



**Risorse Internazionali**  
per la Documentazione e la Ricerca

# Fogli di Lavoro

per il Diritto internazionale

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Pubblichiamo in questa prima uscita dell'anno 2008 della nostra Rivista il *Global Action Plan* dell'iniziativa *Education for All* dell'UNESCO e un breve intervento del pedagogo Giovanni Pampanini, coordinatore, insieme con il sottoscritto, della rete internazionale *Education and Law*.

La riflessione su queste tematiche in Italia è notevolmente in ritardo rispetto agli standards internazionali. L'educazione del giurista è ancora troppo legata a una concezione semplicemente volta a ribadire privilegi di casta attraverso la riproduzione di obsoleti modelli formativi tecnicistici.

La costituzione della rete internazionale *Education and Law* mira a colmare questo ritardo, attraverso una accelerazione dei contatti sia nell'area del Mediterraneo, sia in una più vasta dimensione di rapporti intercontinentali.

*Rosario Sapienza*

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In Italia, all'inizio degli anni '90, l'azione dei valenti magistrati di Milano e di Palermo provocò un'enorme scossa nel 'morale' degli Italiani che scoprirono così, all'improvviso, che i tanti poteri occulti, presenti ed operanti sul territorio nazionale, potevano essere *anche* 'visti' e 'denunciati'. La risonanza delle operazioni dei pool di 'Manipulite' e dell'anti-mafia giunse anche sulla stampa internazionale, e molti giudici d'Oltrealpi desiderarono unirsi ai nostri per rinforzare la loro azione nei loro stessi paesi.

Questo momento fortunato per il progresso della giustizia nei confronti della società e della cultura in generale ebbe un'eco non piccolo anche nel campo educativo: commissioni ministeriali, convocate dagli Interni e dalla Pubblica Istruzione, interessarono pedagogisti di grande levatura, come Aldo Visalberghi, che si incaricarono, a loro volta, di imprimere una nuova spinta all'Educazione alla legalità, con programmi che sbocciarono non solo in riferimento alla vecchia (e disusa) Educazione civica, ma anche alla mai sopita esigenza di sostanziare con provvedimenti concreti il diritto all'educazione delle persone meno abbienti, dei portatori di handicap e, infine, degli immigrati. L' 'onda lunga' di queste attività è, quindi, giunta fin sulle sponde degli 'ideali della giustizia' così come essi vengono vissuti e percepiti dagli studenti, con interessanti e vitali riprese di lezioni letterarie e filosofiche, antiche e moderne. Nelle scuole superiori – dove nel frattempo, per via di varie riforme promulgate lungo questi due ultimi decenni, si andavano istituendo le cattedre di Diritto – si sono così registrate esperienze interessanti, anche a carattere laboratoriale, in cui alla recita dell'Antigone si andava associando lo studio della Costituzione italiana, alla lettura di Marsilio Ficino si dava in complemento la proposta di approfondimenti sullo sviluppo lockiano e jeffersoniano, l'Erodoto dello 'scontro fra civiltà' greca e persiana lo si metteva in comparazione con il Samuel Huntington dei giorni nostri; infine, la riflessione sul fenomeno, sempre più 'ingombrante',

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dell'immigrazione dava la stura ad una serie di riflessioni sulla necessità di ri-aggiornare la lista dei diritti umani rispetto a quella proclamata dopo la Seconda Guerra Mondiale.

Lungo lo stesso decennio '90, a livello internazionale, pedagogisti come Judith Torney-Purta dell'Università del Maryland conducevano ricerche comparative sul 'senso di giustizia' e sulle migliori didattiche del Diritto (J. TORNEY-PURTA *et al.*, *Citizenship and education in twenty-eight countries: civic engagement at age fourteen*, Amsterdam, IEA, 2001), proprio nel tentativo di creare una cornice globale per le esistenti concezioni differenti, e talvolta difficilmente conciliabili fra di loro, di 'educazione e giustizia'. L'IEA, *International Association for the Educational Achievement*, la prima grande associazione internazionale a carattere comparativo, attiva fin dagli anni '50, prestava a questi ricercatori la sua struttura per effettuare questa prima panoramica internazionale, la cui fortuna è stata pari a quella del dibattito sui diritti di 'nuova generazione' animato, fra gli altri, da Norberto Bobbio (cfr. il website dell'IEA in riferimento *all'International Civic and Citizenship Education Study 2009 – ICCS2009*). Ma non solo associazioni scientifiche come quella appena menzionata, ma anche, e forse soprattutto, le Organizzazioni internazionali, in testa l'UNESCO e l'UNICEF, hanno mostrato di voler dare una notevole sterzata rispetto agli anni '80. Già alla fine dell' '89, infatti, l'UNICEF approvava la Convenzione dei Diritti dell'infanzia (ratificata dall'Italia nel '91); l'UNESCO, da parte sua, proclamava in maniera impegnativa nel 1990, a Jomtien, in Thailandia, il diritto all'educazione per tutti i cittadini del mondo (l'atto 'Education for All' – un atto che è stato riverificato successivamente in varie occasioni, la più importante delle quali è stata a Dakar, Senegal, nel 2000 – mentre la prossima grande verifica è attesa per metà del 2008, in Inghilterra, a cura della locale Commissione nazionale dell'UNESCO e della Società Britannica di Educazione Comparata).

Sembra, quindi, essere propizio il momento per prendere un'iniziativa congiunta, di educatori e di giuristi, che, manifestandosi in un 'seminario permanente' o, comunque, in una forma accademicamente adeguata, proceda nel tentativo di mettere a tema nelle maniere scientifiche più idonee il binomio presentato nel titolo di questa riflessione introduttiva: "Educazione al Diritto e Diritto all'Educazione". Già, l'aspetto dialettico di questo slogan si presta a far scattare alla mente un 'grappolo' di altre considerazioni più specifiche; l'aggiunta "Prospettive internazionali" apre, poi, a tutta una lunga

teoria di ‘colpi d’occhio’ su realtà diverse da quella italiana la cui comparazione con la situazione nostrana si prefigura ghiotta di nuovi *insights*.

Tanto affollata rischierebbe di essere, a questo punto, l’agenda di un tale gruppo di lavoro che conviene certamente iniziare con una prima riduzione a tre fattispecie speculative sotto cui ci si dà il rapporto individuato fra Educazione e Diritto: il Diritto all’educazione (in tutto il mondo); la Didattica del Diritto (nelle scuole superiori italiane, e nei paesi dove questo insegnamento è previsto); e lo studio della formazione al rispetto dei comportamenti legali (con tutta la complessità che una tale, generica, dicitura comporta – per dare uno spaccato della quale basti citare il recentissimo lavoro coordinato dal famoso psicologo di Harvard, Howard Gardner, intitolato *Responsibility at Work. How Leading Professionals Act (or Don’t Act) Responsibly*, Harvard, 2007).

È chiaro: ci sono dei ‘parenti concettuali’, come direbbe Wittgenstein, molto prossimi al, o ai temi che qui stiamo introducendo, fra i quali, forse, quello dell’educazione alla democrazia si presenta come il più importante, e forse, anche, come il più *nutrito* – se con questa parola vogliamo intendere ‘riempito di riflessioni’: alludo al recente lavoro di una pedagoga, come Stefania Gandolfi (*Il diritto all’educazione*, Brescia, 2004), o di un giurista come Gustavo Zagrebelski (*Imparare la democrazia*, Torino, 2007). Un tema, questo del legame fra politica (ovvero: sistema politico) e giustizia, che è quanto mai attuale in un momento in cui i tempi dell’ultimo conflitto mondiale si allontanano sempre di più, anche nella percezione e nella memoria dei cittadini di tutto il mondo, mentre i problemi emergenti dalle nuove condizioni di vita impongono a tutti, ‘addetti ai lavori’ e non, di ricercare nuove soluzioni latamente ‘costituzionali’. La ‘società multiculturale’ è forse la dicitura più provocatoria che può venire in mente a questo proposito, posto che ‘cittadini’ che si auto-concepiscono come tali, ma secondo tradizioni di pensiero diverse, si trovano oggi, in prospettive sociologicamente assai fondate, a vivere gomito a gomito in spazi ‘nazionali’ che, ancora non molti decenni fa, si potevano ragionevolmente considerare come abbastanza omogenei sotto questo profilo.

Certo: politica, diritto, giustizia, cultura e senso di identità e di appartenenza – tutti questi concetti (ci) chiedono di essere ridiscussi ed ‘aggiornati’, e con una certa urgenza. In questo panorama concettuale, l’educazione presenta il merito di permettere uno studio ed una riflessione

costantemente legati a dati di fatto che si aggiornano annualmente, in riferimento a statistiche su proporzioni di ragazzi ammessi a scuola/non ammessi a scuola, promossi/bocciati, frequentanti italiani/figli di stranieri, programmi curriculari aggiornati/non aggiornati, 'buone prassi' in educazione/episodi di vandalismo, etc., e che quindi consentono di 'tastare il posto' continuamente ad un vasto settore istituzionale in cui il Diritto si attualizza in maniera facilmente apprezzabile. Inoltre, l'appartenenza geopolitica della Sicilia alla macro-regione mediterranea, a cavallo fra tradizioni giuridiche continentali ed analitiche, da una parte, ed arabomusulmane, dall'altra, conferisce ad un gruppo di lavoro come quello che qui si sta ipotizzando, focalizzato su 'Educazione e Diritto', ed installato in maniera permanente presso la Cattedra di Diritto internazionale della Facoltà di Giurisprudenza dell'Università di Catania, e al suo lavoro di ricerca e di riflessione un 'valore aggiunto', dovuto al 'naturale' confronto immediato fra le prassi del 'Diritto all'Educazione' come viene messo in essere nella parte Nord del bacino mediterraneo e quelle esistenti nella sponda Sud, dominata invece dalla tradizione sharaitica.

La differenza, che è certamente vasta, adesso richiamata fra le due tradizioni di Diritto (e di Educazione) esistenti nelle due sponde del Mediterraneo, non deve tuttavia essere esagerata, a mio avviso. Certo, essa da sola è già così macroscopica e rilevante che basterebbe a soddisfare il desiderio di lavoro di più schiere di ricercatori. Tuttavia, intelligenza vuole che tale 'figura bifronte' non assorba totalmente la mente di chi si pone a fare speculazione su temi come questi, posto che significative minoranze di non-Mediterranei frequentano – e ormai anche risiedono stabilmente – nella 'nostra' (e adesso questo 'nostra' significa: di noi Mediterranei *tutti*) macro-regione. Mi riferisco, ovviamente, alle masse di persone che provengono dall'Africa sub-sahariana (Senegal soprattutto), dall'Asia (Sri Lanka, India, Pakistan e Cina, soprattutto) e dall'America Latina. In altri termini: riflettere sulla 'nostra' – di *noi Mediterranei* – situazione non può farci dimenticare le nuove o ulteriori differenze che abitano nel cuore stesso di questo specifico *entre nous* (per riusare le parole di un famoso titolo di Lévinas). E da qui siamo portati a renderci conto di un'ulteriore, e forse 'ultima', circostanza: che la riflessione – la nostra, come quella di ogni altro consimile gruppo, creato e attivo in altre parti del mondo – sulla democrazia (cifra nella quale si compendia il nostro rapporto fra Educazione e Diritto) deve prevedere *geometrie variabili* in cui essa viene ad esistere.

