



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织



Education for All

National EFA 2015 Reviews

Guidelines

June 2013

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1. Background

In 2000, most countries of the world pledged to achieve, by the year 2015, the six Education for All (EFA) goals by implementing the twelve strategies presented in the Dakar Framework for Action¹, of which strategy No. 11 suggested countries: *'systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.'* To renew and elevate country commitments to EFA as we approach the target year of 2015, countries in different regions are expected to conduct a thorough review of EFA achievements and experiences since 2000, in order to identify emerging issues and challenges, highlight good practices and draw salient lessons and prospects for education in the future.

At the 36th session of the UNESCO General Conference in 2011, the Director-General of UNESCO was requested by the Member States to *'mobilize the international community and EFA partners for the achievement of the EFA'* and in particular to *'continue to undertake benchmarking for monitoring progress towards EFA'*². More recently, the Global Education for All Meeting (GEM) held in November 2012 stated in its Final Statement that: *'We agree on a process of national and regional EFA reviews that will inform a global conference on Education for All in 2015. We urge all UNESCO Member States to actively participate in the process leading up to the global conference in 2015 to establish the post-2015 global education agenda.'*³

2. Purpose

These Guidelines provide guidance to country authorities and EFA stakeholders in organizing and conducting their National EFA 2015 Review. This Review will document progress achieved towards the EFA goals, experiences in implementing the EFA strategies, lessons learnt, emerging issues and challenges, with the aim of accelerating actions to complete the unfinished EFA tasks as well informing public debates on the future education agenda for the post-2015 era. In addition, these Guidelines propose key indicators (see Annex 4) and guiding questions (see Annex 5) that can be used in the review process, and suggest the basic contents and structure of the National EFA 2015 Review Report (see Annex 3).

3. Scope of National EFA 2015 Review

The National EFA 2015 Review process should be inclusive, participatory, evidence-based, constructive and forward-looking. It is recommended that it focus on three interlinked strategic objectives or components (see Figure 1 on the next page):

1. Assessing progress towards the six EFA goals
2. Reviewing the implementation of national strategies to achieve the six EFA goals
3. Determining current educational challenges and the future education agenda

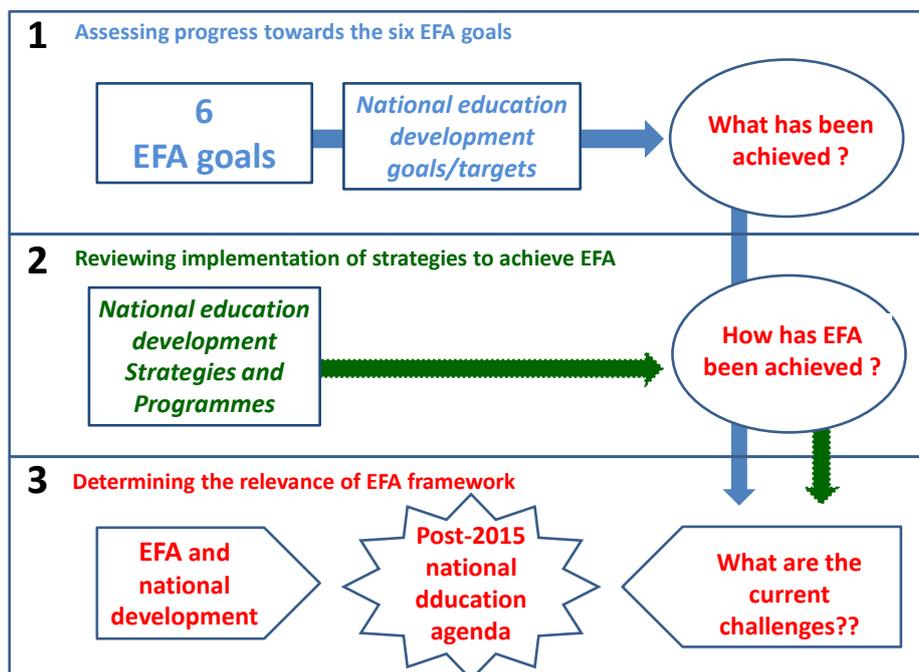
¹ See Annexes 1 and 2 of these Guidelines and paragraphs 7 and 8 in the *Dakar Framework for Action* (<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>)

