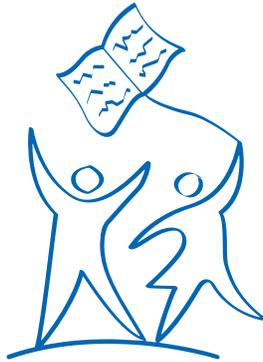


The Final Report

On The Sub- Regional Workshop for the Gulf Countries to Launch the Process Of The National Assessment Of Education for All



Held
In Collaboration with the
ABEGS, RCEP & UNESCO Office of Beirut

17 – 19 June 2013



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◀ Introduction

The World declaration on Education for All in Jomtien, Thailand in 1990 is considered as the starting point which preceded Dakar Senegal (2000) framework for action in a decade of time whose recommendations set the six goals of Education for All namely; Provide free and compulsory primary education for all by 2015, expand early childhood care and education, promote learning and life skills for young people and adults, increase the adult literacy by 50 percent, achieve gender parity by 2005 & gender equality and improve the quality of education in all aspects to enable all learners to achieve tangible outcomes with special respect in the basic skills.



These efforts were followed by the national initiatives & materialized by establishing the National Forums on EFA & setting strategic plans and other International initiatives such as the Mid-Decade held in Doha in 2007, Education First Initiative launched by UN Secretary General, MDGS which promotes the Declaration on Education for All especially in the sustainable development and Rio + 20 Conference. Regional Education for all Forums held in Sharm El Sheikh, Egypt (4-5 October 2012) recommended that all countries should start preparing Education for All national reports as early as the beginning of 2013 and to be accomplished before June 2014 and instructed participating countries to achieve the following:

- Launching Education for All as early as the beginning of 2013 through organizing national forums to explain the EFA goals and scope of evaluation and to mobilize stakeholders and concerned parties.
- Forming National Committees for monitoring and assessing the national reports.
- Establishing national workgroups to conduct review based on the available data being supported by thematic studies, as needed.

In this regard, and in coordination with the Arab Bureau of Education for the Gulf States (ABEGS), the Regional Center for Educational Planning (RCEP), UNESCO Headquarter, and UNESCO Regional Bureau in Beirut and Doha, a sub-regional workshop is held for the member states in ABEGS to launch national EFA review during the period in between 17-19th June 2013 at the RCEP.

◀ Workshop Goals

Goals can be summarized in the following:

- Introduce and discuss steering principles and technical instructions for conducting the national EFA evaluation.
- Review some major indicators to evaluate the achievements of Education for All.
- Review national strategy by Countries to launch national EFA evaluation.
- Determine the needs for technical assistance to complete the national evaluation.
- Scheduling the activities associated with the national EFA evaluation.

The general goal of regional reviews on the Education for All by 2015 is represented in the first place in evaluating the progress made towards achieving the Education for All since Dakar Conference and how far the countries fulfilled their obligations. These reviews may arouse critical discussion widely between national stakeholders regarding the development of learning and education sector at regional level since 2002, and the feasibility of the Education for All under the current regional development conditions and after 2015. Reviews will also determine priorities that need continuous efforts to keep on changing national education systems to achieve equitable and sustainable development. Reviews on Education for All by 2015 aim at achieving three connected strategic goals:

1. Review the progress made in the Education for All goals at regional level by analyzing major indicators since 2002. Focus will be given to achievements, defects, disparities and problems that prevent children and adults from benefiting from primary education.
2. Applying strategies aiming at achieving Education for All. Besides the six goals of Education for All, Dakar framework has recognized twelve strategies as the basis for achieving the six goals. Such strategies will

be reviewed by analyzing the manner applied at the regional level 2000 and recognize current challenges and needs in order to enhance the efficiency of learning and training regarding their contribution in national development.

3. Determine the suitability of the framework of Education for All- There should be a consultation about the suitability of the international framework of Education for All regarding all national policies and practices of Education in the future. Such consultation must be a basis upon which countries can determine the education trend and agenda suitable for the future development contexts after 2015. Consultation will also be used in universal discussion about the scope and form of any international agenda for education for the period after 2015.

◀ Opening Session

Being sponsored by the UAE Minister of Education and Chairperson of RCEP Governing Board the Regional Center for Educational Planning (RCEP) H.E.Humaid Mohamed AlQuttami, the workshops on National EFA Review was launched on Monday morning, 17th June 2013 attended by all member states in Arab Bureau of Education for the Gulf States (ABEGS). H.E.Ali Mihad Al Swedi, Undersecretary of UAE Ministry of Education opened the event which was held by the (ABEGS) in the context of the sub-regional Forum for Education for All forum that was held in Sharm El Sheikh, Egypt in October 2012.



Ministry of Education Speech:

H.E Ali Mihad Al Swedi, MOE Undersecretary addressed the opening session of the workshop, where he asserted the importance of the workshop which is organized by three international and regional organizations concerned with education in Gulf states and Yemen; (UNESCO, ABEGS & RCEP in Sharjah). He added that the workshop is held at the time when UNESCO and member states are ready to review the EFA experience by 2015, and assess the progress made towards achieving the six goals of

EFA since Dakar conference, as well as the national and international commitment fulfilled by the member states.

He further said that the workshop is considered to be the first step of a project that would last within two years in which all countries in the region will work closely with their strategic partners to set an integral plan aimed to assess the progress made towards achieving the six strategic goals of EFA and the accomplishments made, in order to be able to set future plans beyond 2015. He extended his thanks and gratitude to H.E Ali Bin Abdel Khaliq, General Director of ABEGS for launching such an initiative which is deemed as a first step towards setting a plan for the success partners in the region and towards achieving the aspirations of Gulf States and people. He also appraised the role of UNESCO for its continued & persistent support to the Gulf countries in the development of education and he also valued the role RCEP in hosting such events through which it can achieve its strategic goals and vision.