Tutte queste considerazioni, come già detto, hanno qui solo un carattere preliminare e di proposta: servono soltanto a dire che sì, dobbiamo guardare davanti, o attorno a noi, senza però perdere la prioritaria consapevolezza di quale sia la terra sulla quale devono poggiare i nostri piedi. Siamo in Sicilia e a Catania: renderci conto di quale sia la *nostra*, siciliana o catanese, situazione del rapporto fra 'Educazione e Diritto', è la 'prima' cosa che dobbiamo fare. Ma questa 'prima' cosa possiamo farla in più maniere, che è intellettualmente obbligatorio porsi davanti. Possiamo farla guardando tematicamente solo alla concreta situazione catanese o siciliana; così come possiamo guardarla 'da fuori', utilizzando il punto di vista di osservatori esterni a Catania e alla Sicilia (o all'Italia); possiamo, infine, guardarla comparandola con la situazione di altre realtà geopolitiche (ed utilizzando, per questo, una corrispondenza viva con ricercatori appartenenti a gruppi di lavoro analoghi al nostro che esistono e lavorano già sul nostro stesso tema altrove). L'ultima maniera mi sembra la più interessante e più produttiva: è forse più 'in salita' delle altre due, ma ritengo che sia decisamente la più ricca, per noi e per i nostri corrispondenti. Ai quali, forse, facendo un buon lavoro, potremmo anche noi essere utili.

# Education for All EFA



## Global Action Plan: improving support to countries in achieving the EFA Goals

A basis for enhancing collective effort  
among the EFA convening agencies

UNDP~~UNESCO~~UNFPA~~UNICEF~~The World Bank

# P R E F A C E

## Why a Global Action Plan to achieve the EFA goals?

Education is a key parameter of sustainable human development and is essential for achieving international development targets. Development entails change of a societal and individual nature – education and learning of all kinds are key tools in enabling that change to take place, leading to new possibilities, new horizons and new connections. Thus efforts to achieve broad development aims and the EFA goals are closely intertwined; achieving all six EFA goals will play a significant part in reducing poverty and realising the whole of the Millennium Development Goal (MDG) agenda. Education is also a fundamental human right and offers the hope that we can fulfil our potential as human beings.

Five multilateral agencies of the UN system – the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), the United Nations Children’s Fund (UNICEF), and the World Bank – convened the Jomtien World Conference on Education for All in 1990 and the World Education Forum in Dakar in 2000 and have carried the vision forward at international level.

Since Dakar, the world has witnessed steady progress towards achieving the EFA goals, in particular towards universal primary education and gender parity among the lower-income countries. Nevertheless, progress towards the EFA goals has not been sufficient and fast enough to meet the target dates, especially in sub-Saharan Africa, South and West Asia, and the Arab States. The gender parity goal for 2005 has already been missed, and over 80 countries are at risk of not achieving gender parity even by 2015. About one-fifth of the world’s adult population – an estimated 781 million – remains illiterate. Quality at primary level remains a major issue worldwide, compounded by a serious shortage of trained and qualified teachers, particularly female teachers.

In response, the international community has made concerted efforts by providing technical and financial support to countries in need. In terms of financial support, there was a declining trend in Official Development Assistance (ODA) to education in the 1990s, but the year 2005 saw a positive projection of increased financial aid. While aid to basic education will likely increase in line with overall aid, its share would have to double to reach the estimated US\$ 7 billion a year necessary just to achieve UPE and gender parity. The reform of the UN system also provides a positive arena for this Plan, which, like the current reform efforts, aims at greater coherence and effectiveness among agencies, while at the same time providing a sectoral framework for implementing the principles of the reform. A similar, mutually reinforcing relationship exists with the aims of the Paris Declaration of Aid Effectiveness and Donor Harmonisation.

In countries where much remains to be accomplished, stronger political will is now visible. In support of this, it is urgent, seven years after the first commitment to the six EFA goals, to infuse new energy into the movement and to ensure that the eight remaining years before 2015 see concerted and complementary efforts. This requires the full engagement of all EFA stakeholders and particularly of the five convening agencies; a clear understanding of their relative roles responsibilities is essential. It is to respond to this need that the Global Action Plan has been prepared, building on each agency’s comparative advantage and harmonising actions in support of country-led national education sector plans to achieve the EFA goals by 2015.

## The EFA Goals

- (v) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- (vi) 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;
- (vii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (viii) 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;
- (ix) 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;
- (x) 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.

## Education-related Millennium Development Goals with related targets

### Goal 2. Achieve Universal Primary Education

Target 3: Ensure that all boys and girls complete a full course of primary schooling

- 6. Net Enrolment Ratio in Primary Education (UNESCO)
- 7. Proportion of Pupils Starting Grade 1 who Reach Grade 5 (UNESCO)
- 8. Literacy Rate of 15-24 year-olds (UNESCO)

### Goal 3. Promote gender equality and empower women

Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

- 9. Ratio of Girls to Boys in Primary, Secondary, and Tertiary Education (UNESCO)
- 10. Ratio of Literate Women to Men 15-24 years old (UNESCO)
- 11. Share of Women in Wage Employment in the Non-Agricultural Sector (ILO)
- 12. Proportion of Seats Held by Women in National Parliaments (IPU)

# GAP Document I

## OVERVIEW

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The EFA Global Action Plan consists in all of a series of ten documents. However, the present document – **GAP Document I** – conveys its essential elements and objectives and is self-contained.

The **supporting documents**, to which Document I refers as necessary, provide further details and explanations as well as data to support application of the Plan. They are as follows:

**GAP Document II: Background, context, focus**

**GAP Document III: International partnerships in EFA**

**GAP Document IV: Strategic directions of the EFA convenors**

**GAP Document V: Provision of support to EFA by the five convening agencies**

**GAP Document VI: Key areas of support to the national level**

**GAP Document VII: Improved coordination at the global level**

**GAP Document VIII: Putting EFA coordination into practice at country level**

**GAP Document IX: Country indicators, status and support**

**GAP Document X: Indicative timeline**



## EDUCATION FOR ALL (EFA) IN CONTEXT

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(i) Sustainable human development involves societal and personal change – a process in which learning and education are essential components. The vision of Education for All (EFA) is to offer to everyone a basic education of quality, enabling children, youth and adults to grasp new opportunities, become more active citizens, and to initiate, manage and sustain positive change. International development targets, including the Millennium Development Goals (MDGs), provide an essential development agenda with which the EFA goals have mutually reinforcing linkages. EFA and the MDGs have the same timeline – 2015 – and both aim to enhance international cooperation in support of the development plans of national governments.

(ii) The current Education for All (EFA) movement started in 1990 with a World Conference on Education in Jomtien, involving representatives from Governments, Bilateral and Multilateral agencies and Civil Society Organizations. The conference was convened by five multilateral agencies (UNDP, UNESCO, UNFPA, UNICEF and World Bank) and the resulting Jomtien Declaration on EFA entailed a commitment by countries and development partners to achieving universal primary education by 2000. Despite some good progress this goal proved to be unrealistic for many countries in the time period proposed. The five convening partners organized a follow-up World Education Forum in Dakar in April 2000, at which progress was reviewed, the EFA vision was renewed and an integrated set of six EFA goals was agreed by the participating countries and agencies/organisations.

(iii) These six Dakar goals represent the most comprehensive and ambitious education goals the international community has ever agreed to pursue. In terms of broader development efforts, the Millennium Declaration and the related MDGs, agreed by Heads of Governments and agencies at the United Nations Millennium summit in September 2000, provide an over-arching international framework. The MDGs include two of the six Dakar goals, namely achieving universal primary education by 2015 and gender parity in primary and secondary education by 2005. Progress in EFA has therefore become increasingly intertwined with efforts to achieve the MDGs. This approach more clearly highlights the contribution of education to overall development and reiterates the rationale for investing in education, both as a key driver of development and as a basic human right.

## PROGRESS AND CHALLENGE IN EFA

(iv) Progress towards achieving the six EFA goals, adopted in 2000, is visible, but they remain elusive.<sup>1</sup> Recognising the positive achievements and initiatives thus far, governments and the international community are fully aware of the challenge, and of the risk that the 2015 EFA targets may not be universally met. Seven years after the Dakar Forum, the first of those targets has been missed – gender parity in primary and secondary education by 2005 – a clear indication that there is a need for even greater concerted action.

(v) The international community has made greater efforts to raise aid and investment in EFA, but there is still a significant financial gap. While aid to basic education will likely increase in line with overall aid, its share would have to double to reach the estimated US\$ 7 billion a year necessary just to achieve UPE and gender parity. External funding required for achieving all the EFA goals, is estimated at US\$11 billion a year (2007), which is three times higher than the current level.

(i) \_\_\_\_\_

<sup>1</sup> The Plan does not rehearse in detail the current status of EFA in the world nor discuss the substantive challenges in achieving it – these are adequately documented in the annual EFA *Global Monitoring Report* whose data and analyses provide a vital stimulus for the coordinated action that the GAP proposes.

### **Progress in EFA since 2000 – key indicators**

- Nearly 20 million new students in sub-Saharan Africa and South and West Asia entered primary schools.
- 47 countries achieved universal primary education.
- More girls are enrolled in primary schools.
- The number of secondary students rose substantially – more than four times the increase in the number of primary students.
- In about 70 of 110 countries surveyed, public spending on education increased as a share of national income.

### **Urgent EFA challenges**

- Giving children the best start: policies must provide for a healthy and stimulating early learning environment so that children, particularly disadvantaged children, are ready to get the most out of school when they enter the primary level.
- Accelerating access to formal schooling: there are still approximately 77 million out-of-school children of primary school age, and 57% of them are girls. Many more children are enrolled, but do not attend regularly.
- Facilitating access to and completion of quality education for the 43 million children living in conflict-affected and fragile states.
- Alleviating the financial burden on the poorest: household costs are a major obstacle for the poor, and schools fees are still collected at the primary level in 89 out of 103 countries surveyed.
- Giving adequate attention to adult literacy: policies must provide for the scaling up of youth and adult literacy programmes and the development of a rich literate environment, with increased budgets.
- Addressing gender issues throughout education: there is a compelling need to address ongoing obstacles to girls' access to schooling and to tackle issues of gender equality within the school environment.
- Improving educational quality: Being in school or in an adult learning programme will not have positive impact unless it is of high quality and leads to usable knowledge and competencies.
- Raising the resources to achieve EFA is a constant challenge, both from domestic budgets and external aid.

## **INTERNATIONAL MOMENTUM AND OPPORTUNITY**

(vi) This Global Action Plan (GAP) comes at a time of particular international momentum and opportunity in the wider developmental context of EFA. The year 2005 saw important steps forward and major commitments to global development, which included greater integration of development issues into socio-political agendas, as well as specific commitments to new aid resources. Education in general and EFA in particular are a central part of these commitments, which include (see also GAP Document II):

- The World Summit in September 2005 assessed progress towards the MDGs and re-affirmed EFA as a key element in broader development efforts.
- The Monterrey Consensus provides a compact of mutual commitments between donor and developing countries.
- The Paris Declaration on Aid Effectiveness and Donor Harmonisation, adopted in May 2005, envisages new ways of aligning aid with national development processes.

