Slide 1

12TH REGIONAL MEETING OF NATIONAL EFA COORDINATORS
(SEOUL, REPUBLIC OF KOREA : JULY 25-28, 2011)

EFA GOAL 2 (FREE AND COMPULSORY PRIMARY/BASIC EDUCATION) IN ASIA AND THE PACIFIC REGION

PROGRESS, REMAINING CHALLENGES AND PRIORITY AREAS FOR ACTION

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Slide 2

Sharing the draft EDN (EFA Goal 2)?

- Validate the findings of the Note; identify gaps and discrepancies in reporting data and information

- Seek additional information on the correlates of progress/lack of progress towards Goal 2 and factors contributing to marginalization in EFA

- Request countries to share:
  - Goal 2/its component related best practices

  - Recent developments in policies and programme interventions, focus reaching the unreached

  - Remaining challenges (besides the ones mentioned in the Note) to reaching Goal 2

Slide 3

EDN (Goal 2): Objectives and structure

Objectives of the Note

- Report changes in the size of the related indicators and best practices; Identify areas of progress/lack of progress and their correlates

- Report developments in EFA policies and strategic interventions to reach the unreached and reducing disparities

- Identify the remaining challenges and priority action areas

Structure of the Note

- Section 1 provides brief discussion on the diverse setting for schooling in the region and regional overview of EFA
- Section 2 reports the current status of EFA (Goal 2)and progress towards it since Dakar
- Section 3 reports the developments in Goal 2 related policies and strategies
- Section 4 highlights the strategic interventions for addressing disparities and marginalization in EFA
- Sections 5 and 6 identify remaining challenges and action areas

Slide 4

EFA Goal 2?

EFA 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"

Source: UNESCO (2000), *Dakar Framework for Action.*

- The synthetic EFA goal; has three major components:
  - Attaining universal enrolment;
  - Ensuring that all children progress through primary grades; and
  - Complete primary education with effective learning outcomes

- Closely linked to Goals 5 & 6

Slide 5

EFA GOAL 2: PROGRESS SINCE DAKAR

Slide 6

Overview of progress in the Asia-Pacific region

- Significant progress towards EFA since 2000
- Relatively faster progress in;
  - Expanding access and increasing participation in primary education
  - Improving retention [compared to 45% in 1999, the region's share in the world's OSC came down to 37.8% (26 million) in 2008; at an average annual rate of reduction of 6.5%]
  - Gender parity in primary education across all sub-regions

- However, progress in the region is slow in;
  - Reducing child mortality
  - Increasing access to pre-primary education
  - Reaching the last segment of primary school age children
  - Ensuring survival of children through primary grades
  - Ensuring completion of primary education
  - Improving levels of learning achievements
  - Improving transition to secondary education
  - Improving gender equality

Progress at sub-regional level , considerably uneven

- Central Asia and East Asia:
  - Almost achieved universal primary education (ANER > 95% in EAP and 94% in CA)
  - High survival rate to last grade
  - Gender parity in primary and secondary education;
  - High transition to secondary education
- Even with fast progress in enrolment and gender equity, South and West Asia still remain away from Goal 2 (ANER 90% in 2008)

- The Pacific, clearly drifting away from Goal 2 (from 90% in 1999, ANER came down to 84% in 2008)
- Significant increase in participation in pre-primary education and primary education in South and West Asia; relatively slow progress in Central Asia and East Asia
- Sharp decline in the relative share of South and West Asia in world's OSC (from 36.7 million in 1999 to 17.9 million in 2008) ; the Pacific added to the world's OSC
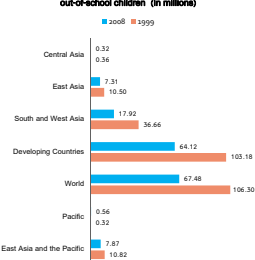
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Sub-regional level progress ...