² See paragraph 1(iv) in the *Draft Resolutions for Major Programme I – Education* in UNESCO's 36C/5 document *Draft Resolutions 2012-2013* (<http://unesdoc.unesco.org/images/0019/001919/191978e.pdf>)

³ See paragraph 29 of the *GEM 2012 Statement* (<http://unesdoc.unesco.org/images/0021/002186/218695e.pdf>)

At the country level, Component 1 of the Review will first examine **‘What has been achieved?’** with respect to each of the six EFA goals and related national education development goals and targets, using quantitative indicators⁴ derived from administrative education statistics/Education Management Information Systems, population censuses, household surveys and other reliable data sources, together with qualitative analyses based on policy documents and findings from in-country research reports and case studies. Maximum use should be made of disaggregated data to identify differences, disparities, gaps, remaining challenges, disadvantaged geographical areas and population groups, and future priorities within the country. If needed and possible, additional data collection, sample test-assessment of learning outcomes applying internationally-accepted methodology, as well as specific thematic research, can be conducted to supplement and enrich the Review report.

Figure 1: The National EFA 2015 Review Process



Component 2 will examine how the country implemented its national education strategies, policies, plans and programmes. This component should involve the relevant departments, agencies and knowledgeable national experts to review their respective experiences with regard to the implementation of EFA, mainly aiming at describing: **‘How has progress towards the EFA goals been achieved?’** in terms of policies, programmes and measures taken, and how these policies and measures have been implemented as part of major education development thrusts and strategies in the country. This review can highlight some good practices, key factors of success, and how best to use these strategies to work effectively on attaining each goal in the future. Of particular importance will be an assessment of the country’s financial commitment to EFA, how this commitment was maintained, and its impact on the achievement of the EFA goals.

⁴ See Annex 4 of this Technical Guidelines and Module A3 and its Annex in ‘Systematic Monitoring of Education for All – Training Modules for Asia-Pacific’ (<http://www4.unescobkk.org/education/efatraining/> and <http://www.uis.unesco.org/Library/Documents/systematic-monitoring-education-for-all-efa-training-modules-asia-pacific-2012-en.pdf> or <http://unesdoc.unesco.org/images/0021/002154/215495E.pdf>)

The insights obtained and lessons learnt can then be used in Component 3 to determine ***‘What are the current challenges for education?’*** with respect to priority needs and targets within the country, major education development strategies, policies and plans, implementation mechanisms and capacities, outcomes and impact. Also taking into consideration the country’s overall development dynamics and perspectives on the role of education, priorities and strategies can be identified for generating public debate on the country’s education agenda after 2015. National EFA 2015 Review processes should pay special attention to more in-depth elaboration of Components 2 and 3.

4. Suggested content and outline of National EFA 2015 Review Reports

The main findings and results of the National EFA 2015 Review process in the country as described above will be synthesized in a National EFA 2015 Review Report. It is suggested that this report be structured as follows (see also the more detailed annotated outline in Annex 3):

SUGGESTED OUTLINE OF NATIONAL EFA 2015 REVIEW REPORT

- Section 1: Introduction
- Section 2: Main EFA challenges in 2000 and targets for 2015
- Section 3: Progress towards the EFA goals
 - 3.1 Expanding ECCE(Early Childhood Care and Education)
 - 3.2 Universalizing primary/basic education
 - 3.3 Meeting the learning needs of youths and adults
 - 3.4 Improving adult literacy level
 - 3.5 Gender parity and equality in education
 - 3.6 Quality of education
- Section 4: Implementation of national strategies to achieve the six EFA goals
- Section 5: Prospects for post-2015
- Annexes: Major references; detailed statistical tables; excerpts from policies/plans; etc.

