REPORT

of the expert Group Meeting
for the Development of EFA
Monitoring
and Follow-up Information Systems

Bangkok, Thailand
8 - 15 September 1992

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CHAPTER ONE
INTRODUCTION

Introduction

One of the most difficult problems in EFA is the assessment of achievements and of progress in the implementation of strategies. A number of initiatives and projects have been developed by UNESCO-PROAP and other sister agencies in pursuance of EFA goals. However, the measures and parameters to gauge the progress and success achieved are yet to be defined clearly.

It should be recalled that only 7 years remain to achieve the main target set out by the World Declaration on Education for All at Jomtien: «to provide basic education for all by the year 2000». It is therefore essential to design and implement the appropriate tools to measure the progress and achievements in this respect.

During the «Third Meeting for Regional Coordination of APPEAL» held in July 1992, in Bangkok, Member States agreed on the need to consider monitoring systems that will allow the assessment of EFA progress, thus contributing towards achieving the main targets by the end of this century. Similarly, already existing national monitoring systems will be improved, harmonized and reinforced within a regional framework for development.

As a direct follow-up of APPEAL’s unanimous recommendations and within the framework of UNESCO Programme and Budget 1992-93 under Sub-programme I.3.2 «Educational Planning, Management and Buildings», UNESCO Principal Regional Office for Asia and the Pacific (PROAP) decided to organize an «Expert Group Meeting for the Development of EFA Monitoring and Follow-up Information Systems» in Bangkok Thailand, from 8 to 15 September 1992.

Current Situation

Presently various types of information are collected and processed, mainly nationally. Some countries have even reached a fair level of monitoring and assessment of their EFA policies. Other countries express increasing needs and technical assistance in this regard.

One common feature characterizes this situation: the lack of harmonization,
articulation and common terms of reference. There is no common language in
the structuring, storage, interpretation and exchange of information.

Another main shortcoming is the lack of «standardization» of information
in Member States. As a consequence, we can observe duplication of efforts and
poor exchange of know-how and expertise. Thus, if a given country develops an
interesting or innovative approach in tackling EFA issues, this experience is not
shared nor appraised by other countries. Moreover, EFA is a phenomenon which
cannot be analysed in an isolated manner. Many parallel aspects intervene and
affect directly and indirectly its targets.

Objectives

The objectives of the workshop were thus:

(a) To review and present the state-of-the art in the field of monitoring infor-
mation systems for EFA planning and management in countries of the
Region.

(b) To determine the relevant quantitative indicators and qualitative
aspects that intervene in the EFA scenario and that are essential to
obtain a comprehensive picture of EFA progress.

(c) To appraise the feasibility of micro-computer based applications for the
follow-up and monitoring of EFA.

(d) To share regional and international expertise and experience in the
above fields.

Participants

The following countries participated: Bangladesh, China, India,
Indonesia, Myanmar, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka,
Thailand and Vietnam (see Annex i). Representatives of SEAMES (South-East
Asian Ministers of Education Secretariat), UNICEF Office in Bangkok and
ESCAP, (UN Economic and Social Commission for Asia and the Pacific), also
attended the meeting;

Participants in this meeting were senior policy planners with extensive
experience in EFA planning and monitoring as well as in educational manage-
ment information systems. Each participant prepared and presented a detailed
country case-study on the EFA monitoring systems in his/her country.
Faculty Members

Technical expertise of staff members of the Regional Office particularly from APPEAL was mobilized and made available to this Regional Workshop. The services of a resource person from Philippines were also utilized in the sessions of the Workshop (see Annex I).

Inauguration

The opening session took place on Tuesday 8 September 1992 at 9.00 a.m. at UNESCO-PROAP, Bangkok. Mr. Hedayat Ahmed, Director of UNESCO Regional Office for Asia and the Pacific, gave the welcoming address and Dr. Vichai Tunsiri, Secretary General of the Thai National Education Commission, delivered the inaugural address (see Appendices A and B).

Mr. Ahmed referred specifically to the problems and difficulties of assessing EFA policies and strategies. He called to the participants’ attention the declaration of the Jomtien Conference: «To promote Education for All by the year 2000» and the efforts which remained to be made in order to achieve this endeavour.

Dr. Vichai referred to the present National Education Scheme (1992) which is a long-term plan of Thailand. He described the target goals of the phases of this plan of action and the importance attached to this activity. Particular mention was made of the various means of the formal and non-formal education system that have been used, so that more and more students can gain access to basic education.

The second part of the opening session was chaired by Mr. S. Iizawa, Deputy Director of UNESCO-PROAP, who proceeded with the election of bearers. After requesting participants to express their views, the Bureau was unanimously appointed as follows:

Chairman: Mr. U.S.P. Senaratne (Sri Lanka)
Rapporteur: Mr. V. P. Baligar (India)
Vice-Chairmen: Mr. Saqib Ali Khan (Pakistan) Mr. Marcial A. Salvatierra (Philippines)

The two Vice-Chairmen chaired the two working groups that discussed the thematic aspects.
The representative of Sri Lanka then took the chair and the debates were initiated with the presentation of country case-studies.

**Working sessions**

The first part of the workshop sessions was thus devoted to the presentation and discussion of the different case-studies prepared by the participants.

Following these presentations, a series of thematic aspects were introduced by the Secretariat.

1. **Quantitative indicators**

   This section focused on quantitative, statistically measurable indicators that help to describe the current EFA scenario.

   They were divided into:

   EFA-related indicators (literacy, enrolment, primary education enrolment ratios, etc.) which correspond to the traditional indicators already in use

   indicators indirectly related to EFA that at a first glance might not have an obvious influence on EFA but when analyzed in depth and correlated with other factors may clearly play an important role in achieving EFA: income, GNP, access to services, health, roads, schools, minorities, refugees, etc.

2. **Qualitative aspects and learning achievements**

   This was an important topic of the workshop and certainly one of the key issues for discussion. This item of the agenda also represented a new, innovative approach to the problem.

3. **Computer-based applications in EFA monitoring and follow-up systems: feasibility and requisites**

   In setting up information systems, there is a number of essential and relevant considerations if a fair degree of accuracy and functionality is to be attained; the working modalities were discussed by the participants.
4. **Relationship between national and regional information systems and possible linkages**

Within the framework for regional development and co-operation in EFA assessment, it was considered essential to promote the exchange of expertise and experiences amongst the countries. It was emphasized that all information is useful and that other countries can benefit much from comparative studies and sharing of experience.

The role of APPEAL National Coordination in this endeavour was underlined. This role is to be increased and relations with other networks and associated centres are to be reinforced.

**Closing session**

At the closing session of the workshop, a summary of the thematic aspects as well as the national follow-up activities were discussed. In addition to this, Member States stated their intention to pursue at the national levels the initiative of implementing monitoring systems, taking into account the corresponding context and priorities.

Furthermore, participants assessed the overall impact of the workshop as a new awareness and emphasis on evaluating EFA progress and achievements, particularly when integrated to the national plans of action. It also became evident that a consistent and systematic national follow-up should be undertaken in order to allow countries to benefit from their mutual experience as well as to integrate and/or develop monitoring systems into EFA goals.

As a result, the Workshop planned for a complementary activity to produce guidelines and documentation, accompanied with relevant software packages that would allow planners and education administrators to conceive, develop and implement national monitoring systems within a common framework of action under the auspices of UNESCO-PROAP.
CHAPTER TWO
COUNTRY CASE-STUDIES AND EXPERIENCES

Each country presented a case-study with regard to the existing national EFA monitoring and follow-up system. The presentation was followed by discussions. The highlights of the country case-studies are as follows:

BANGLADESH

(a) Organizational Mechanisms for Monitoring EFA

As line Ministry, the Ministry of Education is the nodal agency for monitoring and taking follow-up action on EFA. A National Committee on EFA headed by the Minister of Education has been set up. The Ministry of Education has also set up a Steering Committee headed by the Education Secretary. The Planning Cell of the Ministry of Education works as the Secretariat for EFA and is in charge of the programmes of early childhood education, universal primary education, non-formal basic education and adult education. The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) works as an apex body for data collection, compilation and dissemination.

(b) EFA Monitoring and Information Systems

The data on school-age children (6-10 year olds) are analysed and disseminated once a year by BANBEIS. The data are collected through the Thana Education Officer, who maintains monthly data for each government and private primary school within the Thana jurisdiction. Similar data and other detailed statistics for primary schools are collected by the Directorate of Primary Education for its EMIS. The Ministry of Education has been working to establish a network of the line Directorate’s EMIS with BANBEIS as its apex body. Action is currently needed to link BANBEIS with other EFA activities, i.e. early childhood education, non-formal education and continuing education. Thus, data collected by all the agencies will be compiled, analyzed and disseminated at the national level by BANBEIS. The Committees for EFA will review and monitor the progress on EFA regularly, namely quarterly and/or bi-monthly.
EFA Monitoring Systems

CHINA

(a) Organizational Mechanism for Monitoring EFA

Global planning for achieving EFA by year 2000 in China was formulated by the SEDC (State Education Commission).

The organizational systems for EFA monitoring in China consist of four levels, namely: SEDC, Provincial EDC, Prefecture EDC, and Country EDC/ED (Education Bureau).

The State Statistics Bureau (SSB) is also a monitoring organization for EFA.

(b) EFA Monitoring and Information Systems

The establishment of National Educational Management Information Systems (NEMIS) has been undertaken throughout the country since 1989. The monitoring and follow-up information system for EFA is a part of NEMIS.