Chart 1: Participation in primary education (ANER) (%)
■2008 ■1999

Region	2008	1999
Pacific	84	90
South and West Asia	86	75
Developing Countries	87	80
World	88	82
Central Asia	90	90
East Asia and the Pacific	94	94
East Asia	95	94

Chart 2: Reduction in the total out-of-school children (in millions)
■2008 ■1999

Region	2008	1999
Central Asia	0.32	0.36
East Asia	7.31	10.50
South and West Asia	17.92	36.66
Developing Countries	64.12	103.18
World	67.48	106.30
Pacific	0.56	0.32
East Asia and the Pacific	7.87	10.82

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Sub-regional level progress ...

Chart 3 : Survival rate to the last grade in primary education (%)
■2008 ■1999

Region	2008	1999
South and West Asia	66	0
Developing Countries	83	0
East Asia	92	0
World	93	90
Central Asia	99	97
Pacific	0	0
East Asia and the Pacific	0	0
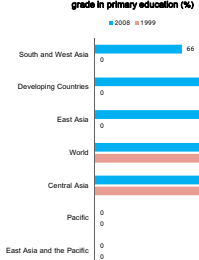
Chart 4: Participation in secondary education (GER) (%)
■2008 ■1999

Region	2008	1999
South and West Asia	54	44
Developing Countries	62	51
World	67	59
East Asia	76	62
East Asia and the Pacific	77	63
Central Asia	97	86
Pacific	106	111
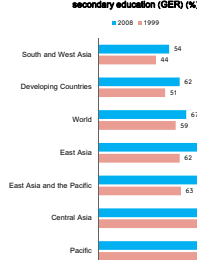
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Sub-regional level progress ...

- Tremendous progress towards UPE in SWA (7.6% AARR in OSC between 1999 and 2008)
- Central Asia, stagnated (1.4% AARR in OSC); almost achieved universal retention
- East Asia registered marginal increase (3.5% AARR in OSC in EAP sub-region)
- The Pacific, however, regressed (6.4% AAGR in OSC)
- ANER 90% or more in all sub-regions
- Gender parity in participation in primary education already achieved in EAP and CA; SWA on track

Goal 2 related remaining issues:
- Survival through primary grades and cycle completion (in SWA, and in several countries in EAP)
- Reaching the last segment of school age population and addressing marginalization (DR 34% in SWA in 2007)
- Gender, social, economic and geographic disparities
- Low participation in secondary education (except CA and the Pacific)

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Progress at country level: Access, enrolment and OSC

- Marked progress in expanding access - viz., GIR in CA improved to 104%; EAP to 103%; SWA to 122%
- Getting children to school at right age still a major concern; significant increase between 1999 and 2008 in SWA (adjusted NIR in SWA 93%); declined in EAP (from 92% to 87%); stagnated in CA (around 91%)
- Significant increase in access in Magnolia, Bhutan, Philippines and Indonesia
- Decline in access to primary education in most Pacific countries - viz., Fiji, Vanuatu, Papua New Guinea, Nauru and Marshall Islands
- Significant increase (five and half times to around 5%) in primary enrolment – viz., Afghanistan, Pakistan, India, Bhutan and Nepal; and moderate increase in Timor-Leste, Vanuatu, Lao PDR and Indonesia

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Progress at country level ...

- Visible decline in enrolment (42% to 12%) - viz., Macao China, Maldives, Iran, Viet Nam, Hong Kong, Uzbekistan, Kazakhstan, Nauru, China, Cook Islands and Thailand
- Large proportion of OSC in some countries, viz., Pakistan, Marshall Islands, Solomon Islands, Lao PDR, Timor-Leste, Macao China, Bhutan, Cambodia, Bangladesh and Thailand
- Around 24% of the world's total OSC found in India, Pakistan, Bangladesh, Indonesia and Philippines
- Tremendous progress towards universal participation; 24 out of 38 countries with data have already achieved the target
- Some countries, however, less likely to reach the target by 2015
- Most countries in the region yet to reach the last segment of primary school age population
- Baring a few countries in SWA and the Pacific, gender parity in participation in primary education almost archived in other countries

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Distribution of countries in Asia-Pacific region by distance from achieving the target of universal participation in primary education, 2008

