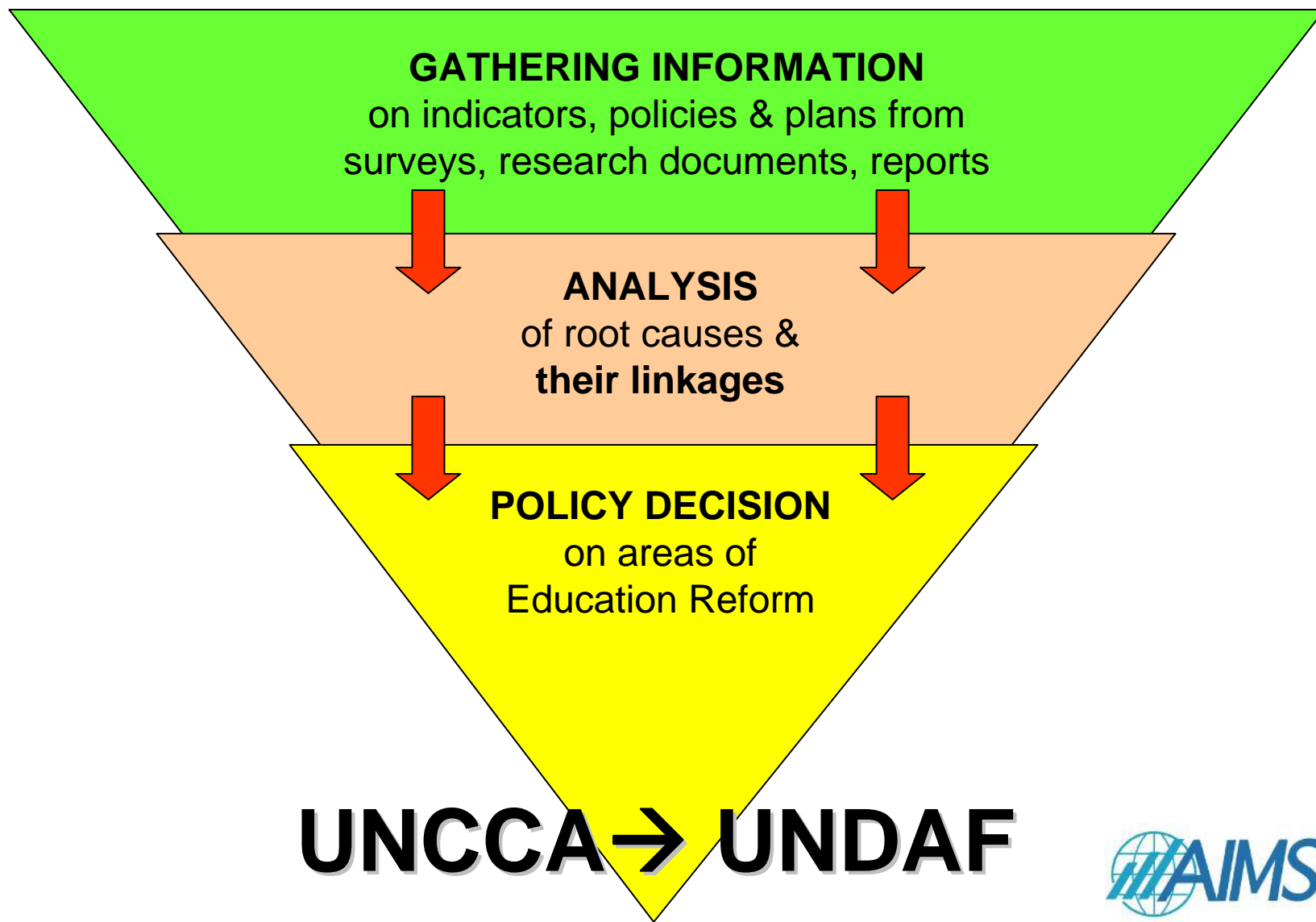
5. Successes and Remaining Challenges in Implementation of EFA goal (assessing impact of policy and practices)