The structure of NEMIS is that of a distributed network covering the administrative regions of the country and the management of the education system. Information exchange between and among levels relies mainly on magnetic media, and on the domestic public data transmission network (CNPAC). A statistical database for EFA has been established.

The educational indicators system for the assessment and monitoring of EFA was formulated by the SEDC in 1990. The indicators’ system consists of three sets: descriptive indicators, efficiency indicators and equity indicators. The indicators will be introduced gradually, depending on the pace of implementation of EFA.

A national-level research project for completion of the indicators system has also been launched.

The National Statistics Information System (SSB) also monitors EFA goals.
INDIA

(a) Organizational Mechanisms for Monitoring EFA

At the national level, the Department of Education in the Ministry of Human Resource Development is the nodal agency for the planning and implementation of EFA. The mandate of the National Coordination Committee for APPEAL under the chairmanship of the Education Secretary has been extended to monitor EFA. The progress made in the achievement of EFA goals is also reviewed by the Central Advisory Board of Education and the Planning Commission. At the state level, different components of EFA are monitored by the concerned state departments/directorates. The district and block level officers monitor the EFA activities at their level. The local bodies consisting of people’s representatives are also involved in this process of monitoring.

(b) EFA Monitoring and Information Systems

A computer-based MIS has been devised to monitor the monthly and quarterly progress of the Early Childhood Care and Education programmes at the block, district, state and national levels. To monitor the progress towards UPE, detailed data regarding students, teachers and school facilities are collected annually from every school. The All India Educational Survey, National Sample Survey and Decennal Census also provide useful data for the computation of educational indicators. A new MIS has been designed for monitoring the activities of the literacy campaigns launched in various districts. In all these systems, special emphasis is laid on monitoring the indicators concerning the gender issues and education of disadvantaged groups. Computers are used at the national and state levels for the aggregation and analysis of the data. Efforts are being made to provide computers at the district level, in order to improve the efficiency of the monitoring systems.
(a) Organizational Mechanisms for Monitoring EFA

1. At the national level, the responsibility for monitoring EFA is with the Minister of Education and Culture, and the chairman of the organization is the Director General of Non-Formal Education, Youth and Sport assisted by the Director of Community Education.

2. At the provincial level, the organization is chaired by the Division Chief of Community Education (CE), with representation of the Provincial Offices of Education and Culture.

3. At the district level, the organization is chaired by the Section Chief of CE with representation of the District/Municipality Offices of Education and Culture.

4. At the sub-district level, the organization is chaired by the CE Supervisors with representation of the Sub-District Offices of Education and Culture.

5. At the village level, the organization is chaired by the Head of the Village.

(b) The EFA Monitoring and Information System

1. The instruction to collect data starts from the top to the bottom, then the data are sent from the bottom to the top.

2. Data processing is done at the national level for further activities (e.g. programmes etc.).

3. Some of the key indicators are: participation rates, transition rates and statistics on illiterates.
REPUBLIC OF KOREA

(a) Organizational Mechanism for EFA Monitoring

With the Education Law enacted in 1949, which required government and parents to provide a minimum of six years free compulsory education to all children aged between 6 and 11, the enrolment ratio in primary education in 1991 was 101.7 per cent. The admission rate of primary school graduates into middle school was 99.8 per cent in 1990. Since the middle of the 1980s, the Korean Government has been extending the opportunity for free compulsory education. By 1994, the Korean Government will have provided three more years of free compulsory education beyond the six years of primary education for all middle school students whose schools are located in rural areas.

(b) Monitoring and Information System

In order to monitor annual developments and achievements in the area of primary and secondary education, the National Board of Educational Evaluation (NBEE), which is under the auspices of the Ministry of Education, requests, at the beginning of each year, information and data describing all aspects of primary and secondary education from the 6 municipal and 9 provincial offices in charge of education. The 16 offices for education also ask the lower offices of education and some individual schools under their own jurisdiction for the same data and information already requested by NBEE. All the data and information are reported to the NBEE no later than the end of the first part of the year.

NBEE publishes a voluminous and resourceful book every year, entitled «Statistical Yearbook of Education in Korea», which shows nearly all aspects of Korean education. Based on the data of the «Statistical Yearbook of Education in Korea», NBEE, in addition, publishes a compact volume «Handbook of Education Statistics». The Korean Educational Development Institute (KEDI) also publishes a statistical yearbook called «Educational Indicators in Korea», which is used by research-oriented officers.
EFA Monitoring Systems

MYANMAR

(a) Organizational Mechanism for Monitoring of EFA

A National team for EFA was formed in mid-1989. It participated in the WCEFA Regional Consultation Meeting, Indonesia, January 1990. Activities undertaken include:

- Workshop on Micro-computer Applications in EMIS, Yangon, January 1990.
- National Seminar on EFA, Yangon, February 1990.
- Workshop on Development of NFE Based on the ATLP Approach, March 1990.
- First Methodology Seminar on ESS, Yangon, August 1990.
- Participation in the eleven-country project (UNESCO-PROAP) on skills-based literacy for women and girls.

(The outcomes of two EFA workshops will be discussed at the National Seminar for EFA as guidelines for implementation.)

<table>
<thead>
<tr>
<th>Description</th>
<th>1977/78</th>
<th>1987/88</th>
</tr>
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<tbody>
<tr>
<td>Enrolment</td>
<td>3.7 million</td>
<td>5.0 million</td>
</tr>
<tr>
<td>Number of schools</td>
<td>19,000</td>
<td>31,329 (1 school for 2 villages)</td>
</tr>
<tr>
<td>Survival rate</td>
<td>31.2%</td>
<td></td>
</tr>
<tr>
<td>Disparit</td>
<td>negligible</td>
<td></td>
</tr>
<tr>
<td>Causes for repetition and dropout</td>
<td>rigid examinations system, lack of learning materials</td>
<td></td>
</tr>
</tbody>
</table>

(b) EFA Monitoring and Information Systems

**Indicators for EFA**: Academic information, student information, teacher information, facilities information and financial information. They are to be used in the strategic planning, middle management and operational levels.
NEPAL

(a) Organization Mechanism for Monitoring EFA

The Education Sector in Nepal is Experiencing an increased need for information in planning Universalization of Primary Education, the location of new schools, the «10 plus 2» programmes, the expansion of secondary education and the teacher’s training programmes. Although the basic policy has been set, information is critical for ensuring that these programmes are successful. From the ministry level to the district level, particular responsibilities have been assigned and are expected to produce results within limited time.

Universalization of primary education with emphasis on enrolment, retention, and achievement has been one of the main policies of the government in the recent years. The main goal is to provide children with basic knowledge, skills and attitudes and make them fully literate. For this purpose, the Government has introduced the following programmes: (a) Basic education programme (1987 to 2000), (b) Adult literacy programme, (c) Girl scholarship programme, (d) Teacher training programme, (d) Free book distribution (up to class 5) programme.

(b) Monitoring and Information Systems

The development of EMIS comprises the following steps:

The data collection process begins with the sending of forms to districts for distribution to the schools and ends with the return of district summary forms to the Education and Management Sector in the MOEC.

In the Ministry of Education, there is an EMIS Steering Committee headed by the Secretary of Education. Other committee members include ministry officials of different levels, officials from the Central Bureau of Statistics, National Planning Commission, Ministry of Finance, educators and researchers from the universities and the technical adviser at USAID, for improving the efficiency of the educational system.

The EMIS Technical Committee is composed of the Joint Secretary for planning, Under Secretary and section officers of the Manpower and Statistics Section as well as the technical adviser. These staff members meet on an almost daily basis in order to plan, implement and review EMIS activities.
PAKISTAN

(a) Organizational Mechanisms for Monitoring EFA

In Pakistan, there is a well-organized system for monitoring and follow-up of educational projects and programmes including EFA at both the federal and provincial levels [no more information was available].

(b) EFA Monitoring and Information Systems

The Government of Pakistan is fully aware of the significance and importance of the monitoring and follow-up systems which are essential for the success and timely completion of the development plans/projects specially those launched in the field of education. In the periodic Education Ministers’ Conference, presided by the Federal Education Minister and held in turn at provincial Headquarters, the various educational development plans, particularly those initiated to implement the recommendations of the World Conference on EFA, are thoroughly examined/reviewed to ensure their timely completion. Besides, independent task forces comprising eminent educationists, administrators and planners have been set up at the national and provincial levels to oversee and monitor the various development programmes launched or about to be launched in order to achieve the objectives of EFA.

Furthermore, the Government has established a National Education Management Information System, which is in charge of the collection, processing and analysis of quantitative data at the grassroots levels, using microcomputers placed in 94 districts and six provincial centres as well as at the federal level.

Under the New Education Policy (1992-2002), it has been considered necessary to develop a management plan for its proper and effective implementation. This plan includes a built-in design for feedback, processing of information, synthesis of data and evaluation and monitoring of the projects, including EFA. The National Education Council which advises the government on educational matters has been given the lead role in educational management. This Council oversees policy implementation, including EFA, and thus carries out the tasks of monitoring, evaluation and research on educational problems. To facilitate its work, the Council has been linked with the Academy of Educational Planning, the National Education Foundations and with the National Education Management Information System.
PHILIPPINES

(a) Organizational Mechanism for Monitoring EFA

The monitoring and information system designed for EFA is built on existing systems that are presently operating in the country. Since EFA operates in various dimensions and areas of concern, it involves a number of organizations both at the national and sub-national levels. To facilitate the management of EFA, committees have been created at the national, regional, provincial and municipal levels and are backed up by technical secretariats which undertake monitoring activities, amongst other functions; A network has been established to link all existing systems so as to allow the flow of data/information even at different levels.