Sub-Region	Achieved universal participation (ANER ≥ 99%) by 2008	Likely to achieve the target by 2015, (ANER ≥ 95% and < 99%)	Most unlikely to achieve the target (slow or negative change in ANER; and ANER < 95%)	Cannot assess progress (data not available)
Central Asia	Mongolia, Kazakhstan	Tajikistan	Uzbekistan, Kyrgyzstan	Turkmenistan
East Asia and the Pacific	Japan, Samoa, New Zealand, Republic of Korea, Niue, Kiribati	Australia, Indonesia, Brunei Darussalam, Hong Kong, Viet Nam, Malaysia, Vanuatu, Palau, Timor-Leste, Tonga	Lao PDR, Macao China, Thailand, Philippines, Fiji, Solomon Islands, Cambodia, Marshall Islands, Cook Islands	China, DPR Korea, Myanmar, Singapore, Micronesia, Nauru, Papua New Guinea, Tokelau, Tuvalu
South and West Asia	Iran	India, Maldives, Bhutan	Pakistan, Nepal, Bangladesh, Sri Lanka	Afghanistan
Asia and the Pacific Region	Mongolia, Kazakhstan, Japan, Samoa, New Zealand, Republic of Korea, Niue, Kiribati, Iran	Tajikistan, Australia, Indonesia, Brunei Darussalam, Hong Kong, Viet Nam, Malaysia, Vanuatu, Palau, Timor-Leste, Tonga, India, Maldives, Bhutan	Uzbekistan, Kyrgyzstan, Lao PDR, Macao China, Thailand, Philippines, Fiji, Solomon Islands, Cambodia, Marshall Islands, Cook Islands, Pakistan, Nepal, Bangladesh, Sri Lanka	Turkmenistan, China, DPR Korea, Myanmar, Singapore, Micronesia, Nauru, Papua New Guinea, Tokelau, Tuvalu, Afghanistan

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Progress at country level: Internal efficiency

- Wastage in primary education reduced significantly in several countries; high dropout rate, however, a reality in most low income countries
- Grade repetition not a major concern; a few countries in SWA and EAP have high grade repetition rate – viz., Bangladesh, Nepal, Cambodia, Lao PDR, Timor-Leste, Thailand and Vanuatu
- High incidence of dropouts, a major challenge in reaching Goal 2; nearly one in every three children leave the school without completing the primary cycle in SWA
- Bangladesh, Nepal, India, Pakistan, Philippines, Myanmar, Cambodia, Lao PDR, Philippines, Vanuatu, Myanmar and Indonesia, among others, have high level of wastage in primary education
- Most countries have achieved gender parity in retention through primary grades

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Distribution of countries in Asia-Pacific region by distance from achieving the target of universal retention in primary education

Sub-Region	Already achieved the target in 2008 or earlier (Survival rate ≥ 99%)	Likely to achieve the target by 2015, (Survival rate ≥ 95% and < 99%)	Most unlikely to achieve the target by 2015, (Survival rate < 95% or a declining trend)	Cannot assess progress, data not available
Central Asia	Kazakhstan, Tajikistan	Kyrgyzstan, Uzbekistan	Magnolia	Turkmenistan
East Asia and the Pacific	Singapore, Hong Kong	Brunei Darussalam, Malaysia, Macao China, Republic of Korea	Cambodia, Lao PDR, Myanmar, Vanuatu, Philippines, Indonesia, Marshal l Islands, Viet Nam, Fiji, Kiribati, Nauru, Samoa, Tonga	China, DPR Korea, Japan, Thailand, Australia, Cook Islands, Micronesia, New Zealand, Niue, Palau, Papua New Guinea, Solomon Islands, Tokelau, Tuvalu
South and West Asia	-	-	Pakistan, Nepal, Bangladesh, India, Bhutan, Sri Lanka, Iran	Afghanistan, Maldives
Asia and the Pacific Region	Kazakhstan, Tajikistan, Singapore, Hong Kong	Kyrgyzstan, Uzbekistan, Brunei Darussalam, Malaysia, Macao China, Republic of Korea	Magnolia, Cambodia, Lao PDR, Myanmar, Vanuatu, Philippines, Indonesia, Marshall Islands, Viet Nam, Fiji, Kiribati, Nauru, Samoa, Tonga, Pakistan, Nepal, Bangladesh, India, Bhutan, Sri Lanka, Iran	Turkmenistan, China, DPR Korea, Japan, Thailand, Australia, Cook Islands, Micronesia, New Zealand, Niue, Palau, Papua New Guinea, Solomon Islands, Tokelau, Tuvalu, Afghanistan, Maldives

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Progress at country level ….