RCEP Speech:

Ms. Mahra Hilal AlMutaiwie Director of RCEP welcomed the participants and informed that the workshop aims to review the strategies and national reports for achieving EFA goals and to analyze their indicators in the light of the implementation and the technical guidelines prepared by UNESCO, and utilize them to recognize the progress achieved in this context by each of the member states and hence, to analyze & infer the results of EFA initiative beyond 2015. She also asserted that within the context of RCEP mandate assigned by the convention of its establishment and operation, RCEP will be a strategic partner in supporting the training efforts of the member states to overcome & counteract the problems and challenges that may hinder and impede the achievement of the EFA goals. Ms. Mahra extended her gratitude to the Minister of Education H.E Humaid Mohamed AlQuttami, and Chairperson of RCEP Governing Board and H.E the UAE MOE Undersecretary for their continued & persistent support extended to RCEP, and she also extended her thanks to ABEGS, and UNESCO Regional Bureau in Beirut and Doha office for supporting & holding this workshop in collaboration with RCEP.

ABEGS Speech :

Prof. Abdel Salam Al Juwfi has delivered a speech on behalf of the ABEGS Director General in which he expressed the importance of holding such meetings and workshops that aim to implement and achieve the aspirations of the countries of the region. Prof Al Juwfi asserted that this workshop and discussions that follow aim at presenting the implementation & technical guidelines for preparing the national EFA review and displaying certain key indicators to assess the achievements of EFA and determine the need for technical assistance required, in addition to programming the activities associated with the national review.

UNESCO Speech:

Mr. Saied Balkachla, the specialist in education planning programs and EFA, at UNESCO Regional Bureau in Beirut, delivered a speech in which he stressed that ABEGS and its partners were the first to hold such an event or workshop at both regional and international levels, and also appraised the support of UNESCO in all educational programs. He asserted that the national review will help in assessing the progress made towards achieving the six goals of EFA by analyzing key indicators since 2000. He also added that implementation of the strategies achieving EFA will be reviewed and challenges and needs will be identified for enhancing the efficiency & efficacy of education sector and its contribution in national development, and Mr. Saied added that in this respect a framework for EFA will be determined to be compatible with the international framework.

At the end of the opening session, the agenda was announced and reviewed.

◀◀ First Day Events, Monday 17/06/2013

Implementations Guidelines:

- First day events started at 10 am when Dr. Faryal Khan, UNESCO Office in Doha, presented the implementation guidelines for the regional reviews of EFA by 2015, which is basically designed to be instructional drivers and suggestions on implementing the reviews of EFA and bring its activities to the international and regional level.
- Includes the goals of regional reviews that can be summarized into three goals (referred to above):
 - » Assessing the progress made towards achieving the six goals of EFA.
 - » Reviewing the implementation of strategies aiming at achieving EFA.
 - » Determining the relevance of EFA framework.
- Implementation guidelines also referred to the outcomes and outputs of performing the National EFA 2015. The various outputs will comprise:
 1. National EFA review reports along with relevant thematic review papers, following systematic stock-taking of how and why the country has made progress or lack thereof on key of EFA aspects and on its progress in setting the national education agenda. This is to be executed in a participatory review through a series of national dialogues on setting of the country's future education agenda based on national EFA review evidence, good practices and lesson learnt from past experience.
 2. Optimal use of existing information and effective and efficient further information gathering, together with the use of review's findings to rekindle public & political support for education.

At the country level this might call for the establishment of a national consultative forum that will be assigned to form a national committee to guide coordinate and oversee the successful implementation of the national EFA. This committee should be tripartite and comprise representations of national authorities, civil society organizations and in country development partners. The national committee is conduct collective national dialogues via mass media the internet; twitter etc. together with the formation of further structures such as a secretariat and technical teams.

The implementation guidelines proposed the timeline shown below to accomplish the national reports

Establish a national advisory forum that contributes in forming national team or steering committee to carry out guidance, direction and coordination, require three basic authorities: national authorities, civil society organizations and international partners in the state.

National Committee will arrange national dialogues in form of education seminars, workshops, media events, internet forums, and social communication, in addition to form a drafting committee of reports supported by the National Committee, provided that national report must include thematic studies to describe best practices, evidences analysis and to draw the light to the best form of education in the future.

Implementation guideline also included a proposed time line to perform the evaluation:

Time schedule	Basic proposed Activities/ events
June 2013	UNESO Director General address to the member states to launch the National Reports on EFA. Review
June/ July 2013	Countries will form national EFA review team
August 2013	Organize the first national advisory forum to officially launch national EFA review for 2015 at the national level
September - April 2013	Number of national dialogues as a part of national EFA review for 2015 and preparing national review reports
April- May 2014	Organizing national forum regarding national EFA review and discussing education agenda for the period after 2015
June 2014	Finishing the report of national EFA review for 2015 and submit it to UNESCO
June- October 2014	Regional meeting about the results of EFA review in line with national and international events
January- March 2015	Preparing regional report of EFA review for 2015
May 2015	World Conference on Education for All 2015

« First Day Discussions:

Each country was given an opportunity to inform about the efforts exerted as from the last forum held in Sharm El Sheikh on 2012 in the context of EFA review.

Oman:

Oman representative pointed out that the access to partners must be on time and within the limits and jurisdiction they can contribute to. He also emphasized that good practices for extending culture related to education are also important.

He referred to other initiatives relevant with EFA such as Education first launched by the UN Secretary- General and other international initiatives like mid-decade review 2007, implying that implementation guidelines did not tackle the role of education in sustainable development especially there will be the UN Decade review in 2014.

Kuwait:

Kuwait representative asserted the importance of coordination and harmony between the authorities participating in national committees and the importance of collecting information. She also referred to the importance of seeking integration between the reports of the member states through holding a regional meeting to review reports, and pointed out that in addition to the Ministries of general education, higher education & scientific research, social welfare and women and civil society associations, the National Education Center which has been established recently will become an effective partner that can contribute in the strategy of comprehensive and integrated growth of education plan.

She also made a comment on the proposed time schedule which suggests the formation of a national forum in August and she said that the forthcoming of Ramadan and Lesser Bairam (Eid-ul-Fitr) would make it difficult to form the said forum.

Republic of Yemen:

Yemen representative discussed in details the procedures and measures taken for the review process and extended her thanks to all parties contributed in this respect and pointed out that the national forum for EFA was restructured under the Chairmanship of Minister of Education. She

also added that once this sub-regional workshop is completed and on-going back to Yemen, the review committees will be formed to inaugurate the first meeting of the new forum.