(b) EFA Monitoring and Information Systems

Data and information come from various sources and are of different types. Non-school based data relating to the population, health status and poverty are gathered by other agencies apart from the Department of Education, which gathers the bulk of EFA data/information at the school, district and division levels through the EMIS. Key indicators have been identified for the appropriate measure of each of the EFA goals. A computer system is available at the central and regional levels to facilitate processing and interpretation of data.
SRI LANKA

(a) Organizational Mechanism for EFA Monitoring

The implementation of the EFA Action Plan formulated by the NTF is being monitored by the National Coordination Committee (NCC). The NCC meets quarterly, and obtains data and information from the existing monitoring and follow-up systems in the Ministry, the NIE, the provincial and divisional authorities. The large number of programmes on PSE (Pre-school education), UPE (Universalization of primary education), EOI (Eradication of illiteracy) and CE (Continuing education), each have projects and sub-projects and they do their own monitoring and regularly report to the relevant provincial authorities and more specifically to the Ministry’s Development Committee and the Education Conference (DC/EC) which is held monthly and is chaired by the Secretary and attended by all senior provincial and ministry officials. In addition, Annual and Quarterly Review Meetings chaired by the Ministry’s Secretary are held for special and foreign-funded projects.

(b) Monitoring and Information Systems

i) The Annual School Census covering all schools and institutions collects data on school profiles, pupils, teachers curriculum implementation, facilities, community support for education and nonformal programmes. The data are obtained from schools with the collaboration of divisional and provincial authorities. The data from each of the 111 Education Divisions are computerized and made available to users.

ii) The Sri Lanka National Census and its various sub-services provide also data to the relevant users.

iii) The Progress Control Room of the Ministry visually displays and periodically updates a number of selected programmes and projects.

iv) Each special and foreign-funded project has set up school divisional and project level information and monitoring units. The field staff carry out regular reviewing of progress, and collect data which enable each project to be examined by DC/EC and by the quarterly review meetings.
(a) Organizational Mechanisms for Monitoring EFA

Thailand has endeavoured to follow up on the World Conference and the Jomtien Declaration. A Thai version of the Declaration was prepared by the Office of the National Education Commission, NEC, and distributed to each educational organization concerned and to the public. Several meetings were organized at the national level by NEC, and by the Ministry of Education. The definition of basic education for all was determined. The main consideration was how to shape individuals into persons with desirable qualities according to the Thai context as well as the notion that not only education is for all but all-must go for education. The national EFA policy and nine EFA targets were established and received Cabinet approval for nation-wide implementation in August 1992.

Every organization responsible for EFA will prepare plans of actions in accordance with the national policy and targets. At present, nine EFA targets have been integrated into the 7th National Education Development Plan. As a follow-up to the EFA plan of action, each implementing agency is conducting its own monitoring. The NEC will annually carry out the follow-up of the work progress with respect to the nine EFA targets. NEC will also make a summary evaluation at the end of each five-year plan. A national-level coordinating committee will be established consisting of representatives from concerned ministries and with NEC as secretariat. All data and indicators corresponding to each of the EFA targets will be collected and reported to NEC according to the form prescribed by the coordinating committee. After that, NEC will summarise and synthesize a follow-up annual report and submit it to the Cabinet.

(b) EFA Monitoring and Information Systems

For monitoring and information of EFA activities, NEC has set up the information network for education in the country by coordinating the main educational agencies, education-related agencies, and policy and planning agencies. Given the existing network of information flow and computerized capacity, as well as the establishment of the national level coordinating committee for EFA, NEC will aim to build an EFA database with data and indicators in line with the nine EFA targets set forth in the 7th National Education Development Plan.
VIET NAM

(a) Organizational Mechanism for EFA Monitoring

In 1989 a National Committee for the Eradication of Illiteracy (EOI), headed by the Minister of Education, was established. Provincial, District and Community Committees for EOI were set up. The Chairman of the Committee is usually the Chairman/Vice-Chairman of the People’s Committee and the Permanent Vice-Chairman is the Director/Deputy Director of Educational Service or Headmaster/Deputy Head of School at the Community level. After the Jomtien Conference, this national committee was made responsible for all areas of EFA.

The National Plan of Action on EFA is being implemented by the Ministry of Education and Training (MET) along with the Ministry of Education, Ministry of Higher and Vocational Education. The National Committee for EOI controls, monitors and evaluates the EFA process, its development and achievements. Moreover it also mobilizes the various resources of the communities in supporting the MET to fulfil the EFA tasks.

Feedback obtained from the sessions at all levels are reflected at the six monthly meeting of the NCEOI. Follow-up actions are also decided in this meeting. NC and PCEOI also participate in monitoring of the programmes and projects on EFA, both governmental and non-governmental.

(b) Monitoring and Information Systems

The Vietnamese EMIS is still not completely established. Therefore it does not function systematically. Data analysis and processing are mostly manual. The nodal agency for the EMIS is currently the Department of Financing and Planning of MET. There are at least two sub-networks of data. The first is at the Bureau of Planning/Administration - General Problems and schools at all levels; the second one is that of the companies of textbooks and school equipment.

The formats with indicators, prepared by GSO and MET are distributed annually to all schools. National statistics are obtained from the data contained in district and provincial reports, received by the Financing and Planning Department of MET and then by the GSO. Annual statistical monographs are published by the MET as well as by GSO. Discipline in collecting and analyzing data, in timely reporting has not been strictly enforced at all levels, especially in the remote and hilly areas.
EFA Monitoring Systems

Preliminary knowledge and skills are provided to the administrators, managers and planning officers by the network of colleges and schools, and at some management and administrative training workshops. Efforts are made to computerize the central and provincial databases in order to improve the quality and effectiveness of the monitoring system.

A project on establishment of the new EMIS has been launched.
CHAPTER THREE

ESTABLISHMENT AND DEVELOPMENT OF EFA MONITORING SYSTEMS: METHODOLOGICAL ASPECTS

General Structure

A regional monitoring and information system is difficult to implement due to the disparities and diversities inherent to the Asia-Pacific region. The data and information structure, as well as interpretation, storage and exchange of information are far from being standardized. It is therefore envisaged that the monitoring and information system(s) to be developed within the context of APPEAL would utilize essentially existing national mechanism(s). In some cases, it would reinforce or modify these mechanisms to fit the main requirements of a more unified and synchronized monitoring and information system. Basically, the system will have components which include the following:

- indicators to measure the progress and impact of EFA
- specific areas to be monitored
- the network to link horizontally and vertically with the existing system
- computer-based mechanisms of gathering and processing data and
- common terms of reference for comparable and meaningful interpretation of results

Technical issues

To identify a set of indicators, several main areas of study were identified:

- **student flows**: dropouts and repetition patterns, attendance, admission ages, pre-schooling parameters, etc.

- **basic learning achievements**: literacy and numeracy, basic life skills

- **access and equity**: enrolment of girls, economic and social characteristics, disadvantaged groups, out-of-school youth
EFA Monitoring Systems

- **human and material factors** (in relation to learning achievements): teacher qualifications and in-service training, class size, availability of teaching aids, textbooks, infrastructure and sanitary conditions

- **resources**: financial aspects, wages, community involvement, other funding sources, fund earning activities

Similarly, for the purposes of the study the Asia-Pacific region was divided into three groups, in function of the targets to be attained:

- countries which have nearly achieved EFA goals (i.e. universal literacy)
- countries in which universal literacy (UL) is attainable
- countries which require efforts in this respect.

The information system(s) to be developed shall take into account these groups and highlight the underlying relationships. The indicators will therefore describe various degrees of detail. They will reflect the current situation and will also allow projections in the national, sub-regional and regional contexts of study. Target groups are national and regional bodies and planners.

Obviously, certain elements are difficult to quantify or to compare, given their intrinsically subjective nature. This applies particularly to the qualitative aspects of the EFA scenario:

- **Who is really benefiting from the education system?**
- **What kind of access do pupils have to qualified teachers?**
- **Are teachers, parents and students satisfied with the education provided?**
- **How much is education contributing to development?**
- **Why are girls and women not benefitting adequately from the system?**

... This is an important point of the model, particularly when trying to establish criteria for comparison purposes. This aspect should also bring out the problem of disparities in the education systems.

The concepts presented above underline the importance of avoiding subjective considerations. In other words, it is essential to analyse the accomplishments vis-a-vis the EFA targets considered.

The benefits obtained from this approach were also discussed:
Establishment of EFA Monitoring Systems

- a thorough analysis of trends in EFA within the framework of a global policy for development
- an analysis of learning achievements and indexes on the quality of education
- the upgrading of countries to a minimum (exchangeable) information level in order to obtain the required data and interpretation
- within the framework of on-going initiatives in EFA in a given country or sub-region, this system provides a valuable tool to coordinate and harmonize initiatives of other various agencies
- an analysis of direct implications on financial policies applied to education and other related domains
- curricula assessment in function of EFA targets
- statistical analysis of parallel but EFA-related activities
- possibility to define and consolidate a real market for education information for planning and investment purposes.