- i. Successes and challenges in achieving social and gender **equality**
 - Success stories and good practices to be re-enforced
 - Identify and explain why and how areas and groups where success has been least
- ii. Successes and challenges in achieving **quality** education
 - Success stories and good practices to be re-enforced
 - Identify and explain why and how areas and groups where success has been least

Recommendations for adjustments in terms of

- Target-settings with specific references to priority target groups
- Strategies for attaining the unattained and reaching the unreached
- Schedule of milestones to be attained over the remaining period

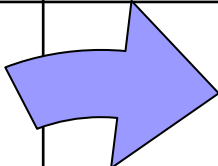
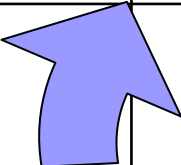
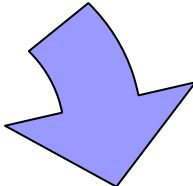
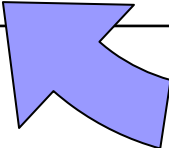
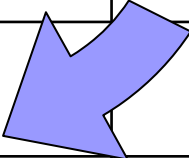
Evidence-based Policy Making



Analysis of Differential Impact: Sub-national Quantity, Quality and Equity

Who are neglected? What knowledge, skills ? How to increase access ? Cost-effective delivery? How to decrease disparities ? Contextual indicators analysis, eg. contextual gender analysis .	Early childhood	Formal Basic education	NFE Out-of-school youth & adults
Women and girls	?	?	?
People with disabilities	?	?	?
Ethnic minorities	?	?	?
Linguistic minorities	?	?	?
SES, Classes, Castes	?	?	?
Rural inhabitants	?	?	?
Migrants and displaced persons	?	?	?
People without legal status (birth registration, citizenship)	?	?	?
<i>Etc. list relevant neglected groups</i>	?	?	?

Analysis of Implementation of EFA Policy and EFA Goals

Policy Cycle/ indicators	ECCE	UPE UBE	Skills	Literacy	Gender	Quality
Governance, policy, agencies coordination			Impact		Gov Coord	
Resource mobilization and allocation						
Courses, programs, facilities		Quality Equity			Resource Inputs	
Quality & equity outcomes				Courses, Outputs		
Impact assessment						

Considering disparities

- Which children are not in school/ learning centres?
- What inhibits their full participation?
- Who should be targeted as a priority?
- How can we improve quality *and* equality?

Plan for national assessment

- In addition to the usual **school-based statistics**, countries will use existing data, such as the population and housing **census**, household **surveys**, labour force surveys, household income and expenditure surveys, etc. **MICS**
- **Case studies** will be undertaken, especially in areas where standard statistics are not available and inadequate (eg. gender equality, literacy, life-skills, etc)
- The **structure and process** of implementation will be examined carefully to identify how the policies were differently implemented with regard to the different target groups

Alternative sources of data on unreached groups

- Used across the six goals, where regular data is missing, especially when there is an **uneven distribution of quality education** across the sub-national target groups:
 - Case studies on access to education among **children with disabilities**
 - **Linguistic and ethnic minorities**
 - Children of **undocumented migrants** and **hill tribes**
 - **Life skills**
 - **Functional literacy**

Analysis seeks answers:

- What were the most **common achievements** in terms of quality and equality, if any, since the year 1990 and especially in the last 5 years?
 - Goals and targets set by the national EFA action plan
 - National Education Sector Development Plan
- What actions and benefits reached the main intended target groups?
- What groups benefited most from these achievements? What policies, resource inputs and contextual factors facilitated these successes?

Analysis seeks answers:

- What were the most common **gaps in progress** in terms of quality and equality?
- Do traditionally-disadvantaged groups benefit much from the achievements?
- Which groups benefited least or not at all?
- What policies, resource inputs and factors facilitated and what factors obstructed reaching the targets and resolving the issues - the inclusion of un-reached groups in sharing the benefits of the past efforts with regard to this particular Goal?
- What still need to be achieved and what are still missing to address?