To the extent possible, sections should include references to national strategies, policies, plans, programmes and measures taken to address EFA challenges. They should describe salient outcomes and experiences in implementing them as well as the remaining gaps and challenges, illustrated by concrete case examples and lessons drawn from reports, research and studies.

Where appropriate, facts and figures such as statistics and indicator⁵ tables and charts can be inserted in various parts of the report to highlight and substantiate the analysis. When analyzing and interpreting the data and indicators and writing about EFA 2000-2015, consider referring to the guiding questions in Annex 5 of these Guidelines and try to respond to as many of them as possible, elaborating on your answers by including concrete country examples. Good ideas about ways to analyze and present review results can be drawn from the yearly editions of the EFA Global

⁵ See Annex 4 of this Technical Guidelines and Module A3-A5 especially the Annex of Module A3 in *‘Systematic Monitoring of Education for All – Training Modules for Asia-Pacific’* (see: <http://www4.unescobkk.org/education/efatraining/> and <http://www.uis.unesco.org/Library/Documents/systematic-monitoring-education-for-all-efa-training-modules-asia-pacific-2012-en.pdf> or <http://unesdoc.unesco.org/images/0021/002154/215495E.pdf>)

Monitoring Report⁶, the latest Asia-Pacific End-of-Decade Notes(EDNs) on Education for All⁷, and publications of the UNESCO Institute for Statistics⁸.

Throughout the national review process, various participatory approaches like seminars, conferences, workshops, media events, online fora, social media networks and blogs can be organized to gather experiences and insights, to debate and discuss the findings with stakeholders, and to exchange views on the main lessons learnt and prospects for the future.

5. National EFA 2015 Review processes and preparation of national report

UNESCO encourages governments to launch an EFA 2015 Review. Once this decision is taken, a core National EFA 2015 Review Team could be formed to plan, organize, coordinate and implement the main review tasks and to prepare the National EFA 2015 Review Report. This Team could include key responsible persons from EFA-relevant bodies such as the:

- National EFA Coordination Committee
- government departments/agencies at both central/federal and decentralized levels which oversee respectively: education policies and planning, early childhood care and education, basic education, adult education, literacy and skills training, teachers and teacher training, teacher unions, inspectorate, finance, etc.
- National Education Statistics/EMIS Unit
- National Statistics Office
- civil society organizations representatives who have been actively supporting EFA
- education researchers and experts in EFA

This core National EFA 2015 Review Team may proceed as follows:

Phase 1: Review existing information and documents on various aspects of EFA including data and indicators as well as reports, research papers and case studies in order to identify what information is available and where there are gaps and discrepancies in the data. Based on the findings of this preliminary assessment, the Team can plan and implement actions to ensure that adequate data and information will be available and sufficiently reliable for reviewing progress in all six EFA goals (in particular Goals 1, 3, 4 and 6, for which data may not be as complete and reliable as for Goals 2 and 5) and implementation of the national strategies. Where needed and possible, additional data collection and/or test-assessments of learning outcomes may be planned. The Team can also conduct initial analysis using available data and information to identify some of the latest achievements and shortfalls, issues, challenges as well as priorities, actions and measures that can be taken to accelerate EFA progress during the 2013-2015 period.

Phase 2: Use the results of the preliminary assessment to design and propose a programme of work for the National EFA 2015 Review, together with the provisional contents and structure of the National EFA 2015 Review Report, and proposals of additional thematic research, data collection, test-assessments as deemed appropriate and feasible, for approval and support by the government and relevant development partners. This programme of work of the National EFA 2015 Review could

⁶ See EFA Global Monitoring Reports (<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>)

⁷ See UNESCO/UNICEF: *Asia-Pacific End-of-Decade Notes(EDNs) on Education for All* (<http://www.unescobkk.org/education/efa/end-of-decade-notes-on-education-for-all-in-asia-pacific/>)

⁸ See <http://www.uis.unesco.org/Pages/default.aspx>

also specify the scale of work, division of responsibilities and labour, work assignments, expected outputs and timeline for each component of the Review.