Clustering of indicators

In accordance with EFA guidelines, an approach based on three educational levels each of them representing a main component-filter was presented:

1. Eradication of illiteracy (EI)
2. Universalization of primary education (UPE)
3. Provision of opportunities for continuing education (CE)

This order also corresponds to the priorities determined by EFA policies. For each level, there is a series of quantitative indicators and qualitative aspects, as well as their interpretation and «formula» of standardization. The table on the following page shows an example of multiple interlinkages in the three levels of interest.

Each input of this table can be expressed in terms of values, attributes and behaviour. In reality, the three levels overlap since most elements are interrelated. Thus, the representation has to be comprehensive in order to describe the global situation.

In the process of formalization, it is clear that specific values/attributes will be given to the qualitative factor(s) in order to match the corresponding quantitative measure(s). The whole can be observed as a multi-relational system in which the three levels are linked the ones to the others. The model should highlight these relations and permit the planner to obtain different views of the EFA situation by changing the desired parameters (cf. figure next page).
### Levels

<table>
<thead>
<tr>
<th>Qualitative aspects (2)</th>
<th>EI Eradication of illiteracy</th>
<th>UPE Universalization of primary education</th>
<th>CE Continuing education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrolment levels and growth rates</strong></td>
<td>Values/attributes measures</td>
<td>Values/attributes measures</td>
<td>Values/attributes measures</td>
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<tr>
<td>(1) - national/regional</td>
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<td>(1) - gender, location, age</td>
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<td>(2) - length of programmes</td>
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<td>(2) - disadvantaged groups</td>
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<tr>
<td><strong>Adult literacy rate</strong></td>
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<td>(1) - gender, location, age</td>
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<tr>
<td>(1) - minorities</td>
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<tr>
<td>(2) - disparities</td>
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<tr>
<td><strong>Out-of-school youth</strong></td>
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<td>(1) - gender, location, age</td>
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<td>(2) - involvement of the community</td>
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<tr>
<td>(2) - labour force participation, employment and income measures</td>
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<tr>
<td><strong>Students</strong></td>
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<td>(1) - gender, location, age</td>
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<td>(1) - hours of instruction per year</td>
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<td>(2) - learning achievement measures</td>
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<tr>
<td><strong>Teachers</strong></td>
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<tr>
<td>(1) - gender, location, age</td>
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<td>(2) - qualifications</td>
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<td>(2) - in-service teacher-training</td>
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<td>(2) - turnover of teachers</td>
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<td>(1) &amp; (2) - infrastructure</td>
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<tr>
<td><strong>Financial aspects</strong></td>
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<tr>
<td>(1) - investments</td>
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<tr>
<td>(1) - per student expenditures as percentage of per capita GDP</td>
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<td>(2) - national development plans</td>
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<tr>
<td><strong>Process</strong></td>
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<tr>
<td>(1) - multigrade teaching</td>
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<td>(2) - teaching aids</td>
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<tr>
<td>(2) - community involvement</td>
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<tr>
<td><strong>Output</strong></td>
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<tr>
<td>(1) - learning achievement measures &amp; indexes</td>
<td>...</td>
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<tr>
<td>(2) - relevance of external efficiency</td>
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<tr>
<td>(2) - knowledge acquisition through the media</td>
<td>...</td>
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</tbody>
</table>
At a second stage, this set-up was enriched with the inclusion of early-childhood care and pre-school indicators, following suggestions from the participants and UNICEF representatives.

The flexibility provided by such a structure will allow a dynamic re-orientation of the study in function of EFA targets. A series of steps are to be undertaken in this respect:

• to identify the key areas and corresponding variables

• to define and identify the indicators to be utilized, nationally and regionally

• to design and implement a comprehensive database of all on-going efforts

• to identify clearly the target groups i.e. institutions, planners and end-users, taking into account the information inputs, processes and outputs.

Parallel to this, the standardization of information has to be formulated. Several areas for standardization were identified:

- Quality control and reliability of information (key factor)
- Data structure
- Data collection
- Data storage, semantics and syntax
- Data processing
- Analysis for planning purposes

EFA quantitative indicators

This section focussed on quantitative, statistically measurable indicators that help to describe the current EFA scenario. They can be divided into two main groups:

• EFA-related indicators (literacy, enrolment, primary education enrolment ratios, etc.). They correspond to the traditional indicators already in use (cf. UNESCO, World Education Report).

• indicators indirectly related to EFA, that at a first glance might not have an obvious influence on EFA but when analysed in depth and correlated with other factors play clearly an important role in EFA assessment: income, GNP, access to services, health, roads, schools, climate, minorities and refugees issues, etc. The list of these indicators is quite long and it is important to be cautious in selecting those that really affect EFA results.
EFA qualitative aspects and learning achievements

This was one of the key issues for discussion during the workshop. A renewed approach to the problem was borne in mind.

While considering EFA assessment as a holistic process, it is essential to determine both the indicators that describe EFA (as above), and the qualitative aspects that describe explicitly the achievements measured by these indicators. This is not an easy task. How can learning achievements be measured? How can teachers’ competence or the effective accuracy of government policies in educational investment be measured?, etc. And how can these analyses be done without creating friction with bureaucracies?

The participants suggested that, initially, a set of positive/general qualitative aspects could be considered. Then, at a second stage, the qualitative aspects could be extended. This rather conspicuous approach, reflected how careful planners should be when defining qualitative issues of the education systems. As an example of these qualitative aspects, were mentioned:

- analyses of the various rates of transition throughout the system and their impact in the efficiency and quality of education
- the implications of the community participation in EFA policies: involvement of parents, families, local teachers
- the material expectations and current situation on the social scale of teachers and other staff directly involved in EFA
- certain qualitative measures of the success attained by national plans of action
- measurements of the efficiency in-service training

Methodology

The indicators available in the countries to measure the goals of EFA require thorough review and refinement. This is essential to determine which indicators will reflect most accurately and realistically the situation in terms of progress, achievements and shortfalls of EFA.
To ensure that indicators identified for EFA become more applicable, usable and commonly understandable, certain procedures have been applied:

1. an initial list of indicators was prepared based on the country case-studies
2. the list was developed by adding socio-demographic and educational indicators which are available in statistical bulletins and compendia of national and international organizations.
3. a consolidated list was presented to the participants for validation, interpretation and definition of the terms. This was done to reach a more standardized definition of other indicators in terms of type, nature, utilization, application, and relevance.
4. for greater interaction and dynamic deliberation, the participants were divided into two groups. The first group was asked to examine the indicators associated with Early Childhood Care and Development (ECCD) and Universalization of Primary Education (UPE). The second group took charge of the indicators related to Continuing Education (CE) and Eradication of Illiteracy (EOI).
5. after each group made lengthy deliberations on these indicators, a plenary session was called to present and further review the outputs of each group.
6. the groups made further processing of the indicators by clustering them according to type, source and beneficiaries. Indicators with some degree of importance or relevance were classified as key indicators while the rest were retained as support or as related measures.
7. furthermore, the indicators were operationally defined for better understanding and usage to ensure that educationists have a common frame of reference. Country-specific and programme-based indicators shall remain significant measures but were left to be developed and monitored by each country in order to suit its needs.

Indicators

It is worth mentioning that this list complements indicators already defined and utilized in similar contexts (e.g. World Education Report). A number of them are collected and processed by other Organizations such as UNFPA, UNICEF, etc. They do not therefore need to be included in the current questionnaires, or in data processing.

In accordance with EFA goals and targets, the indicators were divided into four main clusters:

1. Early Childhood Care and Development, ECCD
2. Eradication of Illiteracy, EOI
3. Universalization of Primary Education, UPE
4. Continuing and Non-formal Education, CE

The list of these indicators are presented below:
Indicators for Early Childhood Care and Development (ECCD)

I. **Child Related Indicators**
   1. Under age 5 mortality rate
   2. Nutritional status
   3. Immunization service coverage
   4. Percentage of children in especially difficult circumstances covered by ECCD services (these include street children, working children, child prostitutes, children caught in armed conflicts, children in disaster areas, etc.)
   5. Child health status (overall picture)

II. **Child Development Indicators**
   1. Cognitive
   2. Affective
   3. Psychomotor

III. **Parent-Related Indicators**
   1. Coverage of parental education programmes; and
   2. Percentage of children with both parents working outside the home

IV. **Facilities-Related Indicators**
   1. Percentage of children served by institutionalized child care services
   2. Norms in pre-school education

V. **Financial Resources**
   1. ECCD budget as percentage of total government budget
   2. Pre-school budget as percentage of total education budget

Indicators for Universalization of Primary Education (UPE)

I. **Student-related**
   1. Enrolment ratio
   2. Cohort survival ratio
   3. Dropout rate
   4. Repetition rate
   5. Disadvantaged groups

II. **Teacher-related**
   1. Teacher salaries
   2. Number of qualified teachers (national norms)
 Establishment of EFA Monitoring Systems

3. Teacher/pupil ratio
4. Teacher-training: percentage of qualified teachers in relation to the national norm and percentage of teachers who have undergone in-service training

III. Facilities-related
   1. Class-classroom ratio
   2. Textbook/pupil ratio
   3. Percentage of population covered by schools
   4. Library facilities
   5. Physical education facilities

IV. Financial resources
   1. Cost per student
   2. Public expenditure:
      (a) education budget as % of total government budget
      (b) education expenditure as % of GNP
      (c) expenditure on primary education, i.e. UPE as % of education expenditure