Primary Education: NER



Comparisons *across* countries: the international measure

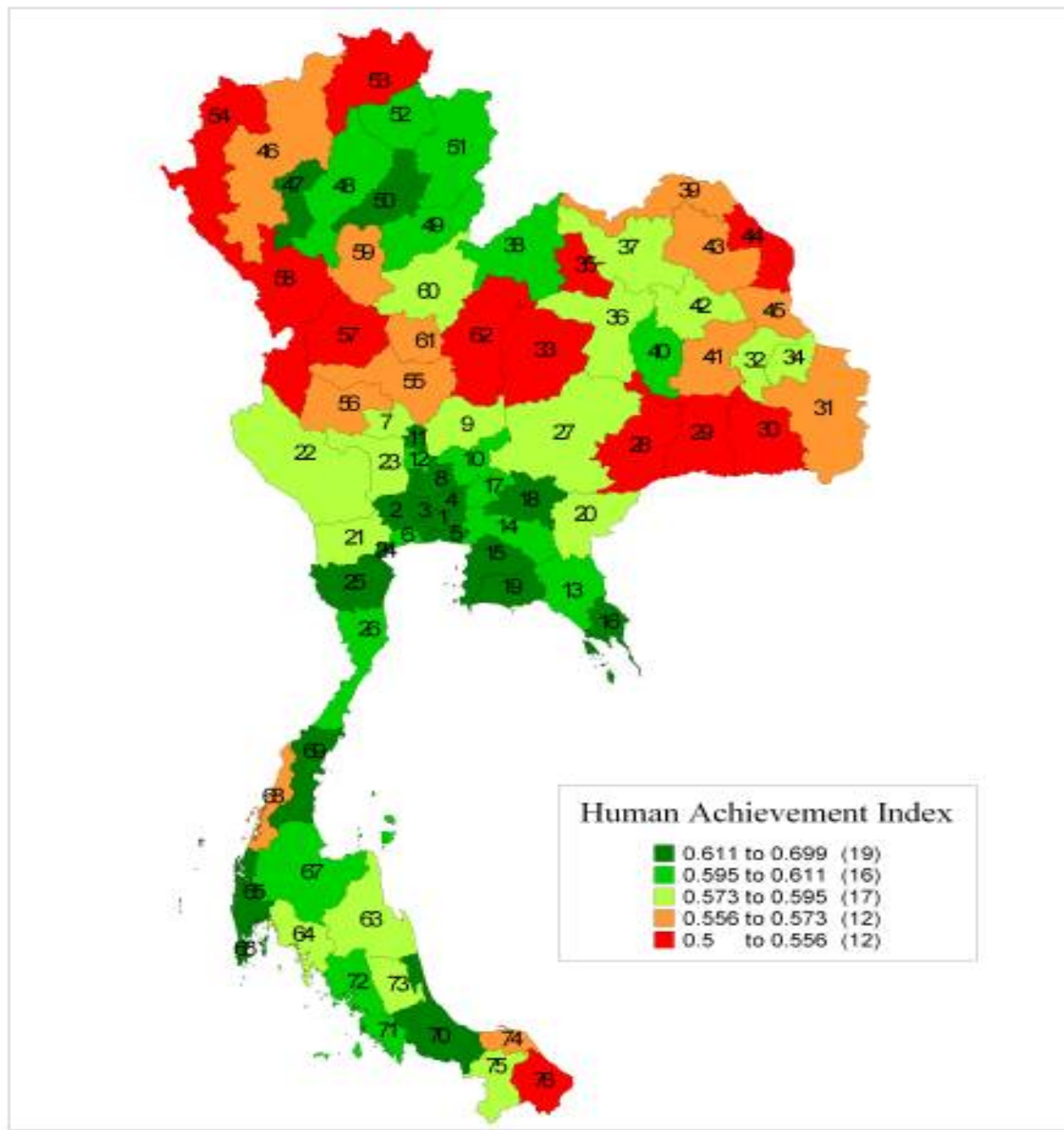
National MDA-type data