Phase 3: Once this programme of work is approved and supported by the Government and possibly some development partners, the Team may decide to form Task Groups composed of competent bodies or experts to carry out more in-depth review tasks pertaining to specific EFA goals, strategies or themes. These Task Groups may address aspects such as gathering and analyzing related data, reviewing research and studies to extract salient elements, and contributing to writing specific parts of the National Review Report. Essentially, the main national body/department/agency responsible for each EFA goal could take the lead in reviewing each goal in collaboration with other relevant bodies, for example the Pre-school Education Department may lead and coordinate review of EFA Goal 1, the Primary/Basic Education Department Goals 2, 5 and 6, and the Adult/Non-formal Education Department Goals 3, 4, 5 and 6 regarding literacy and skills training for youths and adults.

The National Education Statistics/EMIS unit and the National Statistics Office will be responsible for selecting and extracting relevant data series from their respective databases, calculating indicators, producing tables and charts, and advising on correct analysis and interpretation of the data and indicators. Full use should be made of data from the latest population censuses and household surveys to review in particular EFA Goals 3 and 4, and of the results of available test-assessments of learning outcomes for describing progress towards EFA Goal 6 regarding quality of education. Civil society organizations can draw from their activities, especially at the grass-roots level, to contribute case examples of good practices, issues, experiences as well as lessons learnt. They can also be closely involved in reviewing and discussing the draft National EFA 2015 Review Report. Education researchers and experts may be called upon to support further research, analysis and report-writing.

In principle, the National EFA 2015 Reviews could be planned, organized and implemented by the country and for the country, thus further strengthening national capacities to monitor, evaluate and design future strategies, policies and plans for the development of education. The core National EFA 2015 Review Team will be responsible for realistically planning, coordinating and implementing the review processes and producing the National Review Report on time (see Suggested Timeline below), by making maximum use of existing in-country capacities among the concerned national bodies/agencies/experts. In the case of serious lack of capacity to complete some key review components or tasks of the National EFA 2015 Review, the national government may consider soliciting additional support from international development partners.

6. Suggested Timeline

To synchronize with the global and regional EFA agenda and events, countries are suggested to organize their National EFA 2015 Review processes and produce their national report following more or less the schedule below:

Proposed key activities/events	Tentative Timeline
Countries establish national EFA 2015 review mechanism	July 2013
Launching of the in-country national EFA 2015 review	July 2013
National dialogues for the national EFA 2015 review, and drafting of the national EFA 2015 review report(s)	July 2013 – beginning 2014
Regional EFA review activities/events organized and held by regional EFA partners in their region to coincide with events held nationally and internationally	June 2014
Global Conference on EFA 2015	May 2015

ANNEX 1: SIX EFA GOALS

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

ANNEX 2: TWELVE DAKAR FRAMEWORK FOR ACTION EFA IMPLEMENTATION STRATEGIES

Strategy 1: Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;

Strategy 2: Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies;

Strategy 3: Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;

Strategy 4: Develop responsive, participatory and accountable systems of educational governance and management;

Strategy 5: Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict;

Strategy 6: Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;

Strategy 7: Implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic;

Strategy 8: Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all;

Strategy 9: Enhance the status, morale and professionalism of teachers;

Strategy 10: Harness new information and communication technologies to help achieve EFA goals;

Strategy 11: Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and

Strategy 12: Build on existing mechanisms to accelerate progress towards education for all.