V. Curriculum and learning achievement-related
   1. Number of annual working/contact hours (teaching)
   2. Achievement level
   3. Number of years prescribed as primary education

Indicators for Eradication of Illiteracy (EOI)

I. Clientele related
   1. Literacy rate
   2. Dropout rate
   3. Graduation rate

II. Instruction related
   1. Teacher-student ratio
   2. Quality of teachers
      . Teachers’ performance level
      . Achievement level of students
      . Community assessment

III. Resources-related
   1. Availability of learning centres
   2. Instructional materials/students ratio
   3. Percentage of education budget spent on EOI
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4. Percentage of GNP to education budget
5. Per capita cost

IV. Programme/intervention-related
1. Relevance of the curriculum
2. Participation of government organizations and NGOs
3. Legislation and enforcement

V. Others
1. Incidence of poverty
2. Disparity between male and female literacy levels
3. Regional disparity

Indicators for Continuing Education (CE) - Nonformal

I. Characteristics of learners
1. Functional literacy rate
2. Dropout rate
3. Graduation rate
4. Enrolment in NFE classes
5. Student profile
6. Secondary school enrolment
7. Number of productive citizens
8. Labour force participation
9. Trainee/teacher ratio
10. Employment or unemployment ratio
11. Status of maternal and child health conditions

II. Instruction-related
1. Teacher/student ratio
2. Quality of instruction
   . Instructor’s level of performance
   . Achievement/performance level of students
   . Community assessment

III. Curriculum related
1. Relevance of the curriculum
2. Instructional materials/student ratio
3. Skills acquired/applied ratio
IV. **Resource-relaxed**
1. Availability of learning centres
2. Access to mass media
3. Access to social services
4. Percentage of education budget spent on CE programme

V. **Socio-economic related**
1. Level of community involvement
2. Participation of government organizations and NGOs
3. Poverty incidence
4. National budget as percentage of GNP; CE programmes as percentage of national budget
CHAPTER FOUR

COMPUTER-BASED APPLICATIONS

AND SYSTEM LINKAGES

Presentation

The thematic presentation of this topic was twofold:

• UNESCO-PROAP’s initiative in developing a regional information system to appraise and evaluate EFA achievements and targets

• General purpose guidelines on how Member States can conceive, design and implement monitoring systems at the national level

From an overall point of view, computer-based applications concern a variety of aspect:

• training of staff
• continuous and systematic data verification
• feedback to planners and end-users
• official and sustained support from national bureaucracies...surveys, census, questionnaires and statistical methods to collect and process raw information
• basic equipment (hardware and software) which entails the necessary training and software development
• a huge effort in the standardization of information:
  - structure
  - collection
  - processing, and
  - interpretation

All these aspects when combined result in a common framework of action.
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Regional approach

UNESCO-PROAP’s regional approach concerns the formulation of an overall framework of action. All Member States could therefore «speak the same language» by means of a common definition and interpretation of the statistical information on EFA monitoring.

Such standardization of data will provide the basis for mutual sharing of experience and expertise under the umbrella of PROAP. Concrete steps were formulated to attain this goal:

- to develop and/or enhance on-going initiatives in Member States
- to formulate and define common indicators to monitor EFA goals
- to harmonize on-going efforts
- to study the feasibility and implementation of statistical databases
- to ensure reliability and validity of data

As outlined by APPEAL Third Consultative Committee in July 1992 (Bangkok, Thailand), this regional information system should present the following properties:

B  Builds on existing national systems
A  Addresses and appraises the various systems
S  Strengthens current systems
E  Encourages and maintains national systems

A multisectoral approach is essential to achieve this task; all partners are to be identified and motivated: UN organizations, NGOs, parents, teachers, bureaucracies, etc. This entails a wide variety of potential end-users and as a consequence, different products to be delivered throughout the process.

Feasibility and requisites at the national level

The first step to be undertaken at a national level is to study the systems already in existence:

- outputs and results
- mechanisms
- actors involved
- users involved
- coverage (nationwide, statewide, ...)
- efficiency
The main idea is to identify what can be tapped from such system(s) and fed into the EFA monitoring system. It is therefore essential to harmonize efforts and initiatives. Once the study of the current situation has been achieved, the necessary steps have to be undertaken to design the EFA appropriate monitoring system:

- to study in detail EFA targets
- to appraise what is needed, what exists and what can be done to these EFA targets
- to list information sources in detail: indicators organisations
- to appraise the availability of information
- to propose concrete and realistic outputs
- to evaluate costs, shortcomings and delays

**Data aspects**

Data verification is a permanent challenge. Whenever possible, all sources have to be checked. Gauges and control procedures have to be established at various levels of the information flow:

- local, school, communities
- provincial, districts
- states, ministries

It is important to maintain a continuous feedback and networking with all the actors involved to ensure the sustainability of the system.

**Characteristics of the information system**

The monitoring system has to integrate the mainstream of educational priorities and targets. All end-products for users have to be determined so that the monitoring system provides planners with tools for evaluation and target-setting, and the general public with appropriate information.

Another key issue is formulation and utilization of a common language at all levels, so that the information can circulate, be effective and easy to understand.

**Environment**

To achieve this task and given typical budgetary constraints, it is advisable to start with a «small» application or pilot project (e.g. district, state, province, village).
Minimum micro-computer hardware and software have to be provided. Official support has also to be gained from the very beginning and the monitoring system has to be conceived within the EFA plan of action and bearing in mind EFA goals.

If micro-computer techniques are utilized, traditional software (SPSS, SAS, Lotus, domestic, ...) can play an important role for the analysis of data. At this stage, it is important to mention IDAMS, a statistical data analysis software, distributed by UNESCO free of cost to all Member States, in both micro and mainframe versions.

The advantages of an initial micro-computer oriented approach are not negligible:

- few staff
- rapid results
- feedback
- portability
- rapid amortization
- reduced office space
- possibility of easy exchange of information

The micro-computer solution is however limited in data storage and processing capacity. Although, it is ideal for processing information at lower levels such as:

- schools
- communities
- districts

It has to be borne in mind that a national monitoring system demands enhanced hardware and software for a more comprehensive and powerful processing.

For the design and development of monitoring systems with national coverage, appropriate hardware and software can be either on a mainframe scale or downsizing the processing capacity. Similarly, adequate capacities for printing and dissemination of products are important. At a national level, the main goal of such a system is to provide planners and decision-makers with an overall picture of the EFA situation and its trends. Depending on the available manpower and budgetary resources, the above solutions can be combined and/or gradually implemented, until achieving an adequate setup, in accordance to the needs of the country.
Information network mechanism

Two main approaches were described in the Workshop:

T0P-DOWN: concerns the feedback to all actors involved, their motivation and the establishment of reliability controls throughout the whole process.

BOTTOM-UP: concerns the techniques of data collection and the usefulness of data.

There should be a continuous and systematic interaction between the upper and lower levels of the Monitoring structure (TOP-DOWN and BOTTOM-UP). This link is to be dynamized by promoting events, actions, awards, seminars, courses and any other element that can contribute to the sustainability and enhancement of the information flow.
CHAPTER FIVE
NATIONAL FOLLOW-UP PLANS AND PROGRAMMES

Modalities of national follow-up plans and programmes

The participants presented their views in regard to the follow-up plans and programmes in their respective countries. They were presented along the following lines:

5.1 The national follow-up plans and programmes should build on the existing systems. Some would entail the extended coverage of the EFA programme areas such as the early childhood care and development and/or continuing education. For example, in Bangladesh the coverage of BANBEIS could be extended to cover early childhood education and non-formal education programmes.

5.2 The follow-up actions were also conceived in terms of adaptation of the existing systems to the needs of EFA monitoring and evaluation. Most of the countries including Myanmar, Nepal, Pakistan and Viet Nam already have systems of collecting educational statistics, data and information. The existing systems can be adapted to the needs of EFA monitoring especially through incorporation of monitoring and evaluation strategies in the formulation and preparation of national plans of action.

5.3 In some cases the follow-up actions may take the form of integration of existing systems. As in the case of India, for example, there is a well developed project known as Computerized Planning for Education Project (COPE). Apart from the quantitative aspects, this project also placed special emphasis on qualitative aspects, i.e. the achievement levels based on minimum learning competencies in various subjects as well as functional literacy. The development of tools and techniques in the area of continuing education leaves room for further improvement.

5.4 Some countries envisage the expansion of computerized management information systems from the central to the provincial levels, as emphasized in the case of Indonesia and Viet Nam.

5.5 In the case of Rep. of Korea, it was recognized that a number of institutions are associated with educational programmes and information systems. It will be useful to establish linkages among the institutions to form a network and
EFA Monitoring Systems

to suggest the inclusion of EFA monitoring and follow-up system indicators as well. In such cases, higher education institutions should also be involved in the network.

5.6 The involvement of the private sector and NGOs was also considered, since the achievement of EFA goals and targets call for efforts on the part of various organizations and agencies. This is particularly true in the case of Philippines, where the follow-up action would include, inter alia, the promotion of EFA monitoring through setting up an EFA private foundation. The idea of setting up this private foundation to harness private sector support for EFA is taking shape. The role of the foundation need not, however, be limited to generating financial resources and funding specific EFA projects that private groups want to finance. Such a foundation could also set up parallel information systems or even specialized systems for certain disadvantaged groups, to measure progress in particular programme thrusts.
CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

Based on the country case studies, conceptual and methodological presentations and discussions as well as deliberations on national follow-up plans and programmes, the participants made the following suggestions and recommendations:

6.1 At the national level, steps should be taken to strengthen/establish/develop/adapt the EMIS systems for the monitoring of EFA.