Yemen representative then inquired about the role of the forum in the new stage and how to deal with the third goal as it is too difficult to be assessed especially that the fact that Ministry of Health is not a member yet in the forum. She also pointed out that Yemen needs UNESCO technical assistance.



KSA:

KSA representative stated that after coming back from Sharm El Sheikh Conference, the recommendations and report of the conference were submitted to the Ministry Leadership.

The report was composed of four stages:

1. Planning for evaluation (time line and allocation of funds).
2. Media campaign (involves Multimedia)
3. Design forms and questionnaires that contribute in performing an inventory and review of the six goals of EFA and MDGs.
4. Forming committees at both zones and forum levels to monitor data for the review, writing and formulation of the report.
5. Monitoring and follow up through field visits.

Kingdom of Bahrain:

Bahrain representative raised many inquiries as regard to the national forum and pointed out that it might be difficult at the prevailing situations to present the report at the national level, but it may be possible to involve all social strata & sects periodically towards the end of 2013.

She digressed that a national committee will be formed in accordance with a ministerial decree, while the forum and working teams were already formed to tackle all goals, in addition to launching a media plan at both the internal and external levels, it is worth-mentioning that media has contributed to the mobilization campaign. She also referred to the fact that there is strong partnership with the concerned authorities.

Qatar:

Qatar representative stated that since the end of Sharm El Sheikh Conference, encouraging efforts have taken place.

United Arab Emirates:

UAE representative said that he delivered the report to the Ministry Leadership and this was followed by holding intensive regularly meetings for all MOE Departments. He also stated that they have formed technical teams that presently focus on studying the six goals, and he added that the strategic plans of the ministry 2030 implicitly include the six goals of EFA connected with other long-term plans. He asserted that in this respect, electronic departments were formed to collect data about education and health, and there are other departments specialized in academic accreditation and smart learning, such departments contributed in providing necessary data & information. He also stated that there are directives for initiatives to be launched by the authorities to form technical teams to implement the EFA goals.

Then, Dr. Faryal Khan requested the countries not to focus on WHAT but rather on HOW?

While discussing the inquiries proposed by Oman representative, she said that Education First Initiative is highly essential because it focuses on socio-economic and political aspects, and that sustainable development will not be separated from EFA. She asserted that there will be a link between education and development, and quality asserting that tools required for preparing the report will be discussed in Tuesday session on 18/06/2013.

In his reply to the inquiry posed by Yemen representative about the ambiguity in dealing with the third goal, Mr. Saied Balkachla indicated that indicators will be displayed in the third day sessions. He then said” what we have to do right now is to examine the procedures taken by the counties since Sharm El Sheikh Conference as well as the challenges they faced.

Mr. Saied Balkachla suggested that KSA representative may distribute their proposal about the KSA forum to address the inquiries made by Yemen. He also asserted that Education First is an initiative launched by UN Secretary- general, Ban Ki-mon, which combines three aspects: expansion of enrollment and access to education, Quality of education and citizenship. He also said” we believe that it is not wise to stick to it at the present, but we might consider it as being strategy no. (13)”.

He also discussed the proposal of Oman to hold a regional forum and asserted that the role of national forums has greatly changed since 2000 and such forums became more important than regional forums, but this does not mean we are not going to neglect or ban launching regional forums later.

He further emphasized the role of ABEGS which became an active partner since Sharm El Sheikh Conference along with the role of Arab League Educational, Cultural and Scientific Organization (ALECSO) and the World Bank pointing out that the role of ABEGS was crystallized in inviting to this sub-regional workshop.

Participants were divided into two groups to answer some questions relevant to procedures and preparations taken which reflect clearly the commitment of each Country:

- **Group 1:** Includes Bahrain, Qatar, Yemen, Kuwait (two participants), in addition to Mr. Niani Thaneq , representative of UNESCO, Dr. Mahmoud Al Masad from RCEP, and Dr. Faryal Khan from UNESCO office in Doha.
- **Group 2:** Includes KSA, Oman, UAE, two participants from Kuwait, in addition to Mr. Saied Balkachla, Prof. Mukhtar Nour Eldeen Osman from RCEP, and Dr. Abdel Salam Al Jawfi.

First Day Events of Work Groups:

No	Question	Group 1	Group 2
1	<p>What are the existing mechanisms to monitor the progress made toward achieving EFA in GCC & Yemen States?</p> <p>Which mechanisms are available to prepare EFA report in 2015? Are these mechanisms appropriate?</p> <p>What are the strengths and weaknesses in the mechanism of EFA review?</p>	<p>Existing Mechanisms:</p> <ul style="list-style-type: none"> • Quantitative monitoring (collecting data from its sources and verification of data reliability). • Create a database to measure the performance indicators including the six goals of EFA. • There is a database for all educational levels and statistical releases. • Annual review to discuss the situation regarding the progress made in achieving the EFA goals. <p>Available mechanism and its suitability:</p> <p>Strengths .</p> <ul style="list-style-type: none"> • Database available in all countries. <p>Weaknesses :</p> <ul style="list-style-type: none"> • Incomplete quantitative database. • Using different and various mechanisms. • The Leader and coordinator belong to the ministry of education but partnership Links are weak in some countries. • Delayed issuance of population census outcomes. <p>Develop of Mechanisms:</p> <ul style="list-style-type: none"> • Create database involving the real partners. • Specific monitoring (studies and research). • To contextualize the concepts, areas & issues to be included in the report & promote the review mechanisms. 	<ul style="list-style-type: none"> • Formulation of work-groups to prepare the national EFA reports, which involves all authorities concerned with education. • Build workgroups to assess & review the indicators & communicate with the concerned institutions. • Form various coordinating committees to submit annual reports on the progress achieved and challenges, together with the establishment of high level committees to monitor the progress achieved. • Propose a mechanism to create permanent specialized and hock committee to analyze the current situation. • There should be specialized centers to gear to collect data and information and disseminate it country level. • Designate a certain body to submit UNESCO with the national reports.