Primary Education: NER, by district

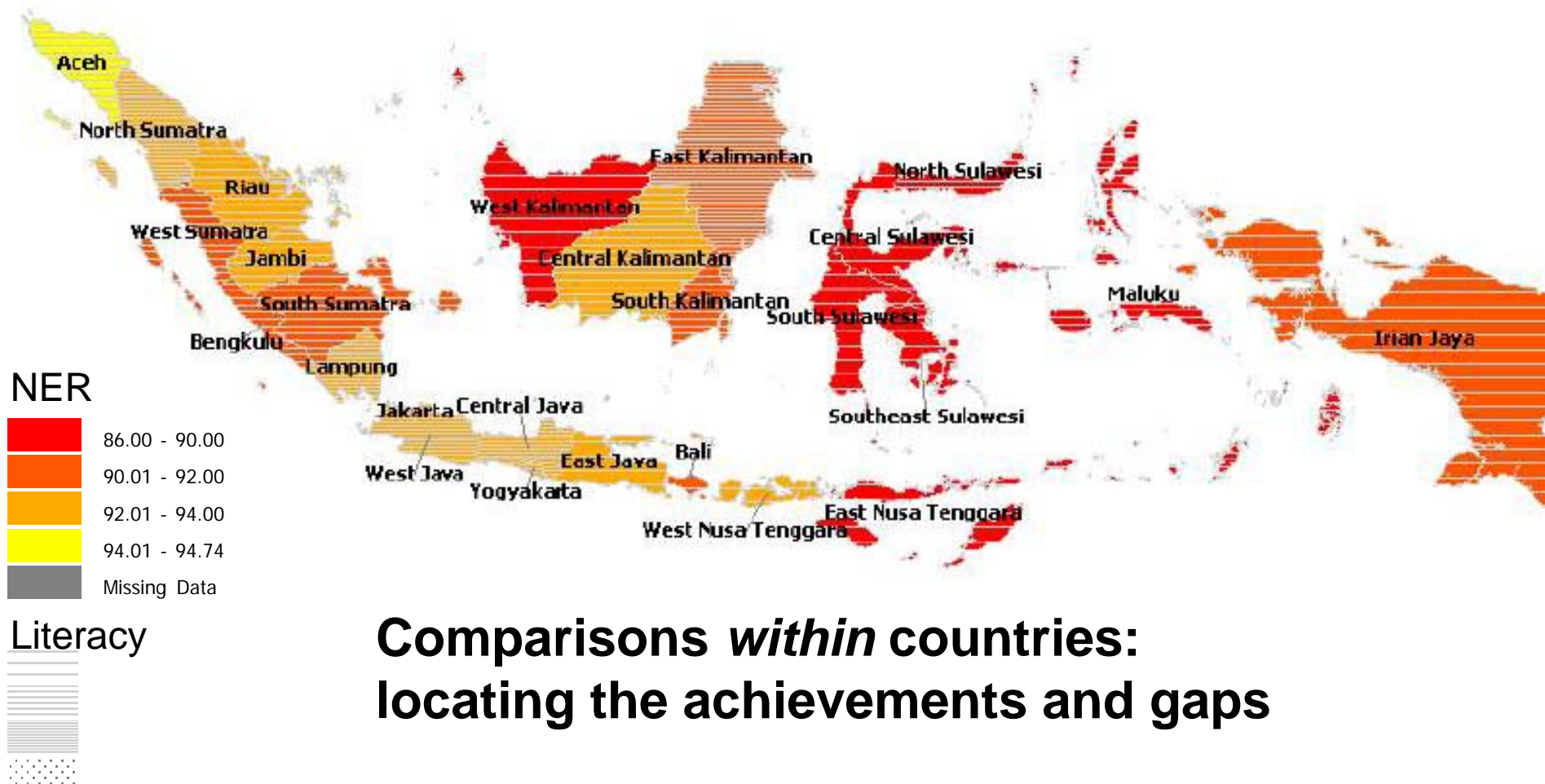


Comparisons *within* countries

Provincial Distribution of the Human Achievement Index (HAI)