- The reform of the UN is a matter of urgent and over-arching concern, bringing new demands and fresh opportunities for coordinated action. It aims to enhance coherence across the UN system and will result in a unified programme at country level. In education, the GAP echoes these aims and puts into practice the calls for coordinated action and greater efficiency among UN agencies.

(vii) The GAP builds on the existing efforts of EFA partners. Since the World Education Forum in Dakar in 2000, greater commitments to achieving EFA have been made by governments in assuming stronger leadership and expressing greater political commitment. Bilateral and multilateral agencies (the five EFA convenors and others<sup>2</sup>) are raising levels of aid and enhancing technical cooperation, and EFA has greater visibility on the development agenda. Distinct but related international initiatives, as well as targeted action addressing specific aspects of the EFA agenda, already channel international commitment; EFA also draws on key linkages with civil society networks.<sup>3</sup> Global action on EFA takes multiple forms; the GAP provides a reference point for greater coordination of initiatives such as the UN Girls' Education Initiative (UNGEI), the EFA Fast Track Initiative (FTI), the UN Decades for Literacy (UNLD) and Education for Sustainable Development (UNDESD), the World Programme for Human Rights Education (WPHRE), the E-9 Initiative, and many more (see GAP Document III).

(viii) South-South cooperation is increasingly a key partnership in support of EFA. It has the particular advantage of sharing experience across contexts which face similar challenges, opportunities or constraints. A more deliberate and expanded approach to such cooperation, in part supported by donor countries, will offer greater opportunities for exchange and mutual learning through a range of fora and mechanisms including the E-9 countries. The latter have made commitments to continue to address their own EFA challenges as well as to use their expertise to assist less well-positioned developing countries to achieve the EFA goals.

## PURPOSE OF THE GLOBAL ACTION PLAN

The intention of partners in formulating this EFA Global Action Plan is to better coordinate the support provided to countries for achieving the six Dakar Goals, particularly those with the deepest EFA needs (see GAP Document IX). The plan commits the five EFA convening partners to spearheading this coordinated support in line with their respective comparative advantages and within the framework of existing means and mechanisms for coordinating development assistance. This global action plan entails support for the six EFA goals in their own right, as well as in terms of being the main contribution of the EFA movement to achievement of the MDGs. The diagram on page 11 shows how the EFA Global Action Plan serves to enhance coordinated action at national and international levels.

(ix) Stakeholders in EFA at every level agree that the central focus of action towards the Dakar goals is the country – with clear government leadership, a well-constructed plan

(i) \_\_\_\_\_

<sup>2</sup> Other partners who show commitments to EFA include the following: 1) the Inter-Parliamentary Union (IPU) through mobilizing parliamentarians for promoting EFA, educational legislation and budgets; 2) the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the Human Rights Council, including the Committee on Economic, Social and Cultural Rights, the Committee on the Rights of the Child, and the Special Rapporteur on the Right to Education on issue of the right to EFA; 3) the International Labour Organization (ILO) on child labour and the status of teachers; 4) the United Nations High Commissioner for Refugees (UNHCR) on education for refugees and displaced persons; 5) the World Health Organization (WHO) on health (including HIV/AIDS) education; 6) the World Food Programme (WFP) through the school feeding programme; 7) and the United Nations Environmental Programme (UNEP) on environmental education.

<sup>3</sup> The links between EFA, the MDGs, the UN Decade of Education for Sustainable Development and the UN Literacy Decade are explained in the brochure *Linkages between the Global Initiatives in Education*, (Education for Sustainable Development in Action, Technical Paper No. 1 – 2005). UNESCO, Paris.

for the education sector and the engagement of all stakeholders around the plan — ‘one country ~ one plan’. The national plans for the education sector will provide the framework for planning and international support; EFA priorities will be identified within these plans, with regard also to the larger framework of national development strategies.

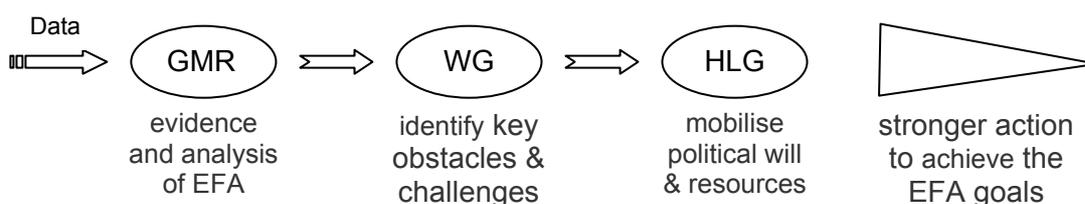
(x) The specific objectives of the Global Action Plan are to:

- Provide a framework for increased, ongoing cooperation among international EFA partners as a basis for greater complementarity in support of efforts to achieve EFA at national level;
- Identify key areas of education support to be provided by partner agencies for different categories of countries, and for each country as and when specific country plans are reviewed (see below and GAP Document VI).
- Map out roles/responsibilities of partner agencies, based on comparative advantage, in a joint approach to providing support for different categories of countries and for each country as specific country plans are reviewed (see below and GAP Document IV).
- Outline and regularly update a “service provider” checklist of the comparative advantages of agencies in relation to policy, programming, technical, logistic, advocacy and other forms of external support for education in different categories of countries (see GAP Document V).
- Map out operational strategies and mechanisms to facilitate, at country level, a seamless flow of joint support by partner agencies to specific national education-sector plans (see below).
- Further develop mechanisms for joint monitoring and reporting on performance in EFA and for jointly reviewing progress regularly in order to promote decisions on the most appropriate measures for accelerating progress towards achieving the EFA goals (see below).

(xi) Coordinated action will result from a commitment to dialogue that is regular, focused, and of high quality, at the national level and at the international level. At national level, multilateral and bilateral partners will demonstrate commitment to greater coordination, harmonisation and alignment with national priorities as part of the wider development processes, in particular the Paris Declaration on Aid Effectiveness. At international level, EFA partners will ensure that agendas are complementary and mutually supportive. Shared experience at the regional level provides a productive and appropriate basis for harmonising action where similar contexts lend themselves to common approaches in the pursuit of EFA.

(xii) Coordination responsibilities for the overall EFA effort, with a focus on the role of UNESCO in collaboration with the other EFA convening agencies, are outlined in GAP Document VII. The objectives of global coordination are to maintain commitment and political momentum in the international community, in support of the achievement of the EFA goals at national level. An indication of arenas and events by which the international profile may be promoted, together with an indicative timeline, is given GAP Document X.

### Integrating international EFA mechanisms: annual cycle



GMR = EFA Global Monitoring Report  
 WG = EFA Working Group  
 HLG = EFA High-Level Group

## Using the Global Action Plan

### This Plan serves as:

**A platform** for cooperation at international level, delineating areas of action and respective responsibilities;

**A reference point** to structure coordinated action at national level among EFA partners, so that support to national leadership and implementation in EFA is relevant, effective and efficient, building on the specific comparative advantages of each agency in a given country.

## OPERATIONAL TARGETS AND PRIORITIES

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(xiii) In operational terms the targets set by partner agencies are about helping to put countries on a feasible track for achieving the six EFA goals as well as the education and gender MDGs by the proposed deadline. The external support required for developing and implementing sound policies and programmes in education can be quite complex and extensive in scope. As the six Dakar Goals indicate, support needed could span from early childhood through primary and on to secondary levels and beyond. It also includes the formal school and non-formal learning. It is about ensuring quality, eliminating disparities and promoting effective learning. It is also about financing the education system and sector on an adequate, reliable and sustainable basis. Given the diversity and intensity of external support required, it is evidently the case that agencies will have their own priorities and preferences as to what they can best support based on their strengths, capacities, competencies and organisational mandates.

(xiv) In the coordination of EFA at country level, government leadership is the central element, bringing stakeholders together around a national education sector plan. This *Global Action Plan* proposes to use and strengthen existing fora in which coordination can take place, such as EFA fora, UN processes (CCA/UNDAF, UN Country Team), groupings of external partners (around PRS, SWAps, FTI), and other networks. Regional fora may also serve to improve coordination in support of the national level.

## TARGETS

(xv) The Dakar Framework for Action set quantified and timed targets for three of the six EFA goals and recommended that, beyond these, other targets should be set at country level:

*Individual countries, through a process of consultation among all stakeholders in education and with the assistance of the wider international community and EFA follow-up mechanisms, should set their own goals, intermediate targets and time-lines within existing or new national education plans. (p. 14)*

(xvi) Other reasons for promoting national targets include consideration of context, building strong local ownership and enabling the participation of a wide range of local stakeholders in setting and monitoring targets, as well as using them in advocacy. Linking targets to planning and resource allocations is also more direct at national level. The key areas of support to the national level (see below) provide a framework for multilateral agencies to establish target-setting and monitoring.

(xvii) There is a need to keep the international community accountable for its part in achieving the EFA goals and to push hard for greater commitment and action. By defining areas of complementary action, this Plan serves also as a guide for monitoring the scope and effectiveness of support to national efforts to achieve EFA.

## KEY AREAS OF SUPPORT

Key support area	Goal	Comment
<b>Key area 1: Promoting national leadership</b>	EFA convenors will influence CCA/UNDAF development and implementation to become a consistent process for integration of multilateral agendas, with the full incorporation of education, and in support of national development strategies. EFA convenors will also work to influence PRS and other national development strategy processes in the same way.	National development strategies, whether a PRSP or a national plan, will remain pivotal in all planning assistance. Strengthening national leadership in education is crucial to guiding greater harmonisation and alignment of international support at national level and to coherent long-term planning and priority-setting.
<b>Key Area 2: Capacity development</b>	Develop an integrated approach towards capacity development and a process for implementation – a joint venture among the EFA convenors.	Achieving the EFA goals implies adequate capacity, from the level of school and community to teacher training in higher education institutions and administrative capacity in education ministries. EFA stakeholders are agreed on the central importance of developing capacity as a key basis for progress. In particular, capacity development will respond to needs to scale up successful experiences, use existing capacity better and adopt good practices.
<b>Key Area 3: Communication and advocacy</b>	Drawing on their wide-ranging experience, EFA convenors will develop media and advocacy plans to support national implementation of all six EFA goals and to link them with broad development objectives.	EFA is everyone's concern – from parent to president, from classroom to cabinet, from farmer to funder. Only adequate communication will ensure that all those concerned become engaged as actors in the process of achieving the six Dakar goals. Advocacy for the place of education in development, for the EFA goals as a sine qua non for reaching the MDGs, and for the right of every human being to learning and education will be at the heart of communication strategies. The data and evidence of the EFA Global Monitoring Report are a key resource in shaping advocacy messages.
<b>Key Area 4: Resource mobilisation</b>	EFA convenors will continue to urge governments to devote at least 6% of GNI to education, including basic education, and to lobby donors so that by 2010 a significantly increased proportion of the extra official development assistance that has been pledged will be directed to basic education <sup>4</sup> .	The Dakar Framework for Action made a commitment to making resources available wherever credible plans are in place. Bilateral aid, the EFA Fast Track Initiative (FTI) and other sources have mobilised additional resources and pledged yet more; the private sector in some contexts provides a range of inputs. However, critical funding gaps remain for achieving all the EFA goals, and efforts to mobilise the necessary resources remain crucial.

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<sup>4</sup> Bilateral ODA to basic education was about 2% of total bilateral aid in 2003 (*EFA Global Monitoring Report 2006* pp.108-109).