ANNEX 3: SUGGESTED ANNOTATED OUTLINE OF THE NATIONAL EFA 2015 REVIEW REPORT

SUGGESTED STRUCTURE	MAIN CONTENTS
Section 1: Introduction	<ul style="list-style-type: none"> - Description of the country's context and commitment to EFA - National strategies, policies, plans and targets for education - Institutions responsible for implementing EFA and coordination mechanism - Partnerships with other ministries, agencies, civil society organizations, and international development partners
Section 2: Main EFA challenges in 2000 and targets for 2015	<ul style="list-style-type: none"> - Overall EFA situation and challenges in 2000 - National targets for 2015 (ref. National EFA Action Plan) - Challenges for achieving each EFA goal and strategy
Section 3: Progress towards the EFA goals	<ul style="list-style-type: none"> - Overall EFA achievements and shortfalls
3.1 Expanding ECCE(Early Childhood Care and Education)	<ul style="list-style-type: none"> - Progress made towards EFA Goal 1 and remaining challenges
3.2 Universalization of primary/basic education	<ul style="list-style-type: none"> - Progress made towards EFA Goal 2 and remaining challenges
3.3 Meeting the learning needs of youths and adults	<ul style="list-style-type: none"> - Progress made towards EFA Goal 3 and remaining challenges
3.4 Improving adult literacy level	<ul style="list-style-type: none"> - Progress made towards EFA Goal 4 and remaining challenges
3.5 Gender parity and equality in education	<ul style="list-style-type: none"> - Progress made towards EFA Goal 5 and remaining challenges
3.6 Quality of education	<ul style="list-style-type: none"> - Progress made towards EFA Goal 6 and remaining challenges
Section 4: Implementation of EFA strategies	<ul style="list-style-type: none"> - How effectively were the national education strategies implemented? - What were the constraints and solutions? - What education reforms in the country have been influenced by EFA (e.g. free primary education)? - What have been the experiences in implementing such reform? -What were the results?
Section 5: Prospects for post-2015	<ul style="list-style-type: none"> - Overall lessons learnt with regards to EFA since 2000 - Main lessons learnt with regards to each EFA goal and implemented strategies - Emerging issues, shortfalls/what remains to be done, priorities and strategies in future national education agenda - Prospects for education in the country beyond 2015
Annexes:	<ul style="list-style-type: none"> - Major references - Glossary of terms used - Detailed statistical tables - Excerpts from policies/plans; etc.

ANNEX 4: SUGGESTED INDICATORS FOR EFA 2015 REVIEW

(TO THE EXTENT POSSIBLE, DISAGGREGATE AND ANALYZE ALL INDICATORS BY:
(1) GEOGRAPHICAL AREA SUCH AS URBAN/RURAL/REGION/PROVINCE/STATE; AND
(2) POPULATION GROUPS BY: SEX, ETHNIC, LINGUISTIC AND HOUSEHOLD INCOME GROUPS)

<p>Goal 1:</p> <p>ECCE (Early Childhood Care and Education)⁹</p>	<ul style="list-style-type: none"> • Gross Enrolment Ratio (GER) in pre-primary education and other ECCE programmes by sex • Percentage of new entrants to primary Grade 1 who have attended some form of organized ECCE programme, by sex • Enrolment in private pre-primary education and other private ECCE programmes as a percentage of total enrolment in pre-primary education and other ECCE programmes • Percentage of trained teachers in pre-primary education and other ECCE programmes with required academic qualifications to teach at pre-primary education and/or ECCE according to national standards, by sex • Public expenditure on pre-primary education and other ECCE programmes as a percentage of total public expenditure on education • Pupil/Teacher Ratio (PTR) in pre-primary education (and/or Children-Caregiver Ratio in early childhood care programmes)
<p>Goal 2:</p> <p>UPE/UBE (Universal Primary/Basic Education)</p>	<ul style="list-style-type: none"> • Gross Intake Rate (GIR) in primary education, by sex • Net Intake Rate (NIR) in primary education, by sex • Gross Enrolment Ratio (GER) in primary education, by sex • Net Enrolment Ratio (NER) in primary education, by sex • Adjusted net enrolment ratio (ANER), by sex¹¹ • Percentage of primary school repeaters, by grade and sex • Repetition Rate (RR) in primary school, by grade and sex • Promotion Rate (PR) in primary school, by grade and sex • Dropout Rate (DR) in primary education, by grade and sex • Dropout Rate (DR) in primary education, (all grades) by sex • Survival Rate to Grade 5 in primary education, by sex¹¹ • Survival rate to last grade of primary education, by sex • Primary Cohort Completion Rate¹¹ • Effective Transition Rate (ETR) from primary to general secondary education, by sex¹⁰ • Number and percentage of teachers in primary/basic education by level of academic qualification, and with required academic qualifications to teach at primary education level according to national standards, by sex • Percentage of trained teachers in primary/basic education, by sex • Pupil/Teacher Ratio (PTR) in primary/basic education • Total public expenditure on education as a percentage of GNP/GDP • Total public expenditure on education as a percentage of total government expenditure • Public expenditure on primary/basic education as a percentage of total public expenditure on education • Public current expenditure on primary education as a percentage of GNP/GDP • Public current expenditure on primary education per pupil as a percentage of GNP/GDP per capita • Percentage of primary/basic schools offering complete primary/basic education • Percentage of primary schools offering instruction in local language(s)/mother tongue