- Marked progress in primary completion rate; GIRLG of primary education 100% or more in 12 countries; 90-100% in 18 countries; 80-90% in two countries
- Low primary completion (80% or less) in some eight countries with data – i.e. Lao PDR, Cambodia, Thailand, Timor-Leste, Bangladesh, Pakistan, Nepal and Afghanistan
- Progress towards Goal 2 seems to be positively correlated to staffing pattern, viz., PTR of around 10 and around 97% of trained teachers in CA; 21 in EAP; and PTR of 40 and 68% trained teachers in SWA
- More and more children moving to secondary education; 12 countries have near universal transition (98% or more); TR continues to be low in Pakistan, Myanmar, Cambodia, Lao PDR, Vanuatu, India, Nepal, Thailand, Timor-Leste, Singapore, Macao China, Marshall Islands, Indonesia, Maldives, Viet Nam, Tokelau, Sri Lanka, Bangladesh and Iran

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Distribution of countries in the Asia-Pacific region by completion rate of primary education (size of GIRLG) in 2008

Sub-Region	GIRLG ≥ 100%	GIRLG (90-100%)	GIRLG (80-90%)	GIRLG (80% or less)	Data not available for 2000, 2005 and 2008
Central Asia	Kazakhstan	Uzbekistan, Magnolia, Kyrgyzstan, Tajikistan	-	-	Turkmenistan
East Asia and the Pacific	Brunei Darussalam, Tonga, Cook Islands, Indonesia, Kiribati (2005), Niue (2005), Palau (2005), Tokelau (2000)	Fiji, Hong Kong, Samoa, Philippines, Marshall Islands, Malaysia, Nauru, Macao China, Myanmar, Republic of Korea, Tuvalu, Viet Nam (2000)	Vanuatu	Lao PDR, Cambodia, Thailand (2000), Timor-Leste,	China, DPR Korea, Japan, Singapore, Australia, Micronesia, New Zealand, Solomon Islands
South and West Asia	Iran, Maldives	India, Sri Lanka	Bhutan	Bangladesh, Pakistan, Nepal (2000), Afghanistan (2005)	-
Asia and the Pacific Region	Kazakhstan, Brunei Darussalam, Tonga, Cook Islands, Indonesia, Kiribati (2005), Niue (2005), Palau (2005), Tokelau (2000), Iran, Maldives	Uzbekistan, Magnolia, Kyrgyzstan, Tajikistan, Fiji, Hong Kong, Samoa, Philippines, Marshall Islands, Malaysia, Nauru, Macao China, Myanmar, Republic of Korea, Tuvalu, Viet Nam (2000), India, Sri Lanka	Vanuatu, Bhutan	Lao PDR, Cambodia, Thailand (2000), Timor-Leste, Bangladesh, Pakistan, Nepal (2000), Afghanistan (2005)	Turkmenistan, China, DPR Korea, Japan, Singapore, Australia, Micronesia, New Zealand, Solomon Islands

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Gender parity in primary education

- Significant progress towards gender parity in school enrolment, retention and completion of primary education; 26 countries already achieved gender parity in the survival rate
- A number of countries have already achieved or about to reach the target, viz., most countries in CA and EAP; Bangladesh, Bhutan, Iran and Sri Lanka in SWA;
- India on track ; Mongolia and Tajikistan regressing; Pakistan, Afghanistan, Cambodia, Lao PDR, Macao China, Timor-Leste, and Vanuatu off track
- More girls than boys continue to stay out of school in the region; more girls are found among OSC in SWA; more boys among OSC in EAP
- Participation of girls in secondary education increasing in most countries
- Ensuring gender equality, a major challenge across countries in the region