6.2 The set of indicators encompassing early childhood care and development (ECCD), Universalization of Primary Education (UPE), Eradication of Illiteracy (EOI), and Continuing Education (CE) should be defined/refined and documented with illustrative examples and guidelines to help facilitate the use/application/interpretation at the practical or operational level. Towards this end PROAP should provide necessary technical inputs and services.

6.3 The set of indicators should first be field-tested and the feedback from such field testing should help further improve the system of indicators. Where nonquantitative information is necessary to explain the achievement of the goals and targets of EFA, e.g. Legislation or community participation, the system should provide/accommodate a method by which such information can be presented.

6.4 National level training activities should be organized with a view to promoting/strengthening the monitoring systems as well as enhancing the orientation/competencies of the various officials in the adoption/use of the system of indicators. Towards this end, PROAP should provide technical and financial support.

6.5 Some countries in the region are more advanced in the field of development of EFA monitoring and information systems. Inter-country study visits should be organized so that countries less developed in this field could learn from the experience of the more advanced countries. Special emphasis should be given to the countries that are lagging behind in respect of computerized monitoring and follow-up systems.

6.6 Since the micro-computer applications require hands-on practical experience, it is suggested that PROAP organize internship programmes for EFA
**EFA Monitoring Systems**

monitoring and follow-up information systems ranging from 2-3 months.

6.7 In line with the concept of a regional framework for EFA monitoring and information systems, it is suggested that PROAP should engage in the software development for the system(s).

6.8 Regional and sub-regional training workshops for key level personnel should be organized with a view to enhancing the orientation/competencies of such personnel and stimulating them to organize national level activities for generating multiplier effects.

6.9 In the field of development of indicators with regard to the qualitative aspects of education, a strategy should be adopted to undertake joint research projects among interested countries/institutions on measures of minimum learning competencies in various subjects and in the area of functional literacy. Towards this end, PROAP should take the necessary initiatives and seek funding support for such joint research projects.

6.10 At the country level, EFA monitoring should strengthen on-going work and activities of such organizations and agencies like UNICEF and SEAMES as well as other related activities in programming and monitoring exercises.

6.11 In the context and spirit of «grand alliance» for implementation and monitoring of EFA, cognizance should be taken of the role of the private sector organizations and NGOs.

6.12 The clearing-house function of PROAP-EPMS Unit as regards the documentation/software and development and dissemination of EFA monitoring and follow-up can be strengthened to serve the needs of the Member States in the region.
ANNEX I
LIST OF PARTICIPANTS

Bangladesh
Mr. Md. Nozrul Islam
Assistant Secretary
Bangladesh National Commission for Unesco
1, Asian Highway
Palassy, Nilkhet
Dhaka-5

China
Mr. Cui Youxian
Director of Educational Management
Information Centre
State Education Commission P.R.C.
Beijing

India
Mr. V.P. Baligar
Deputy Educational Adviser (Elementary Education)
Department of Education
Ministry of Human Resource Development
Shastri Bhavan
New Delhi

Indonesia
Dr. Slamet Rahardjo
Head of the Division of Community Education
West-Java Provincial Office of Department of Education and Culture
Jl. Wastu Kencana 73, Bandung

Myanmar
U Kin Sein, Deputy Director
Department of Higher Education
Foreign Studies, and
Asst Secretary of Myanmar National Commission for UNESCO
Yangon
### EFA Monitoring Systems

<table>
<thead>
<tr>
<th>Country</th>
<th>Name</th>
<th>Position</th>
<th>Organization and Location</th>
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<tr>
<td><strong>Nepal</strong></td>
<td>Mr. Murali Prasad Banskota</td>
<td>District Education Inspector’s Office</td>
<td>Nepal National Commission for UNESCO, Ministry of Education and Culture, Kaiser Mahal, Kantipath, Kathmandu</td>
</tr>
<tr>
<td><strong>Pakistan</strong></td>
<td>Mr. Saqib Ali Khan</td>
<td>Deputy Educational Adviser</td>
<td>Ministry of Education, Government of Pakistan, (Primary &amp; Non-Formal Education Wing), Awan Plaza, Islamabad</td>
</tr>
<tr>
<td><strong>Philippines</strong></td>
<td>Mr. Marcial A. Salvatierra</td>
<td>Assistant Secretary</td>
<td>Department of Education, Culture and Sports Pasig, Metro Manila</td>
</tr>
<tr>
<td><strong>Rep. of Korea</strong></td>
<td>Dr. Moon-Hee Lee</td>
<td>Assistant Director</td>
<td>Overseas Residents Education Division, Non-formal and International Education Bureau, Ministry of Education, Seoul</td>
</tr>
<tr>
<td><strong>Sri Lanka</strong></td>
<td>Mr. U.S.P. Senaratne</td>
<td>Director-General of Education and</td>
<td>Ministry of Education &amp; Higher Education, «Isurupaya», Battaramulla</td>
</tr>
<tr>
<td><strong>Thailand</strong></td>
<td>Dr. Amrung Chantavanich</td>
<td>Deputy Secretary-General</td>
<td>Office of the National Education Commission, Bangkok</td>
</tr>
<tr>
<td><strong>Viet Nam</strong></td>
<td>Prof. Dr. Hoang Duc Nhuan</td>
<td>Director-General of NIES</td>
<td>Hanoi</td>
</tr>
</tbody>
</table>
UN Organizations

ESCAP
Ms. Nasreen Khan
Associate Social Affairs Officer
ESCAP
Bangkok

UNICEF
Mr. K.B. Kothari
Senior Regional Planning Officer
UNICEF
Bangkok

Mr. Charles Currin
Senior Regional Education Adviser
UNICEF
Bangkok

Inter-governmental Organizations

SEAMES
Dr. Padoongchart Suwanawongse
Deputy Director
SEAMES
Bangkok

Dr. Sanong Chinnanon Programme Officer
SEAMES
Bangkok

Observers

National Education Commission, Thailand
Mrs. Rungroung Sukapirom
Senior Educational Official
National Education Commission
Bangkok

Miss Wattana Artidtieng
Senior Educational Official
National Education Commission
Bangkok
EFA Monitoring Systems

Mrs. Pagatip Sirirattanachai
Senior Educational Official
National Education Commission
Bangkok

Miss Prapapan Chaiyawong
Educational Official
National Education Commission
Bangkok

Resource Person
Dr. Charles Villanueva
Chief, Education Programme Specialist
Department of Education, Culture and Sports
Pasig, Philippines

Secretariat
Mr. Hedayat Ahmed
Director
UNESCO-PROAP
Bangkok

Mr. S. Iizawa
Deputy Director
UNESCO-PROAP
Bangkok

Mr. T.M. Sakya
Educational Adviser and Coordinator (APPEAL)
UNESCO-PROAP
Bangkok

Mr. Tun Lwin
Specialist in Educational Planning and Administration
UNESCO-PROAP
Bangkok

Mr. J. Sequeira
Specialist in Education Management Information Research
UNESCO-PROAP
Bangkok
ANNEX II

Questionnaire

EFA Monitoring Indicators

The following questionnaire is aimed at identifying the indicators and other aspects used in the various case studies presented in the workshop.

Each questionnaire will summarize a case study, thus providing a rapid overview of the techniques and methods utilized in a given country.

Upon receipt and processing of all forms, a finalized framework common to all participants will be prepared.

Country: ______________________________________

I. List all indicators that were utilized/described in the case study you presented (e.g. enrolment ratios, number of adult illiterates, literacy rates, etc.) Do not forget «other» EFA-related indicators that you may have used (e.g. GNP, life expectancy, population growth, etc.).

1. ___________________________ 11. ___________________________
2. ___________________________ 12. ___________________________
3. ___________________________ 13. ___________________________
4. ___________________________ 14. ___________________________
5. ___________________________ 15. ___________________________
6. ___________________________ 16. ___________________________
7. ___________________________ 17. ___________________________
8. ___________________________ 18. ___________________________
9. ___________________________ 19. ___________________________
### II. List other indicators which, although not used in the case study, you would consider important to include. Explain why.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______________________</td>
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<td>2. ______________________</td>
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<td>3. ______________________</td>
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<td>5. ______________________</td>
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<tr>
<td>6. ______________________</td>
<td></td>
</tr>
</tbody>
</table>

### III. Which qualitative aspects (if any) intervened in the EFA evaluation case study (e.g. learning achievements, community involvement, level of teachers, etc.)?

- 1. __________________________________________________________
- 2. __________________________________________________________
- 3. __________________________________________________________
- 4. __________________________________________________________
- 5. __________________________________________________________

### IV. Which other qualitative aspects do you think should be included in the EFA evaluation case study that you presented? Explain why.

<table>
<thead>
<tr>
<th>Qualitative aspects</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________</td>
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<td>2. __________________</td>
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<td>3. __________________</td>
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<td>4. __________________</td>
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<tr>
<td>5. __________________</td>
<td></td>
</tr>
</tbody>
</table>
V. Describe, by order of importance, the main difficulties/shortcomings that you and/or your staff encountered in undertaking the EFA evaluation presented in the case study (e.g. lack of time, lack of information, no clear strategy, lack of support, ...)