Key support area	Goal	Comment
	Further research will be undertaken on the size of the financing gap for EFA, with an emphasis on regular monitoring and re-assessment, supporting the costing of national education sector plans as well as estimates of global needs.	The external financing required for EFA Goal 2 (primary education, with gender parity in primary education from Goal 5) has been estimated at US\$ 7 billion per annum <sup>5</sup> . Estimates of the total cost to reach the adult literacy goal are US\$ 2.5 billion per annum. There is little or no costing of the other goals. Refining these estimates will underpin resource mobilisation for each of the constituent parts of the EFA agenda, and for the whole of that agenda.
	EFA convenors will work to increase the transfer of resources to EFA through existing and innovative financing mechanisms. This will include ensuring that, by the end of 2008, FTI will serve as a channel for financial assistance to at least 60 countries, and the linkages between FTI funds and greater ongoing bilateral support will be clear.	In the search for greater external support to EFA, the World Bank will play a key role, both in channelling resources and facilitating other, largely bilateral, funding. EFA-FTI provides seed money and capacity development resources to selected countries and expects to expand to more. FTI funds should leverage greater, longer-term and more predictable financing.
	EFA convenors will lobby for new and increased external financial assistance for the EFA goals of adult literacy, early childhood care and education, and lifeskills and vocational programmes for young people; FTI, bilateral and other channels will be explored.	Current estimates of funding needs for EFA do not include all six goals, nor take a comprehensive view of how the costs of the whole EFA agenda are related to the costs of meeting the MDGs or aspects of sustainable development more broadly. Identifying funding for all the six goals will dovetail with broader development funding processes.
	EFA convenors will work with governments to develop policies that facilitate strong public-private partnerships in support of EFA, in countries where such partnerships are currently weak.	A clear framework for policy development will build on experience and lessons learnt from existing public-private partnerships
<b>Key Area 5: Effective use of aid for EFA</b>	Working with the OECD/DAC, EFA convenors will promote aid effectiveness at country level by 1) ensuring that the education sector is fully part of the implementation of the Paris Declaration and 2) using FTI as a sectoral instrument of in-country Paris Declaration processes. The World Bank will play a central role in these efforts.	As commitments to increased amounts of development aid are made around the world, it is crucial that aid is used, and seen to be used, effectively. The evidence of aid effectiveness will be found in the tangible and visible results in improved educational opportunities and in the increasing impact of enhanced learning outcomes on socio-economic development. It will also be shown through the reduction of the transaction costs to recipients, improved absorptive capacity and greater efficiency in the use of funds.

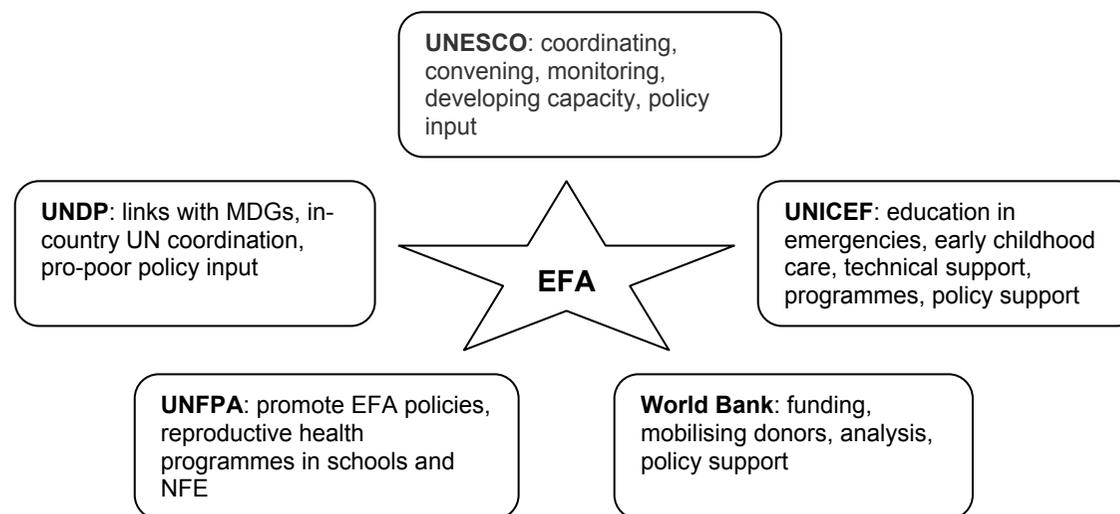
(i) \_\_\_\_\_

<sup>5</sup> UNESCO. 2005. *Literacy for Life*. EFA Global Monitoring Report 2006. Paris: UNESCO. This figure compares with US\$ 1.16 billion of bilateral aid to basic education in 2003.

Key support area	Goal	Comment
<b>Key Area 6: Monitoring and Evaluation</b>	With EFA convenors, other international partners and national governments, UNESCO will coordinate reviews of EFA progress in 2006-2007 at national level, leading to regional syntheses and in concert with the GMR global review of progress, and as part of a longer-term review and research process to inform national priorities. In the longer term, a process of peer review among countries and among agencies will be considered.	Currently, progress on EFA is monitored through the annual <i>EFA Global Monitoring Report</i> which is prepared by an independent team based in UNESCO. The GMR represents the most authoritative source of evidence on progress with EFA and is assumed to reflect the collective efforts of most EFA partners who make inputs and provide information at the request of the GMR team. The implementation of this plan will also be monitored and evaluated. In addition to the GMR there is an EFA Working Group through which a wide range of partners and countries convene annually to review progress and discuss technical and strategic issues relating to the challenges of achieving the EFA goals. Most importantly, there is the EFA High-Level Group comprising of a wide range of countries and agencies, which meets annually to review progress as reported in the GMR and to take key decisions on measures required to accelerate progress towards achievement of the EFA goals.

Note: these key areas are further developed in GAP Document VI.

#### EFA convening agencies: broad areas of support to EFA



## FROM INTERNATIONAL FRAMEWORK TO NATIONAL ACTION: OPERATIONAL GUIDELINES AND MECHANISMS

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(xviii) The key arena for action in EFA is at national level, in the context of each country's educational policy and plan. This Action Plan provides a coherent framework for coordinated and complementary action by international agencies in support of country-level implementation. The areas of strategic focus suggest how such support may be targeted, given the endless range of needs and possibilities. The areas of support to national action have been identified in many EFA discussions as essential to the promotion and implementation of EFA in every context.

(xix) In the national context, the process of collaboration can be spelled out in more specific and more concrete terms than is possible in a global document. With the GAP providing an international framework, collaboration at national level can and should be structured around measurable targets and timelines, on the basis of local data, stakeholder capacity, and particular circumstances.

(xx) Support to countries under this EFA Global Action Plan will be provided through the various mechanisms that already exist for coordinating external assistance in education and development. These mechanisms include:

- **UN Country Teams (UNCT):** UNCTs bring together all the UN agencies represented in a particular country in order to coordinate and harmonise their support. The role of this mechanism gains in importance because of the United Nations reform process that is leading to joint programming among UN agencies in an increasing number of countries, as a means of consolidating their efforts and offering more effective support to countries, as well as providing more efficient partnerships with other development actors. The UN Resident Coordinator is tasked with convening and managing the UNCT, which serves, among other things, as the arena for debating and developing the Common Country Assessment (CCA) and the resulting UN Development Assistance Framework (UNDAF). The UNCT may have a number of theme groups, including on education. As a forum specifically designed within the multilateral system, it includes four of the five EFA convening agencies and has the advantage of bringing other multilateral EFA stakeholders to the table, such as FAO and WFP. It is therefore a key forum for maintaining education in general and EFA in particular on the agenda, and it is essential that one of the four UN convening agencies present in the country should assume, potentially on a rotating basis, the role of EFA advocate in this arena.
- **Sector Wide Approaches (SWAs) in education:** through which development partners at the country level work jointly with the Government to review national education sector plans and priorities, as a basis for pooling support through a sector budget or a general budget support process. There is considerable variation in the interpretation of how a SWAp should function; however, it offers an arena for coordination of support to EFA, even though its scope goes beyond the EFA goals.
- **Fast Track Initiative (FTI):** For the purpose of endorsing a country's eligibility for FTI assistance and assessing the plan for working towards the targets of the indicative framework, the FTI has set up in-country groups of donors and, generally, some civil society representatives, led by a designated coordinating donor agency. The membership and the mandate of this group are specific, in that it consists principally of donor agencies, which present their conclusions to the government and the FTI international secretariat, and that it focuses exclusively

on primary education. The FTI grouping is a key actor in supporting part of the EFA agenda and should be represented in a wider forum.

- **Aid coordination:** The Paris Declaration calls for greater alignment of donor support to government priorities, increased harmonisation of procedures and approaches among donors and mutual ownership of development goals and targets by donors and governments. Thus external development partners are being brought together under government leadership to examine how to work towards the targets of the Paris Declaration. While the focus of these discussions is on how aid is delivered, questions will inevitably be raised around development priorities, at the macro level. Thus education may figure among such discussions, although it is unlikely to be their focus. With regard to EFA, it will be crucial to maintain its profile appropriately in meetings and discussions of aid coordination, as well as to reflect those discussions and principles in other fora where EFA is particularly in focus.
- **Sector Clusters in emergency humanitarian response:** The cluster approach was designed to fill gaps and to enhance the response to humanitarian crises among partners working in countries affected by conflict and natural disasters. The UN Inter-Agency Standing Committee's (IASC) Working Group agreed in November 2006 to apply the cluster approach to the education sector. UNICEF, in close collaboration with Save the Children, will facilitate a development process with key UN and NGO stakeholders in early 2007 for the implementation of the cluster approach at the global and country levels.
- **Comprehensive Sector Planning Processes:** through which countries are supported by partners (often jointly) to strengthen their national education plan, so that it addresses all aspects of the six EFA goals and builds on the connections or linkages with other sectors in order to better address the MDGs. Echoing the functions of the EFA fora, proposed in Dakar but rarely set up, a comprehensive sector planning process is convened by the government, with the participation of all EFA stakeholders, including both national and external partners (the latter being principally the multilateral agencies and bilateral funders) and civil society (for example, NGOs active in education, teachers' organisations, parent/teacher associations or *associations de parents d'élèves*, and community groups). Given that this mechanism has an education-wide mandate and inclusive participation, it is likely to be the most suitable forum to address EFA specifically and to ensure better coordination of effort and stronger support to national leadership.

(xxi) Situations of state fragility and post-conflict call for special measures, since it is unlikely that mechanisms already exist through which coordination in support of EFA can be promoted. Agencies are engaged in a common process of learning by doing and developing best practices for challenging situations. Currently key initiatives in this regard involve several of the EFA convening partners (especially UNESCO, UNICEF and the World Bank) in knowledge building work through OECD/DAC and EFA-FTI work on these subjects.