Net Enrolment Ratio in Primary Education as related to Literacy Rates amongst Young People

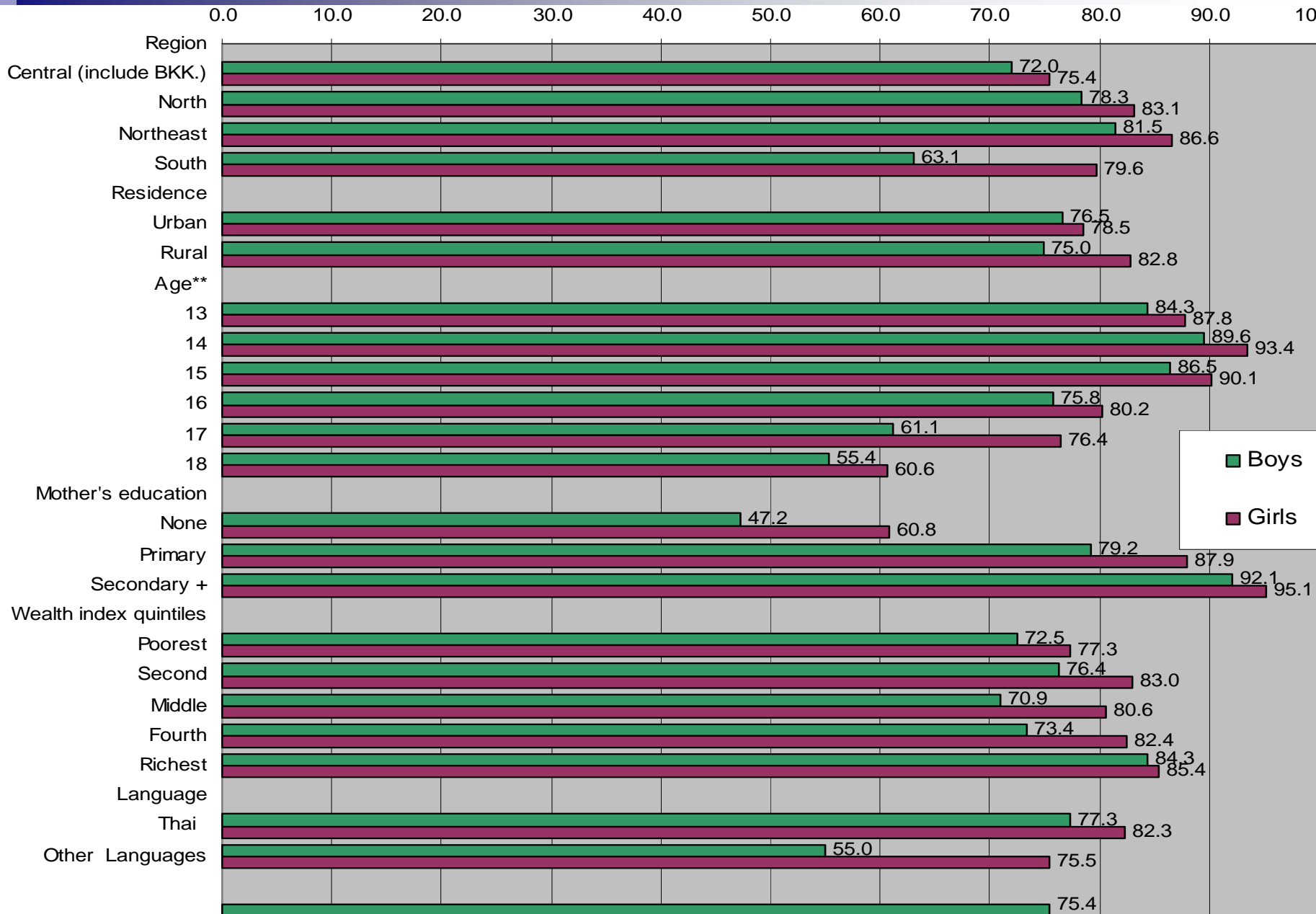