1. ___________________________________________________________
2. ___________________________________________________________
3. ___________________________________________________________
4. ___________________________________________________________
5. ___________________________________________________________
6. ___________________________________________________________

VI. Has your country drawn up an EFA plan of action YES/NO

How do you appraise the relationship (if any) between the case study and this national plan of action?
1. It evaluates/describes the achievements of the plan of action YES/NO
2. It follows the targets outlined by the plan of action YES/NO
3. There is no (apparent) link with the plan of action YES/NO
4. Your comments: ___________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

VII. Describe briefly the mechanisms utilized to carry out the EFA evaluation case study.

1. Data collection (e.g. surveys, periodicity, census, reliability of data, agencies involved, ...)

ANNEX II
EFA Monitoring Systems

2. Data processing (e.g. computerized or manual system, software, time frame, ...)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Interpretation and analysis (e.g. statistical techniques, projections, targets, ...)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

VIII. Indicate any other relevant aspect of EFA evaluation which is present in the case study but not mentioned in the above points:

(e.g. Particularities of your country: migrants, religious issues, languages. Analysis by blocks, districts, provinces, state. Social issues: women, castes, tribes, ..., etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

________________________________________________________________________

50
ANNEX III

LIST OF INDICATORS

**Literacy rate:** Refers to the percentage of the population who can read, write and understand simple messages in any language or dialect.

**Functional literacy rate:** Refers to the percentage of the population who has the ability to read and write with comprehension, as well as to make simple arithmetical calculations (numeracy in an expanded sense) and the possession of minimum skills needed to carry out simple functions in life and to interact with others in society.

**Poverty incidence:** Refers to the proportion of families whose income falls below the poverty threshold.

**Disparity between male and female literacy levels:** The difference in the proportion of male literacy and female literacy levels.

**GNP:** Gross National Product

**GDP:** Gross Domestic Product

**Labour force participation:** Population 15 years old and over who contribute to the production of goods and services in the country and are either employed or unemployed.

**Participation rate of government organizations and NGOs:** Number of government organizations (GOs) and non-governmental organizations (NGOs) participating in Education for All activities.

**Instructional materials - student ratio:** The average instructional materials available for use by each student.
**EFA Monitoring Systems**

**Class/classroom ratio:** The proportion of the number of classes to the existing number of classrooms.

**Achievement level:** Level of competence of pupils/students in a particular grade year based on the minimum learning competencies.

**Drop-out rate (elementary and secondary levels):** The percentage of pupils/students who leave school during the school year.

**Pupil-Teacher Ratio:** The proportion of enrolment at a certain level in a given year to the number of teachers at the same level in the same year.

**Student-Section Ratio:** The ratio of the number of students/pupils at a certain level in a given year to the number of sections at the same level in the same year where section is the step in the chronologically graded school system.

**Teacher-class ratio:** The proportion of the number of teachers handling a certain level in a given year to the number of classes at the same level in the same year.

**Per pupil cost or per student costs:** The aggregated amounts spent in a certain level in a given year divided by the number of pupils/students enrolled in that level during the same year.

**Teacher-section ratio:** The ratio of the number of teachers to the number of sections in a certain level in the same year.

**Intake rate:** The number of new entrants to grade 1 of primary education in a given year, regardless of age, divided by the number of children in the normal age of entry in that year (e.g., in the Philippines, the normal age of entry in grade 1 is 7 years.)

**Enrolment ratio:** The total enrolment in a given level as a percentage of the population which according to national regulations should be enrolled at this level. It is a measure of the «capacity» of the school.
| **Retention rate:** | The proportion of the enrolment in any school year that continues to be in school the following year. |
| **Survival rate:** | The proportion of pupils enrolled in a given grade level during a particular school year who will be enrolled in the succeeding grade level the following year. |
| **Cohort/group survival rate:** | The proportion of enrollees in the beginning grade who reach the final grade at the end of the required number of years of study |
| **Repetition rate:** | The proportion of pupils who enrol in the same grade more than once to the total number of pupils enrolled in that grade during the previous year. |
| **Transition rate:** | The percentage of pupils who graduate from one level of education and move on to the next higher level. |
| **Completion rate:** | The percentage of first year entrants in a cycle of education surviving to the end of the cycle. |
| **Promotion rate:** | The proportion of pupils enrolled in a given grade in a given year who will be enrolled in the next grade in the following year. |
| **Graduation rate:** | The proportion of pupils of the last grade of education cycle who graduate. |
| **Failure rate:** | The proportion of pupils in a given grade in a given year who fail to meet the requirements and thus is not permitted to enroll in the next grade the following year. |
| **Participation rate:** | The ratio of the enrolment in the school-age range to the total population of that age range. |
| **Pupil-textbook ratio:** | The ratio of the number of pupils to the total number of textbooks available. |
ANNEX IV

APPEAL INDICATORS

Definition of terms

**Input Indicators** - are measures for the effectiveness of resources used in the educational production activity. The determinants are student characteristics, school characteristics, teachers’ characteristics, facilities’ characteristics, instructional material and equipment characteristics. In each case, the term «characteristics» refers to the availability of a resource, its nature and quality, and its manner and rate of utilization.

**Process Indicators** - are measures which determine the interaction that takes place among inputs. Normally it requires observational data collection about behaviour.

**Output Indicators** - are measures to determine the immediate effects of the educational activity, e.g. attainment effects, achievements effects, attitudinal/behaviour effects and equity effects.

**Qualitative Indicators** - are intended to measure the quality of the output of the system and also the quality of schooling inputs. They measure performance relative to some given standards and norms.

**Quantitative Indicators** - are intended to measure statistically the amount or value of inputs or resources available.

**Efficiency Indicators** - are used to monitor the attainment of one of the programme’s or system’s concerns - producing quick results at the least possible cost. Cost may be referred to as expenditure associated with the use of resources such as personnel, equipment, etc. Likewise, it measures the degree of utilization of the resources that are available to the system.
Effectiveness Indicators - are used to measure the ability of the system to perform its mandate of providing services. They measure essentially the system’s actual level of accomplishment relative to its thrusts and goals.

Equity Indicators - are used to measure the degree to which expenditure for education is provided for the population regardless of economic status, place of residence and intellectual capability. These also measure quality of access not only to physical facilities such as schools but also to quality of education.

Quality Improvement Indicators - are used to measure quality of the output of the system as well as the quality of schooling inputs. These indicators measure performance relative to some given standard(s) or norms.
## Worksheet for Identifying APPEAL Indicators
by type, Nature and Usage

<table>
<thead>
<tr>
<th>List of Indicators by Programme Goal</th>
<th>Type of Indicator</th>
<th>Nature of Indicator</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quality</td>
<td>Quantity</td>
<td>Input</td>
</tr>
<tr>
<td>Eradication of Illiteracy (EOI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Literacy Rate (basic and simple literacy)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Disparity between Male and Female Levels</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Poverty Incidence</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>4. Regional Disparity</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>5. Graduation Rate</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Participation Rate of GOs and NGOs</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teacher/Client Ratio</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

ANNEX IV
## Worksheet for Identifying APPEAL Indicators by type, Nature and Usage

<table>
<thead>
<tr>
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<th>Type of Indicator</th>
<th>Nature of Indicator</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universalization of Primary Education (UPE)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Enrolment Ratio</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Participation Ratio</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Teacher-Pupil Ratio</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Class Size</td>
<td></td>
<td>✓</td>
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</tr>
<tr>
<td>5. Class-Teacher Ratio</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Pupil-Textbook Ratio</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Cohort Survival Ratio</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. Achievement Level</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9. Dropout Rate</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10. Repetition Rate</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11. Per Pupil/Student Cost</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12. Teacher Education/Qualification</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Teacher Performance Rating</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14. Teacher Turnover Ratio</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
# Worksheet for Identifying APPEAL Indicators by type, Nature and Usage

<table>
<thead>
<tr>
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<th>Type of Indicator</th>
<th>Nature of Indicator</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of Opportunities for Continuing Education (CE)</td>
<td>Quality</td>
<td>Quantity</td>
<td>Input</td>
</tr>
<tr>
<td>1. Functional Literacy Rate</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Labour Force Participation</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>3. Participation Rate of GOs and NGOs</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4. Access to Mass Media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Practitioners to Trainees Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Employment: Unemployed Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Participation Rate (People involvement in community development)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Status of maternal and child health conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Instructional Materials: Clientele Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Skills acquired: Applied Ratio</td>
<td></td>
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</tr>
</tbody>
</table>
It is indeed a great honour for me to be invited to the inaugural session of the meeting of the Expert Meeting Group for the Development of Education for All Monitoring and Follow-up Information Systems.

On this occasion, I am especially happy to see some old friends and to get acquainted with new friends who gather here to deliberate on the ways/means of follow-up the implementation of the Education for All programmes/activities as set out at Jomtien.

As we all are aware, the provision of basic education for all is one strong commitment that countries in this region have declared in 1990 at the World Conference on Education for All at Jomtien, Thailand. The Thai Government has taken this commitment quite seriously and many educational institutions are now busily engaged in the onerous task of achieving the target.

According to our present 1992 National Education Scheme, which is a longterm plan of the country, our basic education for all will eventually cover the range of 13 years of education. That is, from pre-primary level to grade 12 which is the last grade of the upper secondary level. However, the specific target to achieve at the first phase of the national plan is to expand our existing 6 years compulsory education to cover 9 years of universal education by the year 2000 or earlier.