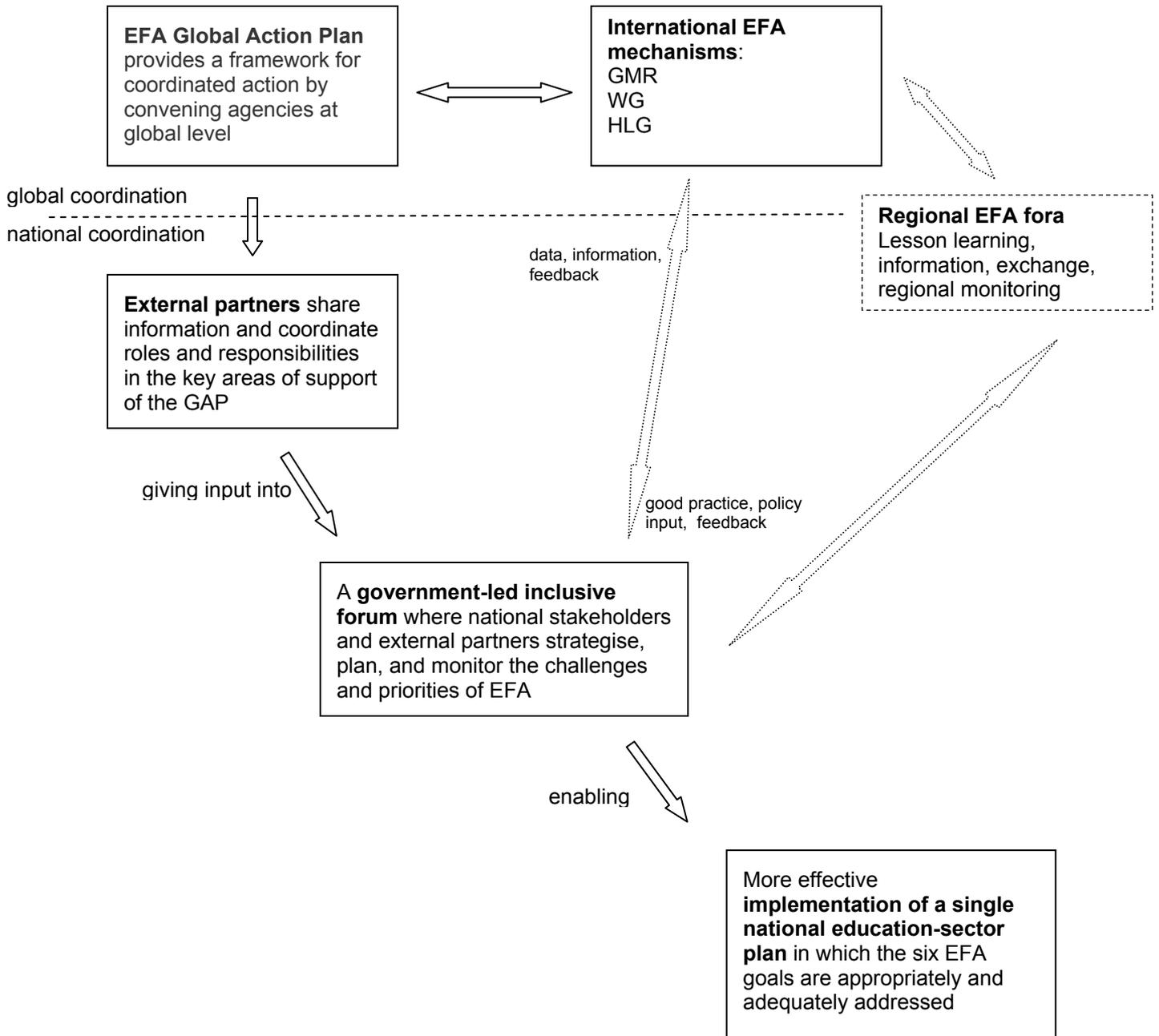
(xxii) Given that these mechanisms do not all serve the same purpose and that several may exist in one country, coordination in support of EFA may take place across a number of groupings. In terms of identifying the best arena, two functions should be taken into consideration:

- The need for an inclusive mechanism, chaired by the government, with ALL the relevant stakeholders from government, civil society, donors/funders, multilaterals and the private sector. This will serve to fulfil the purposes originally intended for the EFA fora and now best represented by comprehensive sector planning processes.

- The need for a forum where coordination among external partners is specifically negotiated, including both bilateral and multilateral partners and, where relevant, international civil society partners. This forum may be a consultative or working group in education; the UNCT, or a sub-group of it, provides a further forum for the multilaterals specifically, focusing on EFA (or on education more broadly). Local dynamics, relations and context will determine what the most appropriate forum is. In terms of improving external support, it is necessary that the EFA agenda should be advocated by the agencies providing such support, and it is appropriate that this key function should be undertaken in turn by each of the EFA convenors who are represented in the respective country.

(xxiii) Within these processes and mechanisms, action will be based on agreement on roles and responsibilities – see GAP Document VIII for an indication of how that might be structured.

**Using the GAP: global and national coordination**





# GAP Document II

## BACKGROUND, CONTEXT, FOCUS

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### Overview

**INTERNATIONAL GOALS**

**URGENT EFA CHALLENGES**

**INTERNATIONAL CONTEXT AND OPPORTUNITY**

**STRATEGIC FOCUS OF GLOBAL ACTION**

Countries with the deepest needs

The whole EFA agenda

Harmonising effort

## INTERNATIONAL GOALS

### The EFA Goals

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- (ii) 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;
- (iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) 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;
- (v) 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;
- (vi) 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.

## Education-related Millennium Development Goals with related targets

### Goal 2. Achieve Universal Primary Education

Target 3: Ensure that all boys and girls complete a full course of primary schooling

- 6. Net Enrolment Ratio in Primary Education (UNESCO)
- 7. Proportion of Pupils Starting Grade 1 who Reach Grade 5 (UNESCO)
- 8. Literacy Rate of 15-24 year-olds (UNESCO)

### Goal 3. Promote gender equality and empower women

Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

- 9. Ratio of Girls to Boys in Primary, Secondary, and Tertiary Education (UNESCO)
- 10. Ratio of Literate Women to Men 15-24 years old (UNESCO)
- 11. Share of Women in Wage Employment in the Non-Agricultural Sector (ILO)
- 12. Proportion of Seats Held by Women in National Parliaments (IPU)

## URGENT EFA CHALLENGES

- Giving children the best start: early childhood care and pre-primary education are provided in diverse ways depending on context, and percentages of children benefiting from formal pre-primary opportunities are static. What is crucial is to put in place policies which provide for a healthy and stimulating early learning environment so that children, particularly disadvantaged children, are ready to get the most out of school when they enter the primary level. The 2007 EFA Global Monitoring Report provided new data and indicators as part of a more developed framework for assessing progress in ECCE.
- Accelerating access to formal schooling: there are still approximately 77 million out-of-school children of primary school age, and 57% of them are girls. Between 1998 and 2002, the global Net Enrolment Rate in primary education increased by only 1%, from 83.6% to 84.6%. To reach those who remain out of school will require not just greater efforts, but above all different approaches adapted to the particular circumstances of disadvantaged groups.
- Alleviating the financial burden on the poorest: household costs are a major obstacle for the poor, and schools fees are still collected at the primary level in 89 out of 103 countries surveyed. The fees and indirect charges levied for schooling have a disproportionate impact on the chances of the poorest to access learning opportunities. Eliminating school fees means that other resources must be found to fill the resulting gap, and the risk to quality from a large influx of children into the system must be addressed.
- Facilitating access to and completion of quality education for the 43 million children living in conflict-affected and fragile states.
- Giving adequate attention to adult literacy: explicit literacy policies must provide for the scaling up of youth and adult literacy programmes and the development of a rich literate environment, with increased budgets – currently literacy programmes receive only 1% of educational budgets. Programmes must be

relevant to local community needs and motivations, with adequate learning materials and trained facilitators. Good literacy programmes will use the languages which learners already know and offer other languages they need to learn.

- Addressing gender issues throughout education: Only about two-thirds of 181 countries with data had achieved gender parity in primary schooling as of 2004, and measures to ensure the equal schooling of girls and boys were not adequate to meet the 2005 goal of gender parity in primary and secondary schooling. Of the 77 million children out of school, 57% are girls, and 66% of adults without literacy skills are women. There is a compelling need to address ongoing obstacles to girls' access to schooling, as well as to tackle issues of gender equality within the school environment. Although the overwhelming need for action is in favour of girls and women, the regions where boys are disadvantaged cannot be neglected.
- Improving educational quality: Being in school or in an adult learning programme will not have positive impact unless it is of high quality and leads to usable knowledge and competencies. Well-trained teachers able to employ a range of pedagogical strategies are a sine qua non of quality learning. The initial and in-service training of teachers is a priority concern in achieving sustainable learning outcomes. Other areas which need attention are: good and sufficient learning materials; use of appropriate languages for learning, particularly the learner's own language in initial instruction; adequate instruction time and an emphasis on literacy as a tool of learning. Clean, safe and child-friendly schools as well as good school leadership also count for much in providing quality learning opportunities. Quality will be assessed through adequate measurement of learning outcomes.
- Raising the resources to achieve EFA is a constant challenge, both from domestic budgets and external aid. The \$7bn needed for reaching the primary education goal is far from met, and little extra support has been mobilised for meeting the other goals, such as adult literacy or early childhood education. The real costs of the HIV & AIDS epidemic and of achieving quality across the board, among other aspects of EFA, are not yet known.

## INTERNATIONAL CONTEXT AND OPPORTUNITY

(xxiv) The World Summit in September 2005 assessed progress towards the MDGs and re-affirmed EFA as a key element in broader development efforts. The G8 countries and other donors made commitments to increase aid by approximately US\$50 billion a year by 2010 (compared with 2004 when total bilateral aid was about US\$80 billion). The G8 also agreed to cancel all outstanding multilateral debts of eligible heavily indebted poor countries (HIPCs), and endorsed the EFA Fast Track Initiative. The outcomes of the UK-initiated Commission for Africa raised the profile of EFA needs in that region, with specific recommendations for areas of focus for greater investment. The Monterrey Consensus, as a compact of mutual commitments between donor and developing countries, continues to provide the framework for delivering aid. Further, the Paris Declaration on Aid Effectiveness and Donor Harmonisation, adopted in May 2005, opens the way to new ways of aligning aid with national development processes. This Plan places national leadership at the centre of implementing the principles of aligning international aid with national priorities and of enhancing cooperation among EFA stakeholders.

(xxv) The reform of the UN also gathered pace in 2005 – overlap, duplication, inefficiency and competition among agencies are criticisms that have been levelled at the UN system. As part of enhancing coherence across the UN system, the GAP echoes and puts into practice the calls for achieving the greater cooperation and efficiency among UN agencies that are at the heart of UN reform. The UN Development Group *Action Plan*

on the Millennium Declaration, MDGs and other International Development Goals, 2006-08 aims at “renewal of resolve and urgency [...] to seize an historic opportunity to improve the lives of the poor and marginalized whilst demonstrating the value and efficacy of the UN system in development cooperation.” These concerns also underpin this Plan which is a means, in education, for a more coordinated approach, among the five agencies that convened the international EFA meetings in Jomtien and Dakar, and subsequently among all stakeholders. The UNDG Plan goes on to align action in education with this Global Action Plan as an international framework, noting that any follow-up action in basic education will take place “within the framework of the forthcoming Global Plan of Action to Achieve the EFA Goals with which the UNDG Action Plan is completely consistent in its strategic and operational approach.” Similarly, this Plan will serve as an opportunity, in the education sector, to implement the principles of aid effectiveness and donor harmonisation enshrined in the Paris Declaration.