⁹ UNESCO: Holistic Early Childhood Development Index.

¹⁰ See the UIS Glossary at: <http://glossary.uis.unesco.org/glossary/en/term/2631/en>

	<ul style="list-style-type: none"> • Percentage distribution of primary school students by duration of travel between home and school
Goal 3: Meeting the learning needs of youths and adults	<ul style="list-style-type: none"> • Youth (15-24 years old) literacy rates, by sex • Number and percentage distribution of youth(aged 15-24) and adults(aged 15+) by educational attainment (highest level of education completed or attained e.g. primary, lower secondary, upper secondary, tertiary) and by sex • Gross Enrolment Ratio (GER) in secondary education by type of programme (general; technical and vocational education and training; non-formal education and skills training) and by sex • Adjusted net enrolment ratio (ANER) in secondary education by type of programme (general; technical and vocational education and training; non-formal education and skill training) and by sex • Number and percentage distribution of technical/vocational education and skills training (TVET) centres and/or programmes for young people and adults by type(formal and/or non-formal) • Number and percentage distribution of young people and adults enrolled in different types of technical/vocational education and skills training (TVET) centres and/or programmes, by sex • Number and percentage distribution of young people and adults completing different types of technical/vocational education and skills training (TVET) programmes, by sex • Number and percentage distribution of TVET teachers/facilitators by type of TVET centre and/or programme and by sex • Effective Transition Rate (ETR) from lower to upper secondary education (at least for general programmes) by sex • Any education finance indicators for this goal, at least for secondary education (by level)
Goal 4: Improving adult literacy level	<ul style="list-style-type: none"> • Adult (15 years old and over) literacy rates, by sex • Proportion of adults (15+) by highest level of education completed or attained (primary, lower secondary, upper secondary, tertiary) and by sex • Number and percentage distribution of adult literacy and continuing basic education programmes by type of programme • Number and percentage distribution of adult continuing basic education programmes by type of programme • Number and percentage distribution of learners participating in adult literacy and continuing basic education programmes by type of programme and by sex • Number and percentage distribution of learners participating in adult continuing basic education by type of programme and by sex • Completion rate in adult literacy and/or basic continuing education programmes by type of programme and by sex • Number and percentage distribution of facilitators of adult literacy and continuing basic education programmes by type of programme and by sex • Public expenditure on adult literacy and continuing basic education as a percentage of total public expenditure on education
Goal 5: Gender parity and equality in education	<ul style="list-style-type: none"> • Females enrolled as percentage of total enrolment by level of education (pre-primary, primary, lower and upper secondary education) • Female teachers as percentage of total number of teachers in primary and lower and upper secondary • Percentage of female school headmasters/principals/managers by level of education (pre-primary, primary, lower and upper secondary education) • Percentage of female chief education officers at central, provincial, district and local government education offices