With few years remaining to achieve our first phase target goal, various means of formal as well as non-formal education systems have been used so that more and more students can get access to basic education including the disadvantaged children.
EFA Monitoring Systems

However in the process of striving towards this goal, we may encounter many obstacles/bottlenecks, therefore it is necessary that we should pause to reconsider our strategy. A monitoring system and good information systems are thus essential as tools for planners. I therefore congratulate UNESCO Regional Office for taking up this task of convening Expert Meeting to design common system of follow-up.

I do sincerely hope that new ideas and practical measures will emerge out of the sharing of experiences and critical discussions in the meeting so that all countries represented here will benefit as a whole.

I, therefore, wish this meeting every success. I also hope that all of you who have come from our neighbouring countries will have a pleasant and fruitful stay in our country, Thailand.

Thank you.
Welcome Address by

Mr. Hedayat Ahmed, Director, UNESCO/PROAP

Distinguished Chief Guest,
Dear Participants,
Representatives of UN Agencies and Inter-governmental Organizations,
Ladies and Gentlemen,

On behalf of the Director-General of UNESCO and on my own behalf, I have great pleasure in welcoming you all to this Expert Group Meeting for the Development of EFA Monitoring and Follow-up Information Systems.

I am grateful to Dr. Vichai Tunsiri, Secretary-General of the National Education Commission, Thailand, for agreeing to inaugurate this meeting. His presence here symbolizes the important commitment of all of us in our sustained struggle to tackle educational issues in the Asia and Pacific Region.

This meeting coincides also with a special important date: International Literacy Day which we are honoured and pleased to celebrate with all of you.

Ladies and gentlemen,

The World Conference on Education for All which took place in Jomtien, Thailand in March 1990, raised a number of key issues and recommendations within the framework for action to meet basic learning needs. These reflections resulted in a series of strategies, the product of a rich and systematic process of consultation. They represent a worldwide consensus on basic education and a commitment to ensuring that basic learning needs of all are effectively reached in all countries.

The «World Declaration on Education for All» was adopted at the end of this Conference. A main target was set: to provide basic education for all by the year 2000. May I recall that only 8 years remain before this date.
Since the launching of this important declaration, strong efforts have been deployed by UNESCO and other UN organizations. A number of projects, regional programmes and other activities have been developed and successfully completed.

In the Asia and Pacific Region, UNESCO-PROAP has set up a comprehensive strategy to tackle literacy problems, under the umbrella of APPEAL (Asia and Pacific Programme for Education for All). This regional programme, initiated in 1987, is well established now and is present throughout the region. Through it, UNESCO has promoted and reinforced international cooperation amongst the countries of the Region. This is a key factor in our strategy: collective efforts and initiatives of the countries in dealing effectively with the problems of literacy.

We have however to recognize that much remains to be done if we want to achieve by the end of this century the main goal set by the Jomtien Conference. This situation is particularly acute in the Asia and Pacific region where we have 3/4 of the world’s illiterates. It is imperative to analyse in-depth the causes and characteristics of this situation. It is essential that we assess the progress achieved in the Education for All policies which have been implemented to date. However, one of the most difficult problems of educational policies is how to measure accurately their development and evolution. Education for All does not escape from this constraint.

The Asia-Pacific region is confronted with massive and rapidly multiplying volumes of information on Education for All. This factor has been accentuated by the developments and progress since the Jomtien Conference. We have to cope with the problems inherent to the accumulated information that we know exist but are outside our conscious awareness.

On the other hand, given the disparities and diversity of the Asia-Pacific region, the structure, interpretation and exchange of information are far from being standardized. Information is not assessable in a suitable form for planners and decision-makers. The same situation applies when educational researchers and planners try to analyze progress in education either nationally or regionally.

The growing number of quantitative and qualitative aspects become more specific, as the flow of information continues to expand. Countries are in the process of gathering data but without improving the capacity to assess the value either in a national or in a regional context. UNESCO’s role is pivotal in assisting Member States to enhance and develop their monitoring facilities, in particular by using advanced computer-oriented and statistical techniques.

Typically, we are confronted with a mass of non-standardized and scat-
tered volumes of data on various aspects of Education for All. We have therefore to identify and process these particular components which capture the real nature of Education for All developments and achievements; planners and policy-makers will thus dispose of the relevant information in the easiest and most practical way. Moreover, the approach to be followed has to be placed in the socio-economic context of development of a given area or country.

The key element to this approach concerns the statistical indicators chosen and the methods utilized for their presentation. This presentation involves a single measure or groups of indicators, and even includes certain aspects which might not be within the scope of a typical educational context, such as quality of life, environment, or economical aspects.

We have therefore to utilize innovative techniques and new technologies to understand better the phenomena linked to literacy and its environment. There, ladies and gentlemen, lies the reason for your presence at this meeting.

At APPEAL’s Third Consultative Meeting, held recently in Bangkok, all Member States represented agreed that it was essential to monitor and evaluate effective progress towards Education for All. It is also vital to consider a system that allows APPEAL and Member States to evolve towards achieving the goals of Education for All as set out by the Jomtien Conference.

Therefore, ladies and gentlemen, the present workshop is a direct follow-up of the recommendation unanimously approved during the last APPEAL meeting by Member States. We have requested your presence as policy-makers and administrators with practical experience in your respective countries as regards strategies and monitoring of progress towards Education for All. However, ladies and gentlemen, I would like to emphasize that this meeting is more than bringing together all your experience and expertise to enhance international cooperation. This meeting is more than the mandate given to us recently by the Member States during the APPEAL meeting.

This meeting is the first of its kind organized in the Asia and Pacific region. The technical matters and information systems that you are going to consider are of capital importance for the success of Education for All, either nationally or regionally.

Similarly, the outcome and direct results of this meeting may affect profoundly the strategies for Education for All in this region. Your contribution and know-how will prove therefore essential to this endeavor. This meeting represents the strong commitment of UNESCO-PROAP in responding to the needs of Member States by means of modern and innovative approaches to solving the literacy problems ahead of us.
EFA Monitoring Systems

Ladies and gentlemen, in the arduous task that remains to be accomplished by the end of this century, we are not alone: UN organizations, government agencies, NGOs and local communities are all working together. I am sure that a concerted effort towards accurate information systems to assess progress towards education for all will result from this meeting.

We look forward to the outcome of this workshop with hope and expectations. Your valuable contribution will guide us in overcoming the obstacles and in attaining concrete results. Your efforts and expertise will be reflected in achievements and progress towards Education for All in the Asia and the Pacific region.

I would like to thank you for all being present in person in this important meeting and I hope you will have productive and fruitful deliberations.

Thank you.
APPENDIX C

Closing address by
Mr. U.S.P. Senaratne,
Director-General of Education and
Head, Policy Planning and Review Division,
Ministry of Education & Higher Education, Sri Lanka

Mr. Tun Lwin, Mr. 1. Sequeira, Mr. CharlesVillanueva,
Distinguished delegates, members of international agencies and observers

UNESCO Regional Office for Asia and the Pacific organized this «Expert
Group Meeting for Development of EFA Monitoring and Follow-up Information
Systems, from September 8 till today. The World Declaration on Education for All
made at Jomtien envisaged the provision of basic education for all by the year
2000.

Our countries have launched various programmes and projects in the
spheres of early childhood care and development, universalization of primary
education, eradication of illiteracy and continuing education, to meet the targets
set by the Jomtien Declaration. The third meeting for Regional Co-ordination of
APPEAL held in July this year, among other things decided to consider a moni-
toring system that will allow to assess EFA. progress, as only 8 years or less
remain to achieve the target of education for all.

In pursuance of this we in our deliberations during the last few days
exchanged information and reviewed the state-of-the-art in the field of Education
Management Information Systems EMIS for EFA. planning and management in
our countries, determined the relevant indicators both quantitative and qualitati-
ve that are essential for monitoring of EFA programmes, looked into the feasibi-
licity and requisites of the computer based application for EFA monitoring, exchan-
ge expertise and information with regard to the formulation, design and imple-
mentation systems.

In addition we have deliberated and exchanged ideas on suitable
National Follow-up Programmes and Systems that are suitable for our countries,
on the basis that the context and needs of each country differ.
The Report of the Workshop that we adopted a few minutes ago will, I am sure, encourage our countries to pursue with vigor to further design appropriate tools and implement very efficient and effective monitoring and follow-up systems on EFA. The various recommendations I am sure will draw the immediate attention of UNESCO and the Governments of the participating nations.

I think you will agree with me that this Workshop, the first of its kind organized by UNESCO/PROAP, will be a catalyst to trigger off action and our countries will organize suitable country programme and national workshops. It is essential to train our officers in this work and UNESCO assistance in this effort is welcome.

Distinguished delegates, participants of agencies, as we come to the end of the Workshop we recall the valuable and very effective contributions made by Mr. Tun Lwin which helped us a great deal. We thank him. We also thank Mr. Sequeira for his expert technical advice and the continuous support, and Mr. Villanueva for his expert advice and guidance.

We are grateful to Dr. Vichai Tunsiri, Secretary General, NEC, Thailand and Mr. Hedayat Ahmed, Director, UNESCO/PROAP, and Mr. S. Iizawa, for gracing the opening ceremony and delivering speeches.

We also thank the other UNESCO staff for assisting us at all times.

I must thank all of you for the co-operation and cordiality extended to me. This certainly helped my tasks as Chairman and I thank you most sincerely for that.

Finally I wish all of you a bright future, a safe return home to your respective countries.

Thank you.