No	Question	Group 1 (Bahrain, Yemen, Kuwait, Qatar)	Group 2 (UAE, Oman, Kuwait, KSA)
2	<p>What is the connection between EFA review mechanisms for 2015 and the existing monitoring and review processes in other Education programs such as (MDGs, Goals of UN Decade of Education for Sustainable Development, United Nations Literacy Decade UNLD)?</p> <p>It is kindly requested to suggest links that can be built to unify the efforts to achieve these goals.</p>	<p>First: MDGs: Central Statistical Organization (CSO) must refer to the Ministry of Education (MOE) pertaining relevant education goals (Steering Committee) Ministry of Planning must not prepare the report without a request from the relevant authorities and to be reviewed by the concerned committee.</p> <p>Second: UN Decade of Education for Sustainable Development : Ministry of Finance and Ministry Of Urban Planning.</p> <p>Third: United Nations Literacy Decade UNLD: Continuous Education Department.</p> <p>Proposal: Establish an office that represents all concerned to facilitate flow of work authorities. Establish national centers to coordinate between relevant authorities.</p>	<ul style="list-style-type: none"> • There is a strong connection between EFA and various international education programs especially two of MDGs related to education and equality. • There is genuine coordination between authorities concerned with other programs in the countries and EFA concerned parties. • MOEs must have a leading role in these programs. • National coordinator of EFA must be a member in all different programs and their relevant working groups. • Coordination in all such programs must be with the development planning authorities in each country.

No	Question	Group 1 (Bahrain, Yemen, Kuwait, Qatar)	Group 2 (UAE, Oman, Kuwait, KSA)
3	Who are the strategic partners or stakeholders who can contribute to EFA review?	<ul style="list-style-type: none"> • General Department for manpower restructuring. • Civil society organizations. • Relevant ministries. • Ministry of Planning. • Ministry of Finance. • Authorities related to Education • Education Quality assurance authorities. • Donors. • Private sector. • Real partners. 	Supreme councils or planning authorities in each country, Ministry of health, ministry of social development, ministry of higher education, universities, civil society organizations concerned with childhood and of special needs, authorities concerned with technical and vocational education, national statistical Bureaus or councils, education private councils, research institutions, UNESCO national committees and regional offices of international organizations.

No	Question	Group 1 (Bahrain, Yemen, Kuwait, Qatar)	Group 2 (UAE, Oman, Kuwait, KSA)
4	What are the major challenges you faced during EFA monitoring and review in your country? Please refer to real examples from your experience.	<ul style="list-style-type: none"> • Delayed data • Difficult to coordinate between the relevant authorities on time and to deal with data efficiently & effectively. • Classification of some information as being confidential and private. • Lack of mechanism for assessment. • Distinctive nature of dealing with expatriate labor in Gulf countries. • Realistic prospective for future planning. • National population statistics do not match with the UN data. 	<ul style="list-style-type: none"> • Inconsistency of working groups and continuous administrative changes those who are responsible for EFA. • Technical challenges in monitoring progress and computerized programs to support such monitoring. • Create unified and systematic statistics by a certain authority in the country. • It is important to have clear and measurable indicators. • Delayed information and data from concerned authorities. • Differences of data collection sources and lack of coordination in collecting the information.

No	Question	Group 1 (Bahrain, Yemen, Kuwait, Qatar)	Group 2 (UAE, Oman, Kuwait, KSA)
5	What are the methods you propose to perform the EFA evaluation for 2015?	<ul style="list-style-type: none"> • Ensure there is guidelines in place that need to find support of technical consultations. • Dealing with data through: <ul style="list-style-type: none"> » Designate a central authority to collect complete reliable data that could be utilized in different fields. » Designate one source for gathering information and data. » Determine the body having the data required for the review. 	<ul style="list-style-type: none"> • Form committees, authorities and working groups. • Prepare directive manual for the review. • Implement training workshops. • The need to have quantitative data & not only qualitative data. • Issue regular publications via media to raise awareness of EFA review process. • Suggest visits to ABEGS & UNESCO Office teams to meet decision makers in countries to raise awareness about EFA review

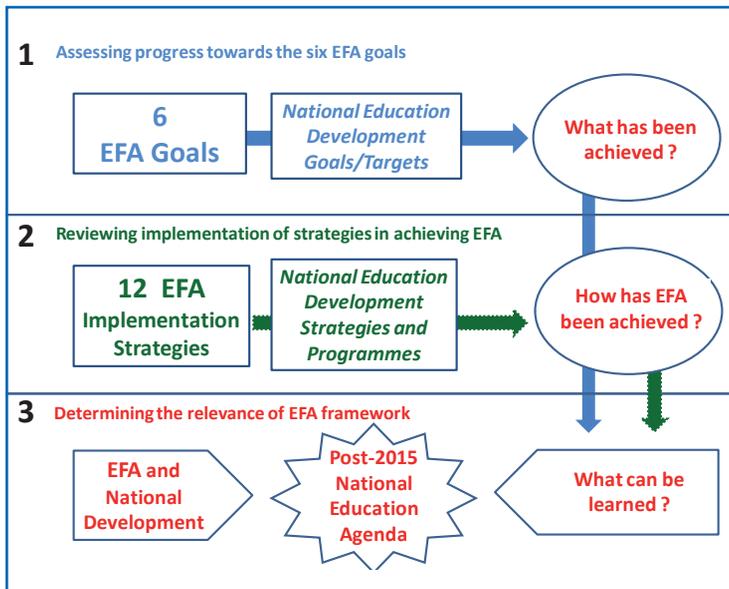
◀ Second Day Events, Tuesday 18/06/2013

Technical Instructions and Directives:

Second day events commenced at 9 am when Mr. Nyi THAUNG gave an orientation on the technical guidelines proposed by strategy no. (11) From Dakar framework, that suggested countries systematically monitor progress towards EFA goals and strategies at the national, regional & international levels to renew and elevate country commitments to EFA. The technical guidelines are composed of three intermingled strategic goals which are reflected in:

1. Assessing progress towards the six EFA goals.
2. Reviewing the implementation of the twelve strategies to achieve EFA.
3. Determining the relevance of the existing EFA framework and the future education agenda.

Refer to the following chart:



Mr. THAUNG has summarized national EFA 2015 review process and preparation of national report in the formation of a core national EFA 2015 review team to plan, organize, coordinate & implement the main review tasks and write the report. This team can include key responsible persons from EFA relevant bodies as follows:

- » National EFA coordination committee.
- » Central/ federal government department agencies which oversee respectively education policies, education & planning, early childhood care education, basic education, adult education, literacy and skills training teachers union inspectorate, finance...etc.
- » National education statistics/EMIS Unit.
- » National statistics office.
- » Civil society organizations representatives who have been actively supporting EFA.
- » Educational researchers and experts in EFA.