Goal 5: Gender parity and equality in education (contd.)	<ul style="list-style-type: none"> • Gender Parity Index for: <ul style="list-style-type: none"> ▫ Adult and youth literacy rates ▫ GER in ECCE ▫ GIR in primary education ▫ NIR in primary education ▫ GER in primary education ▫ NER in primary education ▫ ANER in primary education ▫ Survival rate to Grade 5 ▫ Survival rate to last grade ▫ Primary cohort completion rate ▫ Effective Transition Rate from primary to secondary (general) education ▫ GER in secondary education, and by level (lower and upper) ▫ GER in basic education (primary and lower secondary education) ▫ ANER in secondary education ▫ NER in secondary education ▫ Percentage of teachers with pre-service teacher training by level of education ▫ Percentage of teachers with in-service teacher training by level of education
Goal 6: Quality of education	<ul style="list-style-type: none"> • Number and percentage distribution of teachers by academic qualification, level of education (pre-primary, primary, lower and upper secondary education) and sex • Percentage of trained teachers who are certified to teach according to national standards by level of education (pre-primary, primary, lower and upper secondary education) and by sex • Pupil/Teacher Ratio (PTR) by level of education (pre-primary, primary, lower and upper secondary education) • Pupil/Class Ratio (PCR) by level of education (pre-primary, primary, lower and upper secondary education) • Textbook/Pupil Ratio (TPR) by level of education (pre-primary, primary, lower and upper secondary education) and by subject • Current public expenditure on textbooks and other learning materials as a percentage of current public expenditure by level of education (primary, lower and upper secondary education) • Teachers' compensation as a percentage of current public expenditure by level of education (primary, lower and upper secondary education) • Percentage of schools with improved water sources by level of education (pre-primary, primary, lower and upper secondary education) • Percentage of schools with improved sanitation facilities (i.e. with separate toilets for girls) by level of education (pre-primary, primary, lower and upper secondary education) • Percentage of pupils who have mastered nationally-defined basic learning competencies (in particular literacy, numeracy and life skills) by grade (e.g. 3rd and last grade of primary education, and 8th grade or last grade of lower secondary education) and by sex • School life expectancy • Percentage of teachers who fulfilled required instructional hours by level of education (pre-primary, primary, lower and upper secondary education) and by sex

Source: Modules A3-A5 of *Systematic Monitoring of Education for All – Training Modules for Asia-Pacific* (see website: <http://www4.unescobkk.org/education/efatraining/>)

ANNEX 5: SUGGESTED GUIDING QUESTIONS

<p>Goal 1: ECCE (Early Childhood Care and Education)</p> <ol style="list-style-type: none"> 1. How well do national policies, legislation, strategies and plans cover ECCE? Where are the gaps? 2. Is ECCE considered an integral part of the right to education within national legislation? 3. Which sectors/agencies are actively providing ECCE in the country? What kind of ECCE services do they provide? How do they complement and/or overlap with each other? What are the successes in ensuring access for all children? What are the barriers? Which groups of children are most at risk of exclusion from ECCE? What efforts are being made to reach them? 4. What efforts are being made to ensure quality in different ECCE programmes? What are the challenges? What kind of good practices have been successful in raising quality in ECCE? 5. What specific strategies and measures have been put in place to increase school-preparedness among all children, especially those from disadvantaged population groups? Does the country have policies to address the quality of public and/or private ECCE?
<p>Goal 2: UPE (Universal Primary/Basic Education)</p> <ol style="list-style-type: none"> 1. Is the right to education enshrined in the national constitution and legislation? Is the right to education free, compulsory and universal, at least at the primary level? Is the principle of non-discrimination provided for within education related legislation and/or policies? 2. What specific policies and measures are in place to address the barriers that prevent children belonging to disadvantaged groups from accessing and successfully completing primary education? 3. To what extent have these policies, strategies and mechanisms been implemented within the wider framework of poverty reduction policies? 4. What efforts (e.g. in terms of wider social policies, incentives, etc.) have been made to mitigate the opportunity costs of attending primary schools? 5. What policies and measures have been developed to anticipate and plan for the maximum absorption of primary school leavers into secondary schools?
<p>Goal 3: Meeting the learning needs of youths and adults</p> <ol style="list-style-type: none"> 1. What are the legal provisions enshrined in national legislation that give entitlements (or rights) to adults to continue their education? Does the country have specific policies and implementation mechanisms for adult education (formal and non-formal)? 2. In what way has educational attainment evolved among the adult and youth populations in the country? What has this had effects on further reform of the education system as a whole, and of lifelong learning and skills training for adults in particular? 3. What are some of the most frequently expressed learning needs among adults and youth? And how have they been addressed? 4. How have existing lifelong learning and skills training programmes responded to changing learning needs? Have national adult learning and skills training policies been revised since 2000? What can be done in order to make such policies and measures more responsive to changing learning needs? 5. What could be the country's vision on promoting learning and training for all?
<p>Goal 4: Adult literacy and continuing basic education</p> <ol style="list-style-type: none"> 1. Is the right to literacy enshrined in national legislation? Is there national legislation, policies and/or plans to eradicate illiteracy? 2. What can explain the changes in adult and youth literacy since 2000 in the country? What have been the positive factors and obstacles affecting achievement of the EFA goal of improving adult literacy by 50 percent? 3. Who are the remaining illiterates? Where are they? How can they be reached with relevant literacy programmes of good quality? 4. What kind of continuing basic education programmes have been organized in the country for imparting literacy to adults? How can they be rendered even more effective? 5. In what direction should literacy and continuing basic education programmes for adults and youth evolve in the future?
<p>Goal 5: Gender equality</p>