## STRATEGIC FOCUS OF GLOBAL ACTION

### ***Countries with the deepest needs***

(xxvi) Successive editions of the EFA *Global Monitoring Report* have indicated countries which are unlikely to achieve the EFA goals by 2015, focusing on primary education, adult literacy and gender parity. Most of these countries are located in sub-Saharan Africa, South Asia and the Arab region, and many of them are Least Developed Countries (LDCs). Countries in post-disaster or post-conflict situations also have deep EFA needs with indicators often falling. External assistance, whether funds or of other kinds, may not necessarily reach these countries, because of low institutional capacity, contextual uncertainties and the difficulty of long-term planning. On the donors’ part, selective priorities and political concerns may prevent investment in such countries.

(xxvii) An action plan at the international level will only have meaning insofar as it enables faster, more solid and sustainable progress towards the EFA goals at the national level.<sup>6</sup> A plan should therefore focus on three areas:

- First, action will address all developing countries with EFA needs, with a special emphasis on countries that are farthest away from achieving the EFA goals.
- Second, it is equally important to address the needs of disadvantaged groups within countries, wherever they are. Such groups are found in every country, in all parts of the world, and EFA will only be achieved when their specific needs are met. The elaboration of specific plans for international action will thus give space and priority to accommodating diversity.
- Third, a well-researched understanding of the broader socio-cultural context is essential in identifying appropriate ways of learning and of delivering education, particularly for disadvantaged groups. Alternatives to the existing school system and bold innovations may need to be considered as part of ensuring that education is in fact available to all.

### ***The whole EFA agenda***

(xxviii) There is a pressing need, seven years after Dakar, to focus on the whole of EFA – all six goals which, taken together, form the basic education agenda which is ‘geared to tapping each individual’s talents and potential, and developing learners’ personalities,

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<sup>6</sup> This position is echoed by the recent Education Section Strategy Update (ESSU – 2005) of the World Bank: ‘The single most important recommendation of the ESSU is that Bank assistance should be tailored to a country’s vision and be geared to maximizing the chances for realizing such a vision.’ p.36

so that they can improve their lives and transform their societies' (UNESCO 2000: 8)<sup>7</sup>. This must include a re-affirmation of the vision of education as a human right and as necessary for the full development of human potential. Not only is education the 'software' of socio-economic development, but it also empowers people to make the fullest use of new opportunities which poverty reduction may bring.

### ***Harmonising effort***

(xxix) The five EFA convening partners continue to spearhead efforts in support of the Dakar goals while also being key players in broader efforts to achieve the MDGs. The contribution of each partner in this regard is reflected in their mandates, performance track record and strategic intent as well as their proven capacities and competencies. All of these define the comparative advantage of partner agencies and should help to map out the roles and responsibilities of convening partners within this EFA Global Action Plan.

(xxx) A plan for collective global action must ultimately achieve results at the country level, in accordance with national government priorities. Results will be visible in improvement of the EFA indicators. In pursuit of this goal, this plan aims to strengthen the following aspects of cooperation, building on growing experience around the world:

- **Commitment to education:** Higher profile of education as the key component in developing human potential in the framework of sustainable development;
- **Coherence of policies:** Closer alignment of actions with priorities through more pro-active dialogue among partners and with governments;
- **Convergence of strategies:** sharing what works and what has not worked in a spirit of mutual learning and concern to adopt and disseminate good practice.
- **Coordination among agencies:** More effective cooperation among the EFA convenors at country level, with coordination by national government, and among broader EFA stakeholders, and more effective use of resources through mechanisms of funder harmonisation;
- **Complementary action:** avoiding duplication of effort and investment, and ensuring mutual recognition of comparative advantage and strengths.

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<sup>7</sup> UNESCO. 2000. *The Dakar Framework for Action. Education for All: meeting our collective commitments*. Paris: UNESCO.



# GAP Document III

## INTERNATIONAL PARTNERSHIPS IN SUPPORT OF EFA

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### Overview

- UNLD
- UNDESD
- WPHRE
- Civil society partnerships
- UNGEI
- The E-9 Initiative
- Fast Track Initiative (FTI)
- HIV & AIDS and Education
- Education for Rural People
- CGECCD
- FRESH
- Education for people with disabilities
- Teachers and the quality of education
- Education in situations of emergency and crisis
- Partnerships with the private sector
- Regional initiatives
- Thematic partnerships
- New partnerships

### **UNLD**

(xxxi) Voted unanimously by the UN General Assembly, the **UN Literacy Decade** (2003 – 2012) will generate momentum, within the EFA framework, so that women and men everywhere of every age can access literacy as a tool for learning and a means to take part in society, in ways that are relevant locally and that open up wider opportunities. The Decade also promotes the creation of rich literate environments. UNESCO is the coordinating agency and a broad engagement of partners is a basic premise.

### **UNDESD**

(xxxii) Established by decision of the UN General Assembly, the **UN Decade of Education for Sustainable Development** (2005 – 2014) aims to promote the values and behaviour patterns of sustainable development through education. Thus the Decade strengthens the EFA agenda by bringing into focus the content, processes and quality of learning. It enables EFA to promote values such as peace, equality, and respect for human rights, gender, environment, and cultural diversity through all aspects and modes of education – thereby equipping citizens and their societies to develop in sustainable ways. With UNESCO as the coordinating agency, the Decade cuts across the UN system and calls for the active engagement of governments and civil society, from national down to community level.

### **WPHRE**

(xxxiii) Adopted by the UN General Assembly in 2005, as a follow-up to the decade on the same theme, the **World Programme for Human Rights Education** is coordinated by the Office of the High Commissioner for Human Rights (OHCHR) and UNESCO. It aims to promote a rights-based quality education for all in which the education system is oriented towards democratic citizenship, the fostering of non-violence and peace, the elimination of stereotypes, the promotion of social cohesion, and respect for human dignity. The WPHRE Plan of Action provides: (i) a definition of human rights education in the school system based on internationally agreed principles; (ii) a user-friendly guide to

developing and/or improving human rights education in the school system, by proposing concrete actions for implementation at the national level; and (iii) a flexible guide which can be adapted to different contexts and situations.

### ***Civil society partnerships***

(xxxiv) A wide diversity of civil society organisations and NGOs cooperate in partnerships for EFA. Networks for advocacy, lobbying and information exchange interact with other international EFA partners, and are active also at national level.

(xxxv) The Collective Consultation of NGOs on EFA (CCNGO) is a key dialogue partner of UNESCO which facilitates civil society participation in the Dakar follow-up; it links more than 600 international, regional and national NGOs and networks.

(xxxvi) The Global Campaign for Education is a civil society initiative – a coalition with strong membership from teachers' unions and other NGOs and which campaigns vigorously with the international aid community for more resources for EFA, organising, for example, the annual Global Action Week.

### ***UNGEI***

(xxxvii) The **UN Girls' Education Initiative** (UNGEI) was launched in 2000 at the World Education Forum and aims to narrow the gender gap so that girls everywhere enjoy an equal chance to obtain schooling and equal opportunities to succeed and use what they learn. UNGEI partners mobilise resources for both targeted project interventions and country programmes as well as large scale systemic interventions designed to impact on the whole education system. UNICEF leads the initiative and provides the secretariat, and partners include other UN agencies, governments, civil society and the private sector.

### ***The E-9 Initiative***

(xxxviii) The nine high-population developing countries – Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan – share many common challenges. Grouped together as the E-9 they present the challenge of huge EFA needs and offer the opportunity of sharing their experience of addressing them.

### ***Fast Track Initiative (FTI)***

(xxxix) FTI was created to fill four gaps relating to primary education: the resource, capacity, data and policy gaps. Donors provide coordinated and increased financial and technical support in a transparent and predictable manner while partner countries put primary education at the forefront of their domestic efforts and develop sound national education plans. By bringing donors, civil society and developing countries together around the same goals, FTI is improving the effectiveness of aid by strengthening donor collaboration, alignment and harmonisation.

### ***HIV & AIDS and Education***

(xl) Two initiatives serve to foster cooperation on these linkages. The first, the UNAIDS Inter-agency Task Team on Education, is convened by UNESCO and provides a platform for advocacy, networking and harmonisation among international partners – agencies, civil society, bilateral funders, etc – raising the profile of, on the one hand, the impact of HIV & AIDS on education, and on the other, the role of education in HIV prevention, treatment, care and support. The second, EDUCAIDS, is a multi-country initiative under UNAIDS to support the implementation of comprehensive national educational responses to the HIV and AIDS epidemic; it is led by UNESCO with collaboration of key stakeholders.

### ***Education for Rural People***

(xli) Most groups who are marginalised from high-quality and relevant learning opportunities are in rural areas. This partnership focuses on the specific learning need of rural people, in terms of access, quality, the environment and outcomes of learning, both for adults and children. It also aims to improve institutional capacity in planning and implementing education for rural people. The Food and Agriculture Organisation (FAO) and UNESCO jointly lead this partnership which includes a wide range of governmental and non-governmental partners at international and national levels.

### ***CGECCD***

(xlii) The **Consultative Group on Early Childhood Care and Development** is an international consortium consisting of more than 30 agencies (donors, NGOs and foundations) involved in ECCE, the first Dakar Goal, in developing countries. CGECCD aims to facilitate a global understanding of the critical importance of ECCE to social development and poverty reduction, advocate for improved investments, policies and actions at the national, regional and international level, and strengthen national and regional capacities to generate, disseminate and share ECCE information and knowledge, and advocate for the support of young children's overall development.

### ***FRESH***

(xliii) The FRESH initiative - **Focusing Resources on Effective School Health** - provides an over-arching framework for international agencies, civil society and others to cooperate in promoting the linkages between school health and quality education. Under the FRESH banner, partners work separately and together to produce tools and resources for school health promotion, including providing relevant training for health and education personnel. The FRESH partners also respond to country requests for policy input and capacity development to support school health programmes. FRESH draws on the particular strengths of each partner agency and brings ministries of health and education together for dialogue at national level.

### ***Education for people with disabilities***

(xliv) Disability is both a cause and consequence of poverty, and the partnership aims to act as a catalyst to ensure that the right to education and the goals of the Dakar Framework are realized for individuals with disabilities. The partnership includes UN agencies, international and national disability organizations and donors. With a secretariat shared between the University of Oslo and UNESCO, the partners pursue the need for policy makers and NGOs to work directly and in partnership with local, national, regional and global organizations comprised of and representing individuals with disabilities and their families.

### ***Teachers and the quality of education***

(xlv) The crucial role of teachers in achieving quality education and the need to give attention to teacher status and conditions form the basis of this partnership. It aims to facilitate dialogue among teachers, their institutions and associations on promoting quality teaching and sound learning, and it builds on the initiatives of the three partners: ILO, Education International and UNESCO.

### ***Education in situations of emergency and crisis***

(xlvi) The **Inter-Agency Network for Education in Emergencies** (INEE) is an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies, post-crisis reconstruction and fragile states. INEE aims to improve the availability and accessibility of quality education by facilitating inter-agency communication, resource

development, implementation of global standards and capacity building for education practitioners around the world. The two-person INEE Secretariat is based in New York with staff located at both UNICEF and The International Rescue Committee.