« Work Processes :

It is suggested that the national team works within the following processes:

- **Process 1:** Review existing documents and information on various aspects including data, indicators as well as researches and studies to bridge the gaps, based on the findings of the preliminary assessment review, the team can plan & implement actions to ensure that adequate data & information will be available and sufficiently reliable for reviewing progress.
- **Process 2:** Use the results of the preliminary review to design and propose an action plan for the national EFA 2015 review with the provisional content and structure of EFA report and proposal of additional thematic research, data collection, test assessment as deemed appropriate and feasible for approval and support by the Government & partners. Consideration must be given to division of responsibilities & labor work assignments among working groups.
- **Process 3:** Once this work plan is approved & supported by the Government & the development partners, the team may decide to form task groups composed of competent & efficient experts & bodies to implement more accurate tasks of evaluations.

◀ Second Day Discussions :

Republic of Yemen:

Yemen representative indicated that according to the details stated by Mr. THAUNG, the report is expected to be intensive and this needs statistician and experts to review the report. She then inquired “If this is the case of the national review, how big the regional and international report will be?”

Oman:

Oman representative stated that Mr. THAUNG talked about Jomtien Conference 1990- and Dakar Conference 2002 but he did not refer to the mid-decade 2007. “Can we rely on the data of 2007 or is it necessary for the report to include the whole period from 2000-2015?” He also implied that technical guidelines tackled three processes included work priorities and mechanisms, authorities and committees... etc, but they did not tackle any future priorities which are considered to be an important strategic point for formulating plans.

Commenting on these inquiries, Mr. THAUNG responded:

- This report may be inspirational and interesting but it implies challenges, and asserted that the provision of all these details might transform the report into an encyclopedia. However, the presentation of all these details was intended to act as a guideline & directive for the country’s reports in general, but since each country has its own particular features, hence, it is difficult to consider all these details. He then said “we seek to gather the information that helps in EFA review and building future education system”.
- “Regarding starting from mid decade 2007, it undoubtedly depends on Team need for support and enhances writing the report”.
- The three phases included in the technical guideline are very important & significant as far as the political commitment at the leadership level or even at higher level is essential. Allocation of funds and equipment for the report are as the cornerstone for the report and its deficiency or shortage creates challenges. We cannot separate the benefits gained from each phase. Conducting quantitative & qualitative and specific analysis will reveal the gaps and shortcomings hence, the importance and requirements of future education are highlighted.
- H.E. Ali Mihad Al Swedi, UAE MOE Undersecretary intervened by saying that those who set these criteria have passed away, and though

USA at that time has frozen her membership in UNESCO, but it launched the US program of “No Child Left Behind”. He also emphasized the political role in preparing EFA review. Because without the support from the political leaders, then the report will not emerge or see the light, no matter how many experts and specialists are engaged in implementing the report. Hopefully, the political leaders in Gulf countries are highly committed & supportive besides the role exerted by ABEGS to bring us together. Though, each country sought & strived to develop its own strategies compared to the attention they paid for the international initiatives, for example, UAE has a long-term strategic vision and five-year plans e.g. 2000-2005 plan, then these strategies turned into short-term strategic e.g. plans 2008-2010, 2011-2013 plans. These strategies, plans and national initiatives contributed in gathering a huge amount of data that might help in preparing the national EFA report.



- He also referred to the need of support to be extended to some Arab countries due to the wars, unrest and instability in some countries like Algeria, Iraq, Sudan, Lebanon and Yemen, where there are many children left with severe handicaps & disabilities. In the meeting held in Beirut in 2004, the challenge of dealing with disabilities & handicaps in Yemen was tackled, likewise, the Arab spring also cast its negative

shadows and impacts on UAE since it depends on these countries to recruit & hire male teachers.

- He also said that despite the fact that Gulf countries are wealthy, but still they have less schools compared to the demand for education, but this can be counteracted. Therefore, it is necessary to support some Arab countries and conduct a realistic review. In general, the issue is political rather than being technical.
- Mr. Saied Balkachla then commented that the national report is very essential in the first place for the member states, and depends on the commitment of the governments and the political leaders. The report in general is a summary of the national issues to review, assess & diagnose of the educational situation.
- He also agreed with Ali Mihad Al Swedi, UAE MOE Undersecretary on the fact that data for national report could be made available through strategies and national plans because EFA is in separable from these strategies, and therefore the report may be a summary of these reports, & these technical guidelines can be adapted & adjusted to match with the circumstances & conditions of each country.
- As for support expected to be received from UNESCO, we will leave this matter to the third day of the workshop. He pointed out that if recent data is not available, previous statistics could be projected & used. The report is not about numerals or digits, but it is a policy for future prediction, and for example, responding to the special needs may be considered as a future challenge.
- Prof. Abdel Salam Al Jawfi, the consultant at ABEGS, said that this workshop was supposed to be convened after the meeting of the Arab Ministers of Education in Masqat, as the political commitment is required. He further added that there is fortunately a common political will within the Gulf Countries, and that the report is not the road end, and there is a directive to hold various forums that might give a clear vision about the national reports.
- By the end of discussion, participants were divided into two groups to answer some of the questions introduced in the first session of the second day:

Work groups Events in the Second Day:

No	Question	Group 1 (Bahrain, Yemen, Kuwait, Qatar)	Group 2 (UAE, Oman, Kuwait, KSA)
1	<p>Are the topics and titles proposed in the technical guidelines documents suitable for you? Are there any further topics in your country that you could propose to be included in the report?</p> <p>There are no additional topics.</p> <p>On preparing the report necessary modifications can be made.</p>	<ul style="list-style-type: none"> • Suitable for all. • Currently, there are no further topics and necessary modifications could be made on preparing the report 	<p>All titles proposed by the technical guidelines are suitable, but there is a simple comment on the sixth goal regarding the improvement of the quality of education in all its aspects.</p> <p>Currently, Arab countries undergo difficult political and economic conditions; therefore attention should be given to learning difficulties and special education and be incorporated in the report. Some countries have foreign communities which are to be stated in the report at their sole discretion.</p>