**Comparisons *within* countries:
locating the achievements and gaps**

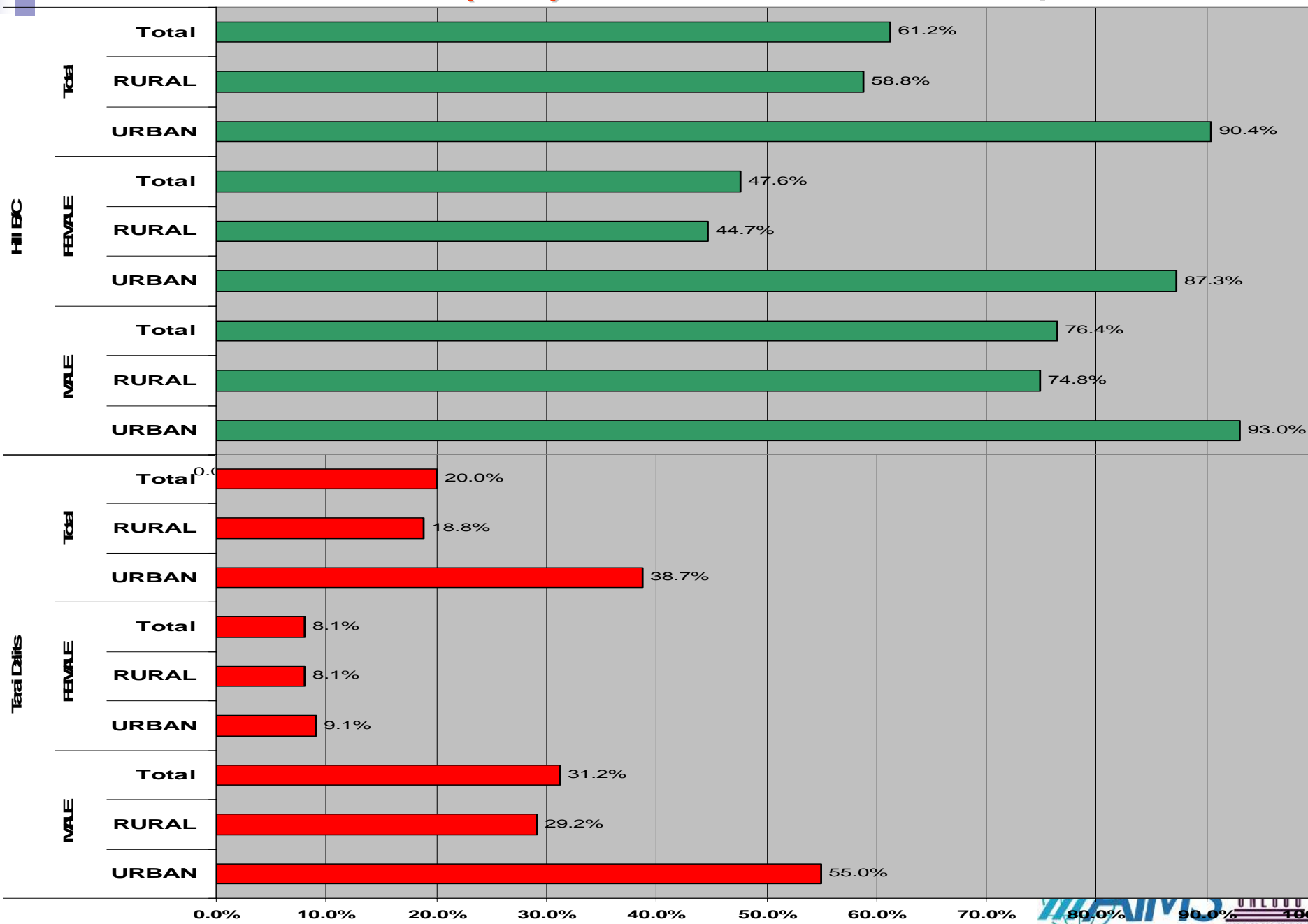
Map depicts most recent data. Year varies based on availability.