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REACHING THE UNREACHED

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Reaching the unreached: Most critical for reaching Goal 2

- Identifying and understanding the circumstances of the unreached, a major concern
- Lack of information to support policy planning and evidence based strategic interventions
- Barriers to their education common in most countries
- Engagement in paid or unpaid employment a major barrier across countries — viz., one in eight children aged 5-17 a child labour in the region
- Along with inclusive policies and programme interventions to reach them, strategic interventions generally include:
  - Creating legal provisions for compulsory primary/basic education;
  - School mapping; expanding access in remote and difficult areas; residential schools
  - Reducing costs of schooling through demand-side financing, including financial incentives , free textbooks and uniforms, etc.

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Reaching the unreached …

- Social mobilization programmes; undertaking surveys and reviews; strengthening data collection systems
- Targeting; specific programmes for the disadvantaged
- Improving school infrastructure, (viz., improved teacher management, child friendly schools)
- Expanded school feeding programmes
- Promoting decentralization , community-school collaboration and public-private partnerships
- Building sub-national and school level capacity for planning and management
- Improving resource allocation and quality of public expenditure

- Not enough evidence on what has worked and what does not in country settings

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REMAINING CHALLENGES

Remaining challenges to reaching Goal 2

- Reaching the unreached
- Making quality schooling provisions accessible to all
- Retaining children through primary grades
- Improving pre-and post-primary education opportunities
- Improving school efficiency and effectiveness, including the level of learning achievement
- Ensuring gender equality
- Improving quality of institutions and governance for effective service delivery
- Increasing funding support and improving quality of public expenditure

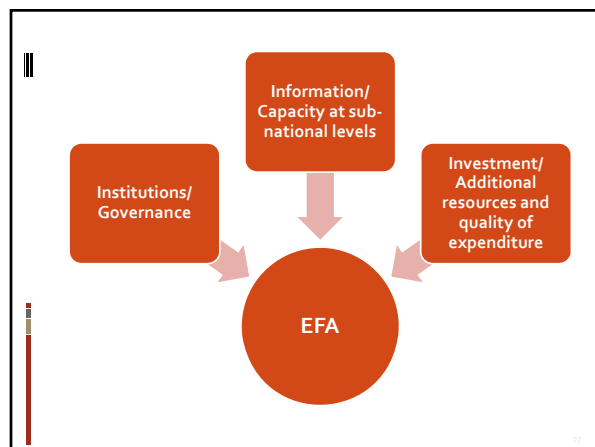## PRIORITIES AND ACTION AREAS

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Emerging action areas

- Creating the enabling conditions for the enforcement of the legal provisions
- Generating relevant information and knowledge for informed policy planning and programme design to reach the unreached
- Generating information for understanding the regressive trend in the Pacific
- Indentifying the correlates of low internal efficiency of primary education and characteristics of OSC
- Promoting convergence of efforts and building partnerships

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Emerging action areas …

- Promoting decentralization and local level capacity building in planning and management of education
- Implementing school effectiveness interventions
- Institutionalizing monitoring and review systems for the education sector as a whole
- Expanding pre-primary education
- Increased allocation of resource to education as a long-term investment towards accelerated economic development and social equity

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Information/ Capacity at sub-national levels

Institutions/ Governance

Investment/ Additional resources and quality of expenditure

EFA

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Questions for discussion

- What are the correlates of the regressive trend in participation rates, particularly in some of the countries in the Pacific ?
- What are the post-MDA strategies and interventions to identify the unreached and generate information about their circumstances ?
- What are efforts towards improving convergence in addressing the issues of disadvantage and marginalization in primary education?
- Apart from supply-side interventions and incentives, what other specific interventions and best practices are being implemented by countries to reach the unreached and address issues of marginalization in EFA?
- What interventions countries are making to raise school efficiency and effectiveness?
- What are the recent initiatives to improve governance, including decentralized management of basic education?

Thanks for your kind attention