No	Question	Group 1 (Bahrain, Yemen, Kuwait, Qatar)	Group 2 (UAE, Oman, Kuwait, KSA)
2	<p>What Type of data currently available in your country by which indicators can be calculated for preparation of the national report?</p> <p>What are the sources of main data?</p> <p>Is the data available data complete and reliable?</p>	<ul style="list-style-type: none"> • Education data (Ministry of Education). • Population statistics (Central Statistical organization and Ministry of Planning) • Available data and relatively reliable. 	<p>Type of data: Detailed database for all education components is available. Database for health and population is available. Main information centers in ministries departments Public Statistical department. Population census. Civil Status Authority. National Statistics Center.</p> <p>Availability of Data: All data is reliable as they are derived from original sources, but in some cases the unofficial data of foreign communities are not recorded in the statistical data. In some cases the foreign communities, educate their children in their home countries though those children have resident permit in the GCC Country's and accordingly they are considered as drop-out in the statistical data.</p>

No	Question	Group 1 (Bahrain. Yemen. Kuwait. Qatar)	Group 2 (UAE. Oman. Kuwait. KSA)
3	<p>Data Classification Level</p> <ul style="list-style-type: none"> • (according to regions. districts. villages). • Rural or urban? • According contexts of gender. age. ethnic and linguistic or special needs bases. • Classifying teachers according to their qualifications. • Classifying financial resources according to source of finance and e type of expenditure 	<ul style="list-style-type: none"> • Available. • According to the specific nature of each country. • Available with the exception of ethnical classification. • Available. • Distribution is not based on source of finance or expenditure and this issue represents a challenge for the countries. 	<p>All data are available and detailed according to gender and age. Statistics of students are available according to age and grade except ethnical classification which is not stated.</p>

No	Question	Group 1 (Bahrain. Yemen. Kuwait. Qatar)	Group 2 (UAE. Oman. Kuwait. KSA)
4	Which data and information are not available and required for the report? What is your plan to collect such data?	<p>Unavailable data and information:</p> <p>Sources of finance for private schools.</p> <p>Sources of finance for private educational institutes.</p> <p>Disadvantaged & marginalized children.</p> <p>Children in areas of wars, unrest & conflicts.</p> <p>Military officers and staff of the Ministry of Interior.</p> <p>Plan for collecting data:</p> <ul style="list-style-type: none"> • Special reports. • Family survey. • Ensure accuracy of data from donors. • Partnership with relevant authorities and raise awareness of the necessity to collect data to prepare the report and education planning. 	<p>In Oman, all data is available except:</p> <ul style="list-style-type: none"> • Some financial matters that correlate education with the gross domestic product (GDP) per capita income, some details of national accounts are not easy to find. <p>In KSA:</p> <ul style="list-style-type: none"> • Data is either not accurate or insufficient. • Projections on education of adults are not available, so no comparison of data with the regional countries. • Estimation of adult & illiteracy costs is not available. • Calculation of total education drop outs. • Lack of financial data in private education and lack of contribution of private education in EFA. <p>NB:</p> <p>Suggestions and solutions of this issue must be proposed to recognize countries' practices in obtaining data about the contribution of private sector in education.</p>

No	Question	Group 1 (Bahrain, Yemen, Kuwait, Qatar)	Group 2 (UAE, Oman, Kuwait, KSA)
5	What are the national policies, plans, reports and research papers that could be used as a reference for preparing national report?	<ul style="list-style-type: none"> • Strategies. • Five-year plans. • Annual reports. • Researches. • National initiatives. • Documents of relevance. 	<ul style="list-style-type: none"> • Education documents. • Annual statistical reports of Ministry of Higher Education. • EFA International Reports. • National MDGs report. • Developmental plans for the country. • Research papers submitted to International education conferences. • Reports on the initiatives and plans of concerned ministries • International Test & Studies (PERLS, TMISS & PESA). • Human developmental reports. • Reports on five-year plan results. • Comprehensive education laws.
6	Who are the key partners in preparing the report and how to engage them in the report preparation?	Partners are all relevant authorities related to the six goals. They are engaged by forming the working groups and the preparation of report draft.	<ul style="list-style-type: none"> • International and regional organizations. • Centers and institution of research and studies. • Civil society organizations and NGOs. • Relevant ministries and government authorities. • Private sector.

No	Question	Group 1 (Bahrain. Yemen. Kuwait. Qatar)	Group 2 (UAE. Oman. Kuwait. KSA)
7	What are the problems and challenges expected to face the preparation of the national report? How to solve it?	<ul style="list-style-type: none"> • The way how technical authorities deal with data. • Reliability of data. • Time. • Implementation of the forum. • Ministerial decrees. • Can be solved via technical assistance. 	<ul style="list-style-type: none"> • There are specific challenges in some countries like KSA like the vast expansion of the geographical areas. • There is common challenges e.g. lack of national cadres to be engaged in analyzing educational indicators. <p>Solutions:</p> <ul style="list-style-type: none"> • Collaboration with external experts. • Grant or offer incentives to workers in this field. • Creation of a guiding manual or road map for preparing the report. • Solve the coordination issues between the parties engaged in writing the national report. • Delayed data.

No	Question	Group 1 (Bahrain, Yemen, Kuwait, Qatar)	Group 2 (UAE, Oman, Kuwait, KSA)
8	Is there any need for UNESCO technical assistance in preparing the technical report?	<p>Yes, technical assistance before, during and after:</p> <ul style="list-style-type: none"> • Dealing with data. • Preparation mechanisms. 	<p>Yes, there is a need for technical assistance of UNESCO</p> <p>Suggestions for assistance:</p> <ul style="list-style-type: none"> • Launch a training workshop in analysis of statistical indicators. • UNESCO has to continuously monitor & follow up with the countries and appoint contact officers for permanent communication and report on the latest developments. • Conduct follow up visits by UNESCO teams for countries which require or need such visits. • Provide UNESCO with data from other countries for the sake of comparison. • Increase international gatherings in this respect. • Invite participants in the National EFA review from member states to attend annual UNESCO meetings. • Launch a workshop to review reports before the final submission of reports.