### ***Partnerships with the private sector***

(xlvii) The private sector is increasingly a partner in EFA, providing not only financial resources, but also technical inputs and innovative ideas. The Partnership for Education (PfE) is a new initiative created by the World Economic Forum and UNESCO to harness and help deliver effective private sector contributions to the EFA goals through working in partnerships with other global initiatives. PfE offers mechanisms and advice about how to craft and sustain successful partnerships inclusive of the private sector, focusing mainly on three themes: 1) shaping and dissemination of principles and models for effective private sector contributions; 2) advocacy and awareness-raising concerning the value of private sector contributions; and 3) capacity building and implementation.

### ***Regional initiatives***

(xlviii) The second Decade of Education in Africa of the African Union (2006-2015) will give further impetus to EFA.

### ***Thematic partnerships***

(xlix) Known also as 'EFA flagship programmes', other thematic partnerships developed following the 2000 World Education Forum in order facilitate collective action to address some of the broad objectives laid out in the Dakar Framework for Action in ways that support and enrich the national EFA plans.

### ***New partnerships***

(l) New partnerships emerge to focus collective energy on parts of the EFA agenda. At the 2005 EFA High-Level Group in Beijing, a Global Task Force on Child Labour and EFA was established through collaboration between UNESCO, ILO, UNICEF, the World Bank and the Global March against Child Labour. New alliances are developing around the international drive to abolish school fees in primary education.

# GAP Document IV

## STRATEGIC DIRECTIONS OF THE EFA CONVENORS

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### Overview

#### COMPARATIVE ADVANTAGE

#### STRATEGIC DIRECTIONS

UNESCO

UNICEF

World Bank

UNFPA

UNDP

### COMPARATIVE ADVANTAGE

(ii) The over-riding objective is to assist countries to achieve the EFA goals by 2015. EFA convenors will only be effective in doing this if they focus on a limited number of strategic directions which are, at one and the same time, general enough to allow for flexibility and adaptations at the regional, national, and local levels, while being specific enough to translate a global strategy into concrete planning and budgeting processes.

In defining the respective roles and responsibilities of the five Dakar convenors, the comparative advantage and the value that each one adds to the EFA movement should be clear – this is presented succinctly below. There follows a concise presentation of the major directions in EFA which each of the five agencies envisages over the next eight years. As this Plan develops further, it will include in the annex those of other major players including NGOs.

UNESCO	UNESCO, as champion of EFA, provides international leadership for creating learning societies with educational opportunities for all populations; it also provides expertise and policy input, and fosters partnerships to strengthen national educational leadership and the capacity of countries to offer quality education for all. It also monitors progress in EFA and promotes dialogue and exchange by convening EFA stakeholders regularly.
UNICEF	As a partner in the MDGs and as one of the founding partners of the EFA movement, UNICEF supports countries through a strong presence and extensive programme involvement, providing technical support across several key sectors; it also champions children's right to education and gender equality in education and acts as a "first responder" to countries for education in emergencies due to civil conflict or natural disasters
World Bank	The World Bank enables EFA partners to dialogue with Ministries of Finance, and also delivers or manages large-scale financing, helps ensure that priority consideration is given to education, and EFA in particular, and that adequate financing is made available.

UNFPA	Over the last three decades, UNFPA has supported efforts to integrate population, reproductive health, HIV/AIDS and gender issues in both formal and non-formal education programmes. UNFPA's contribution to education has centred around three aspects: 1) promoting policies to ensure access to basic education, especially for girls; 2) supporting curriculum and materials development and teacher training to ensure relevance and improve the quality of education in population, gender and life skills and 3) supporting comprehensive adolescent sexual and reproductive health programmes including promoting education on reproductive health and HIV prevention for young people.
UNDP	UNDP undertakes advocacy at the global and national levels to raise awareness of the linkages between EFA goals, poverty reduction and the MDGs such that they can be pursued in a mutually reinforcing manner. At the national level, it works through the Resident Coordinator system managed by UNDP, and through partnerships and interventions in its areas of practice to help build political support for education through promoting pro-poor policy choices and measures in national development strategies and frameworks and through strengthening cross-sectoral linkages in implementation.

## STRATEGIC DIRECTIONS

### **UNESCO**

(lii) UNESCO has a role of intellectual leadership for educational innovation and reform and as a partner in policy development with its Member States. It serves as champion of the overall EFA vision. Its work in education is based on the respect of the universal right to education and on the role of education in promoting peace. As the coordinator of the UN Decade of Education for Sustainable Development (DESD) and the UN Literacy Decade (UNLD), UNESCO further enriches the EFA movement.

(liii) This Global Action Plan, and the process for evaluating and renewing it, will be the UNESCO Education Sector's compass for the next eight years. In devising a new Medium-Term Strategy (2008-2013) on the basis of extensive consultations, UNESCO will articulate its contribution to a comprehensive response to the remaining EFA challenge across the six goals. UNESCO's work in education will be informed by the following strategic directions:

- **“From Access to Success”**: This means enrolling all eligible learners in school, including marginalized populations, and enabling them to remain there and to achieve success. Addressing gender issues across all marginalized groups is a critical concern. In the framework of education as a fundamental human right, enabling ‘access to success’ requires a constant emphasis on developing contextually effective strategies and improving the quality of education and the assessment of learning processes and outcomes. As part of an emphasis on inclusion and a response to the diversity of needs of all learners, the contribution of EDUCAIDS will be part of these strategies in many contexts. EFA stakeholders should work together to develop and promote imaginative approaches to education and learning that include all — for success.
- **Literacy**: The Literacy Initiative for Empowerment (LIFE) is a global strategic framework for collectively accelerating literacy efforts in 35 countries where at present 85% of populations with insufficient literacy competencies reside. Within LIFE, integrated learner-centred literacy and life skills programmes ensuring gender equality are planned in local context of language and culture, including through non-formal approaches. LIFE will be implemented through a three-

pronged approach focusing on universal quality basic education, scaling up of good youth and adult literacy programmes, and creation of literate environments.

- **Education for work:** There is a deepening need to enrol and graduate more students in secondary education, whose curricula should have as a goal to create “Thinkers who work and workers who think”. Secondary and post-secondary education, as well as technical and vocational education and training (TVET), must be linked to the development of an appropriate workforce. Educational and training opportunities for out-of-school youth, along with non-formal learning, have a major place. Both literacy and education for work entail a creative and relevant approach to lifelong learning.
- **Teacher training** is a priority development area. There is a need to identify best practices and pursue training and professional development aggressively. UNESCO will focus on this through its Teacher Training Initiative in sub-Saharan Africa (TTISSA), through links with other initiatives, as well as through stronger links with higher education. Also, UNESCO should lead and coordinate the global effort to quantify the widening “teacher gap” and devise potential solutions to it, in alignment with the UNESCO-led EDUCAIDS initiative.
- **Technology** will transform the use of time, space and responsibility: UNESCO should identify the transformational capacity of technology to support high-quality learning in all formal and non-formal settings. As a critical, cross-sectoral component of the organisation’s capacity, it will include the development of the Institute for Information Technologies in Education (IITE), the International Institute for Capacity Building in Africa (IICBA), and the Higher Education Division to create ‘centres of excellence’ at universities for teacher training and human resource development.

(liv) UNESCO will support these educational directions in at least the following ways:

- **Capacity development** at the regional and national levels: UNESCO and its Education Institutes will address the clearly articulated need for the continued development of educational staff in ministries, schools, universities, and other contexts. These include, but are not limited to, the in-country capacity to plan, to manage, and to conduct research and evaluation programmes on the effect of education at all levels.

In addition, it will further develop its role and capacity to provide policy advice based on rigorous analysis. Key to this process will be gathering, collating, and disseminating information in ways and formats which promote fruitful policy dialogue. Harnessing its expertise in Paris, its institutes and in the field, UNESCO will strengthen and focus its input into the policy agenda, both in international and regional fora and at country level.

Calls for UNESCO to exercise more strongly its role of intellectual partner and EFA advocate were made by Education Ministers at the Round Table on EFA in October 2005, and again at the High-Level Group meeting in Beijing in November 2005. UNESCO will respond in two ways: by reinforcing the role of its Education Sector as a clearing-house of ideas and by strengthening its field operations to give better support to governments in policy formulation and the articulation of their priorities with development partners.

- **Monitoring and evaluation:** as part of the 2008 Review and Stocktaking of EFA Progress (RASEP) and working with a longer-term cycle of national and regional reviews, UNESCO will work towards an integrated framework and dependable network for the monitoring and evaluation of EFA.
- **National planning:** UNESCO will work to strengthen national educational planning, by improving the basis for national educational needs assessment. As part of this, UNESCO will use its National Education Support Strategies (UNESS)

to articulate its particular support to countries in line with national educational development priorities and as input into CCA/UNDAF processes.

- **The UNESCO Education Portal:** As part of its standard-setting and clearinghouse functions, UNESCO will reinforce its role in sharing knowledge in the field of education and EFA, with an emphasis on educational practice and delivery. A global portal will enable dissemination, exchange and learning among EFA partners, with a focus on what they are doing to achieve the goals, whether, for example, in policy or practice, finance or pedagogy. As a further feature, the platform(s) should present clearly UNESCO's strategic objectives, organized by initiative and by each of the 6 EFA goals in order to show clearly what UNESCO is contributing to achieve EFA, presented in terms of results attained in the field or through research.
- **Accountability to and partnership with Member States:** As the financial, economic and social aspects of sustainable development and educational strategies become increasingly intertwined at the global as well as regional and national levels, the Education Sector's role as the intellectual partner and advocate for national educational strategies and plans is more important than ever.<sup>8</sup> UNESCO will continue to work with Ministers of Education in developing countries towards ensuring that its programmes and activities are better aligned to support national plans and strategies in EFA. Regular monitoring and evaluation of the impact of UNESCO's interventions will be carried out in conjunction with Ministers of Education.

## **UNICEF**

(iv) UNICEF brings the following comparative advantages and added value to the EFA movement:

- A tradition of working with national stakeholders and providing regular support for problem-solving. I.e. "accompanying" countries through a strong presence and extensive programme involvement, with education staff strength of over 360 experts across 155 countries, 7 regional offices and Headquarters.
- The ability to provide technical support to countries across several key sectors, through a cross-sectoral capacity that involves expert and experienced staff in education and such areas as Health and Nutrition, Water and Environmental Sanitation, HIV/AIDS, Child Protection, and Early Childhood Development.
- The ability to use and share technical models and tools, developed on the basis of experience in different settings, and to set standards for implementing feasible solutions (E.g. Quality through Child Friendly Schools; or School-in-a-Box as a tool for rapidly setting up conditions for learning in emergencies).
- The influence and credibility to champion and advocate for children's right to education, through a mandate for children and accumulated expertise and experience in campaigns on rights and in a rights-based approach to education programming.
- A proven track record as a "first responder" and effective coordinator of support to countries for education in emergencies due to civil conflict or natural disasters.
- A proven track record of designing and implementing a wide range of innovative solutions in education to benefit disadvantaged populations, and often with the potential for improving education systems in general for the benefit of all.

(i) \_\_\_\_\_

<sup>8</sup> This was underlined in the Communiqué of the Ministerial Round Table (Paris, October 2005), and further stressed during the HLG meeting in Beijing.