1. Does the country have national legislation, policies, strategies, plans and mechanisms against discrimination in education which specifically address gender equality? What rights and/or entitlements do girls and women have in national education-related legislation?
2. What kind of gender disparities and inequalities exist and persist in education in the country? At what level and type of education? To what extent? How do these affect progress in EFA?
3. How effectively do existing policies, strategies, plans and mechanisms promote/ensure gender equality in education? What are the main bottlenecks/obstacles in advancing gender equality to, in, and through education? How to address them?
4. What are the policies and programmes to encourage girls' (or boys') participation in school? What strategies have been put in place and implemented to maximize retention of girls (or boys) in school and the smooth transition from primary to lower secondary to upper secondary education?
5. What are the policies and programmes to encourage women's (or men's) participation in adult literacy and basic education programmes? What strategies have been put in place and implemented to maximize retention of women (or men) in adult literacy and basic education?

Goal 6: Quality of Education

1. Is quality considered as part of the right to education enshrined in national education-related legislation? How is quality framed and defined in national education related legislation, policies and programmes?
2. What is meant by 'quality of education' in the country? Which aspects and what indicators and benchmarks are used in the country to gauge the status of education quality?
3. What specific policies and measures are in place to further improve the quality of education? How effective are they based on the latest experiences? What other policies and measures are needed?
4. What has been the country's experience regarding the impact of quality inputs to education (e.g. teachers, textbooks, school environment, teaching learning methodologies, support services, etc.) in improving learning outcomes?
5. How can successful quality improvements measures be extended to disadvantaged schools and students?
6. How can learning outcomes with regard to literacy, numeracy and life skills be ensured and more accurately measured?

Implementation of national education strategies to achieve the six EFA goals

1. In what way have the national education strategies been incorporated into major national legislation and declined into policies, plans and implementation mechanisms?
2. How efficiently and effectively have the national education strategies been implemented in achieving each of the EFA goals?
3. What were the constraints and issues in implementing the national education strategies?
4. How can these strategies be relevantly and successfully implemented in the future?
5. What education reforms in the country have been influenced by EFA (e.g. free primary education)?
6. What have been the experiences in implementing such reform? What were the results?

Prospects for post-2015 education agenda

1. What have been identified as major national and international development trends, factors and issues that will influence education in your country in the future?
2. In what way can your country's education strategies in the post-2015 era be conceived and adapted to mitigate the negative effects of these issues and factors, and to foster and define new thrusts and directions?
3. How best can these new education thrusts and strategies be implemented? What kind of system, structure, organization, mechanism, institutional and individual capacities and competencies will be needed to initiate them?
4. What kind of international framework will be particularly useful for reflecting and supporting your country's education thrusts, strategies and policies beyond 2015?

DRAFT

ANNEX 6: REFERENCES

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- UNICEF: Multiple Indicators Cluster Survey(MICS) (http://www.unicef.org/statistics/index_24302.html)
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