« Third Day Events, Wednesday 19/06/2013

Indicators:

Third day events started at 9 am when Mr. Saied Balkachla demonstrated the indicators of EFA and specified the essence of each indicator and its role in determining in any problem or achievement and its use in various approaches over or across time and in diagnosing & indecision making. He then tackled the significance of using more than one indicator to study or diagnose a specific phenomenon, as a single indicator does not give an accurate picture. Therefore, it is necessary in the interpretation processes to select suitable and applicable indicators.



Indicators of the six goals are reviewed respectively (Refer to schedule 1 that includes indicators of the six goals).

Instructor advised the participants to examine the list of terms and indicators and to visit UNESCO Institute for Statistics website at.

[Http://www.uis.unesco.org/pages/glossary.aspex](http://www.uis.unesco.org/pages/glossary.aspex)

Round Table Discussions:

Activities of countries in preparing the report at local level:

Qatar	<p>Review activities and mechanisms and started approving the general framework of the report.</p> <p>Review the financial resources and estimated expenditure in basic and secondary education.</p> <p>Work on overcoming challenges and difficulties through holding training workshops.</p> <p>Form the technical committees to study each of the six EFA goals separately.</p>
Kuwait	<p>The six EFA goals are included in the strategic plans since 1960s. and 21 projects were specified for the six EFA goals (student/ teacher/ curricula/ school environment).</p> <p>Working groups are not formed yet.</p> <p>National Center will form the national team & the working groups and sub groups.</p> <p>There is a need for technical expert's visits and meetings to review the report drafts before being finally submitted.</p> <p>There are no difficulties in financing the project. but there is a need for coordination between the various departments and ministries concerned with education services.</p> <p>There is a need for technical assistance by experts' visits from UNESCO, RCEP & Doha office.</p> <p>We suffer from the low quality standard outcomes.</p>
Yemen	<p>Ministry of Education. Ministry of Technical and Vocational Education and Ministry of Higher Education.</p> <p>Should have a common national vision towards education as well as a unified strategy.</p> <p>Prepare the final report on education by forming technical and statistical committees.</p> <p>The forum was formed by ministerial decree and with the support of UNESCO Office in Doha and Beirut.</p> <p>Review committee was already formed.</p> <p>Form a national committee being chaired by the minister.</p> <p>As for financial resources a partnership with donors took place to develop and finance education. and we also agreed with the World Bank and UNESCO in this regard.</p> <p>It would be better if the financial and technical assistance are from UNESCO to form a forum from partners and UNESCO after determining the financial gaps.</p>

UAE	<p>Prepare an action plan for the national review in collaboration with RCEP.</p> <p>Form the supervisory committee from Ministry of Education and other authorities engaged in preparation of the report.</p> <p>Form sub technical committees to study the six EFA six goals and for collection of data and indicators for each goal.</p> <p>Form a committee for formulation of the report.</p> <p>Call for a forum for national review.</p> <p>Start the work on preparing the report.</p> <p>Convene a review forum for the report and launch it locally.</p> <p>Participate in EFA forums regionally and internationally.</p> <p>UNESCO must provide technical support for the groups engaged in the preparation the report.</p>
Bahrain	<p>Set a plan for the next stage till 2014 for preparing the national report.</p> <p>Submit the results of this forum to the national committee formed by a ministerial decree.</p> <p>Form work groups from the national committee.</p> <p>Study the issue of finance.</p> <p>Participate in the workshop on analyzing indicators at the regional level.</p>
KSA	<p>Launch the forum</p> <p>Form a national committee.</p> <p>Set a separate EFA plan supported by UNESCO.</p> <p>Working groups in the provinces are the main core to implement the plan.</p> <p>Website to enhance the cognitive aspect.</p> <p>Benefit from plans and reports.</p> <p>Launching a regional forum for ministries of education to support activities till 2015.</p> <p>We will use the time plan. There are no problems about financing.</p> <p>We suggest forming a small group of Gulf countries to review reports before being submitted finally.</p>

Oman	<p>A ministerial decree was issued forming the group concerned with the preparation of the report.</p> <p>Benefit from the expertise of the participants in the indicators analysis workshop scheduled to be convened at RCEP Centre in January 2014.</p> <p>Hold a workshop to review the results of the work.</p> <p>Forming working groups specialized in studying the six fields.</p> <p>Benefit from the expertise of those engaged on the EFA report.</p> <p>Benefit from education indicators prepared by KSA.</p> <p>Study all reports relevant to EFA.</p> <p>UNESCO must establish and follow up the forums.</p> <p>Prepare a manual</p> <p>Hold a sub regional meeting at Gulf level to review reports after being prepared.</p> <p>Activate the regional forum at Gulf level.</p>
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◀ Summary of Workshop Results:

- Participants in the sub regional workshop for member states in ABEGS on “Launching National EFA Evaluation” concluded that the implementation & technical guidelines and indicators for EFA review for 2015 constitute common basis and guidance for preparing the national reports.
- It is also concluded that the existing mechanisms for monitoring the progress made towards achieving EFA have become clearer, and that qualitative & quantitative monitoring of current available data and information should involve all the national partners, and to place into action certain mechanisms to achieve coordination and obtain reliable information and data. Data derived from the national strategies and initiatives, annual reports, five-year plans and relevant data should be used, in addition to the international initiatives such as UN Decade of Education for Sustainable Development and United Nations Literacy Decade UNLD and other initiatives.
- MOEs should assume a leading role in preparation of the national report in coordination & collaboration with the national partners and must seek to:
 - » Classify data and information currently not available, and set a coordination plan to collect them.
 - » Form a national or supervisory committee and technical committees to study and analyze the six goals of EFA as well as formulating the report.
 - » Call for a national forum to review the report.
 - » Come up with new mechanisms necessary & counteract the challenges that face the participants in preparing the national report & call for the technical assistance from UNESCO.