Secondary School Net Attendance Rate in Thailand (MICS 2006)

Population Characteristics



% Youth & Adults (15+) who can read letters in Nepal, NLSS 2004



Recommendations for adjustments in terms of

- Target-settings with specific references to priority target groups
- Strategies for attaining the unattained and reaching the unreached
- Schedule of milestones to be attained over the remaining period

An Overview of the Week

			Day 1	Day 2	Day 3	Day 4	Day 5
Session	Main tasks	Mode	Overview: Assessment of disparities in quantity and quality across geographical, gender and social diversity	Early Childhood: Assessment of disparities in quantity and quality in ECCE goals 1, 5, 6	Primary&Secondary: Assessment of disparities in quantity and quality in UP/BE goals 2, 5, 6	Skills & Literacy: Assessment of disparities in quantity and quality in Skills & Literacy goals 3, 4, 5, 6	Country consolidation: Assessment of disparities in quantity and quality in lifelong perspective
AM1	Information	Plenary	Opening	Announcements & housekeeping	Announcements & housekeeping	Announcements & housekeeping	Announcements & housekeeping
AM2	1) submit draft of previous session 2) issues, objectives & expected outputs	Plenary	P1	P2	P3	P4	P5
AM3	Peer review, issues, instructions, production work	Peer groups	PG1a	PG2a	PG3a	PG4a	PG5a
lunch							
PM1	Peer group production & work outputs	Peer groups	PG1b	PG2b	PG3b	PG4b	PG5b
PM2	Collect outputs and integrate into country report	Country team	CT1	CT2	CT3	CT4	CT5
PM3	Collect outputs and integrate into sub-regional report	Cluster Sub-Region	SR1	SR2	SR3	SR4	Plenary: Closing

Session	Session code	Main tasks	Mode	Activities	Expected Outputs/ Outcomes
Day 1	Daily structure of activities				
AM1	Opening	Information	Plenary	Ice-breaker	Welcome and introductions. Group photo
AM2	P1	1) submit draft/outline country report 2) issues, objectives & expected outputs	Plenary	Presentation, Q&A and round-table discussion on guidelines, current MDA progress & obstacles	Overall plan for assessment of disparities in quantity and quality across geographical, gender and social diversity. Agenda setting, overview, organization, procedures.
AM3	PG1a	Peer review, issues, instructions, production work	Peer groups	Peer review: country report, self- and peer-critique of MDA work situation in the Peer Group's area	List of improvements to be made in the draft, methods, procedures, etc.
lunch					
PM1	PG1b	Peer group production & work outputs	Peer groups	Presentation and discussion of objectives, challenges and workplan	Consensus document on the objectives, list challenges, production targets & workplan
PM2	CT1	Collect outputs and integrate into country report	Country team	Each member 1) update own areas of responsibility, 2) integrate into country report and 3) week's production targets	1) Updated report/outline of country report. 2) Country workplan for the week
PM3	SR1	Collect outputs and integrate into sub-regional report	Cluster Sub-Region	Each country 1) update own areas of responsibility, 2) integrate into sub-regional report and 3) week's production targets	1) Draft outline of sub-regional report. 2) Workplan for the week