◀ Recommendations:

At the closing session of the workshop, participants came out with the following recommendations:

1. Based on Sharm El Sheikh Conference which recommended that all countries should launch workshops on EFA national review as early as the beginning of 2013, however, despite the delay which happened, hence, the Gulf countries were the first to convene this workshop Worldwide:
 - Set an action plan defining the roles of the working groups and be considered as a guiding manual and RCEP will contribute in the materialization & crystallization of the member states plans.
 - Comply with the proposed time line for implementing the report up to mid-2014.
 - Suggestion of the forming of sub-adhoc committee to follow-up & monitor the countries recommendations released by the workshops & assess the progress made towards collecting data and the preparation of reports. This committee is to be composed of RCEP and UNESCO Office in Doha and ABEGS. However, two countries of the member states might be nominated to join this committee.
2. ABEGS was obliged to cast light on the EFA issues during the coming gulf education ministerial conference.
3. A workshop is to be launched at RCEP on analyzing indicators in January/ February 2014 after the member states have collect all data necessary to be analyzed through the workshop activities.
4. RCEP in coordination with UNESCO should organize a meeting to review the Gulf States national EFL final reports.
5. It is suggested to establish EFA electronic forum for member states to review their reports.
6. Member States participating the sub regional workshop agreed that the implementation and technical guidelines and indicators framework have been successfully & properly presented and will be used as a reference in EFA review and adapt them in each country.

The End

◀ Appendices:

Annex 1: Suggested Indicators For Efa 2015 Review

(To The Extent Possible, Disaggregate And Analyse All Indicators By:

1. Geographical Areas Such As Urban/Rural/Regions/Provinces/States; And
2. Population Groups By: Sex, Ethnic, Linguistic And Household Income Groups).

Goal 1: ECCE (Early Childhood Care and Education)	<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).
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Goal 2: UPE/UBE (Universal Primary/ Basic Education)

- 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 in primary education by sex.
- Primary Cohort Completion Rate¹¹.
- Effective Transition Rate (ETR) from primary to general secondary education by sex.
- 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.
- Percentage distribution of primary school students by duration of travel between home and school.

Goal 3: Meeting the learning needs of youths and adults

- 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 skill 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 centres and/or programmes 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

- 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

- Female 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.
- Gender Parity Index for:
 - » 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 qualifications, by level of education (pre-primary, primary, lower and upper secondary education) and by 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.
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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 2: The Agenda

Day 1:

8:00 – 09:00	Registration
9:00 – 10:00	Opening session RCEP UNESCO ABEGS H.E Minister of Education, United Arab Emirates Introducing participants
10:00 – 10:30	Break Countries' preparation for launching the National EFA Review Chairperson: (TBD)
10:30 – 11:00	Presentation of Implementation Guidelines Prepared by UNESCO
11:00 – 11:30	Round table: Countries' preparation for launching the EFA national Review
11:30 – 12:30	Group Work: Discussion on the implementation guidelines and mechanisms for the national review.
12:30 – 13:00	Break
13:00 – 14:00	Presentation of Group Work Outcomes and Recommendations
14:00 – 14:30	Wrap Up (Chairperson)
14:30	Lunch

Day 2:**Second Session: Preparation of the EFA National Reports**

Chairperson: (TBD)

09:00 – 10:00	Presentation of Technical Guidelines Prepared by UNESCO
10:00 – 11:00	Questions and clarifications about the technical guidelines
11:00 – 11:30	Break
11:30 – 13:00	Grouping Work: Discussions about the reports content, data collection and data sources.
13:00 – 14:00	Grouping Work presentation
14:00 – 14:30	Wrap Up (Chairperson)
14:30	Lunch

Day 3:

Third Session: Setting up a Programmed for Implementing the National EFA Review

Chairperson: (TBD)

09:00 – 10:00	Indicators Framework for EFA Assessment
10:00 – 11:00	Questions and clarifications about the indicators
11:00 – 11:30	Break
11:30 – 13:00	Roundtables: Country-level activities to be undertaken Sub-regional level activities to be undertaken Funding opportunities Needs for technical assistance
13:00 – 14:00	Closing Session: Summary of Workshop Outcomes

Lunch

ANNEX 3: The List of the Participants

Country/ institution	No.#	Name	Authority
ABEGS	1	Prof. Abdulsalam Mohamed Hezam Al-Joufi	The Arab Education Bureau – AlRiyadh
	2	Mr. Hamad Mohamed Asiri	
UNESCO	3	Dr. Faryal Khan	UNESCO Office. Doha
	4	Mr. Saeid Belkachla	UNESCO Office. Beirut
	5	Ms. Nyi Nyi Thaung	UNESCO Office Bangkok
KSA	6	Dr. Al Almaey Ali Abadh A.	Secretary-General and the National Coordinator of Education for All
	7	Mr. Al Tayyar. Fahad Abdullah	General Supervisor of Planning and Policy.
Kuwait	8	Dr. Fatimah M. S. A. AlHashem	Research Specialist - National Center for Education Development
	9	Ms. Suhad. A.Y. Baba	National Center for the Development of Education
	10	Ms. Wadheha Al-zufairi	Senior Specialist Statistical Analysis
	11	Ms. Dalal Ahmad Albaloul	Planning Head Office Supervisor
Bahrain	12	Ms. Latifa Isa Farhan Al-Bunoodha	Director of Planning and Educational Projects
	13	Dr. Abdul Ghani Ali Saleh Abdulla	Director of the Department of Organizations and Committees
	14	Dr. Hassan Jassim Abdulla	Head of Educational Statistics
Qatar	15	Dr. Abdulaziz Ali Mohammad Alsaadi	Director of Polices Analyses Office
	16	Ms. Muna Matar AlKuwari	Senior Statistical Researcher

Oman	17	Mr. Mohamed Saleem Hamed Al Yaqoobi	Secretary General of the National Commission for Education, Culture and Science (National Coordinator of Education for All)
	18	Mr. Badar Sulaiman Hamood Al Harthy	Department of Education of the National Committee for Education, Culture and Science
Yemen	19	Dr. Insaf Abdo Qasem Murshed	National Coordinator of the Education for All
	20	Dr. Hamoud Mohammed Ghaleb Al-Seyani	Advisor to the Ministry of Education
UAE	21	Dr. Fatima Hamad Alwan	Deputy Director of Ajman Educational Zone
	22	Mr. Ahmed Saeed Al Dari	Deputy Director of the calendar and exams
RCEP	23	Ms. Mahra Hilal Al Mutaiwie	RCEP Director
	24	Prof. Mukhtar Nour Eldeen Osman	Educational expert
	25	Dr. Mahmoud Al Massad	Educational expert