- The capacity to contribute to education statistics and analysis with data from the Multiple Indicator Cluster Surveys (MICS) that complements the authoritative administrative data on education from UNESCO-UIS; and also makes possible broader analysis, linking education and other social/economic indicators.
- A reliable pattern of growth in expenditure for support to education programmes in its Medium Term Strategic Plans (MTSP) as a priority; as well as a strong track record on leveraging resources for children, in education and other areas.
- A major contributor to knowledge building in education through harnessing and analysis of experiential knowledge as well as through research and evaluation.
- Expertise and experience in the area of gender in education, based on years of successful programming and advocacy in girls' education as a UNICEF priority.

**B. Strategic Intent, Key Commitments and Directions:**

- UNICEF will allocate 18% to 21% of resources in its Medium Term Strategic Plan (MTSP 2006 – 2009), to support basic education and gender equality. If fund raising expectations are realized, education expenditure will amount to between US\$376million to US\$438million in 2006, rising to between US\$407million and US\$475million in 2009. This trend is expected to continue up to 2015.
- Leveraging funds for joint work with other UN agencies (UNESCO, WFP, etc) and for strategic partnerships (UNGEI); and advocating for increased funding to countries through sector-oriented channels like EFA-FTI will be a high priority.
- High priority will be given to working with local institutions, technical staff and management systems on a regular and sustained basis, to help cultivate national capacity to execute education plans effectively and use resources more efficiently.
- In terms of scope, the focus of UNICEF's work in education will cover the 0 to 18 age group, involving work on: ECD (including parenting education), the primary school and non-formal alternatives; secondary school and other post-primary destinations (NFE, TVET); and use of mass media and IT in the community; etc
- Capacity building within UNICEF will be given high priority for the agency to fulfil its obligations and meet the expectations of partners in their joint efforts on: education in emergencies; gender in education; access, quality and learning achievement issues; and the robustness of education systems.
- UNICEF will continue to lead and support the UNGEI partnership in order to provide strong advocacy and technical support for girls' education specifically and for gender issues in general, to countries and for initiatives like EFA-FTI.
- In programming for support to countries, UNICEF will work with key partners to support country plans and priorities for achieving goals and targets in key areas of access, gender, quality, learning achievement, education in emergencies and robustness of education systems as indicated in the UNICEF Education Strategy 2006-2015.
- When an emergency is declared in any country it automatically becomes a high priority country for UNICEF. In addition countries will be given high priority where education is threatened by factors like: HIV/AIDS epidemic; lack of water, sanitation and hygiene; low enrolment levels; and high gender disparity.
- Programming to address education and conflict and education in emergencies, as well as education in post-conflict countries and education in fragile states.
- UNICEF is committed to strengthening partnerships for education around the EFA movement led by UNESCO and will work with partners to provide high quality advocacy, technical support and capacity development through joint work that is based on the competencies and comparative advantages of each partner.

## **World Bank**

(Ivi) With the caveats that all World Bank country-level actions are driven by the Country Assistance Strategy (CAS) which is agreed upon on a country by country basis, and that resource transfers are generally done through sector-wide or multi-sector channels, the Bank is provisionally willing to commit to:

- Maintaining resource transfers to countries at about \$2 billion a year with about 50 per cent of that going to basic education.<sup>9</sup>
- Mobilising additional resources for EFA using its platform with finance ministers and its macroeconomic dialogue with the countries, and by ensuring that a fair share of resources released through debt relief are allocated to EFA.
- Working in partnership with other donors and stakeholders to help manage the implementation of education programs funded through large-scale trust funds channelled through the Bank. Between 2002-2005 the Bank has implemented/is implementing programs worth \$3.6 billion funded by more than 30 agencies.
- Continue to host and to provide leadership support to the FTI program with the goal of bringing 40 more countries into the partnership by 2008.
- Building a program of high quality analytical work on basic education in at least 20 of the 40 lowest performing countries.
- Ensuring that EFA, and education more generally, continues to enjoy pride of place in key Bank strategic and policy documents such as the PRSPs, Country Economic Memoranda (CEM) and Country Assistance Strategies (CAS). This would ensure that education is accorded an appropriate place in macroeconomic and resource allocation decisions at the country level.
- Ensuring participation in and contribution to all key meetings of the Dakar 5.

## **UNFPA**

(Ivii) UNFPA has increased its support to global initiatives including involvement in strategic partnerships such as Education for All (EFA), the UN Girls' Education Initiative (UNGEI), the launch of the Literacy Decade, EDUCAIDS, and the FRESH (Focusing Resources on School Health) Initiative. Moving forward with EFA, especially in those countries or regions furthest away from attainment of the EFA goals, UNFPA can commit to:

- Taking a leadership role in comprehensive gender-sensitive sexuality education (including HIV prevention) through a life skills approach that enables adolescents and youth to develop their identities, values, critical thinking and exercise their rights.
- Facilitating the integration of comprehensive and gender-sensitive sexuality education including through peer approaches into primary and secondary school level curricula and into out-of-school adolescent and youth programmes.
- Contributing to improvement in the quality of education through introduction and integration of relevant and participatory teaching and learning methodologies on sexual and reproductive health topics.

(i) \_\_\_\_\_

<sup>9</sup> In 2006, IBRD and IDA loans amounted US\$ 1.193 billion and US\$ 946 million respectively. Grants provided through the Development Grant Facility (DGF) since 1997 were US\$ 82.2 million. Lending by area of education 2002-2006 is as follows: 1) adult/non-formal education – 0.3%, 2) general education sector – 33.3%, 3) pre-primary education – 7.5%, 4) primary education – 23.3%, 5) secondary education – 17.1%, 6) tertiary education – 15.0%, and 7) vocational training – 3.5%.

- Actively advocating for national and sub-national policies and innovative programmes to improve retention of girls in school, delay age at marriage and reduce gender bias in the classroom and in the curriculum.
- Advocating for education (particularly sexual and reproductive health education) elements in national sectoral plans and strategies, as part of efforts to include sexual and reproductive health into PRSPs, SWAps, maternal and newborn roadmaps, etc.
- Establishing linkages between MDG on education with MDGs 3, 4, 5 and 6 and actively promoting programme strategies aimed at reducing poverty and gender inequities, and human rights protection for the poor and disenfranchised populations, including women and young people.
- Supporting community-based initiatives (such as the Literacy Initiative for Empowerment or LIFE) aimed at empowering women and girls, linking them to livelihoods and micro-credit schemes to reduce sexual and reproductive health risk factors.
- Incorporating education in sexual and reproductive health programmes aimed at promoting stigma reduction and social rehabilitation of affected communities, such as women living with HIV/AIDS or affected by obstetric fistula.
- Supporting the use of alternative channels for education to reach out-of-school youth, such as information communication technologies (ICTs) and distance learning methodologies to promote sexual and reproductive health.
- Promote and support skills building, literacy development and vocational opportunities for women and young girls, including those involved in basic health care delivery, such as midwives and community health volunteers.

## **UNDP**

(lviii) UNDP's strategic directions in support of EFA over the next ten years are as follows:

- Support for achieving the Millennium Development Goals (MDGs) lies at the heart of the organization's strategic goals. UNDP's current and second Multi-year Funding Framework (MYFF) (2004-2007) aligns this support within the context of its practice areas and through cross-sectoral advocacy, capacity and strategy development through via MDG and Human Development Reports. In this context UNDP is strongly committed to the attainment of the EFA goals with a belief that it makes good development sense and that to ensure development effectiveness and cost-effective use of public resources, the MDGs and EFA goals must be pursued in a mutually reinforcing manner.
- As the "UN's global development network", UNDP provides a platform for sharing of effective strategies and for action at the national level, particularly in the context of strengthening capacities for use of methodologies, instruments and tools for mainstreaming of MDGs in development plans and budgeting processes. Through the Resident Coordinator system which it manages, UNDP also contributes to the coordination of UN agencies' work and to the follow-up of UN conferences at the national level. The Resident Coordinators will work with key partners and agencies to ensure that the EFA agenda and education in general, are well integrated into the common UN strategies and actions (e.g. CCA/UNDAF) to provide support to national development strategies.
- As chair and member of the UNDG, which is an instrument for UN reform, UNDP will work to ensure that linkages between the achievement of EFA and MDGs are made in the UNDG agenda and strategy documents, and in the UN reform process.

- UNDP will contribute to the EFA through focusing on the adoption of policies and actions at country level, with special emphasis on developing capacities, sharing knowledge, working in partnerships and advocating the case for linkages with poverty reduction, empowerment of girls and women, and participatory governance and local development. [UNDP's five practice/focus areas are: 1) democratic governance, 2) poverty reduction, 3) crisis prevention and recovery, 4) energy and environment and 5) HIV & AIDS.]
- UNDP contributes to EFA through its active participation in all EFA-related meetings and key meetings of the five EFA convening agencies.

# GAP Document V

## PROVISION OF SUPPORT TO EFA BY THE FIVE CONVENING AGENCIES

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### Overview

**TABLE A: EFA GOAL 1 - ECCE**

**TABLE B: EFA GOAL 2 - UPE**

**TABLE C: EFA GOAL 3 - YOUTH/ADULT EDUCATION AND LIFE SKILLS**

**TABLE D: EFA GOAL 4 - LITERACY**

**TABLE E: EFA GOAL 5 - GENDER**

**TABLE F: EFA GOAL 6 - QUALITY**

(lix) The following tables seek to map the services provided by the five EFA convening agencies to countries – a ‘service provider checklist’ – in support of their achieving the six EFA goals, and to identify where there is complementarity, and also gaps. A table is presented for each goal. It should be noted that:

- These are sample charts, building on website and available strategy documents, and were developed for the use in a consultation meeting as a sample to develop and agree on modality of mapping exercise; as such, they are work in progress and subject to ongoing updating and revision.
- These tables are indicative of what countries can expect in terms of support for achieving the six EFA goals from the five EFA convening agencies. It does not attempt to provide a comprehensive description of all that the five agencies are doing in each field. Nor does it propose to cover all country needs in achieving each goal.

**TABLE A: EFA GOAL 1 - ECCE**

**Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children**

The Goal is distinct from other EFA goals in the sense that it is characterized by diverse settings, arrangements, delivery schemes, funding, and programme content as well as stronger multi-sectorality, combining education, health, nutrition, hygiene and family support. In addition, it has no quantitative targets in terms of access, participation, or quality.

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
<b>Advice in national planning, policy making and finance</b> within education sector and national development plans.		Yes, policy advice and recommendations for expanding access to quality ECCE through national policy reviews		Yes	Yes
<b>Policy input, for example regarding:</b> <ul style="list-style-type: none"> <li>▪ the relationship between ECCE and other issues (gender nutrition, health, family support...)</li> </ul>		Yes, 1) ensuring the holistic development of children 0-8years, including care and education, 2) ensuring smooth transition from home to centers to school (foundation for lifelong learning), and 3) provision of ECCE service through formal, informal and non-formal settings and parent education	Yes, in particular on the linkages with health	Yes,	Yes
<b>Project and programme support</b>		Yes, technical support for policy development and implementation	Yes	Yes	Yes
Technical capacity building <ul style="list-style-type: none"> <li>▪ training educators</li> </ul>		Yes, training of governmental officials			Yes

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
<ul style="list-style-type: none"> <li>▪ training administrators and managers</li> </ul>		on policy development and implementation			
Programme content (education, psycho-social, health, nutrition, etc.) <ul style="list-style-type: none"> <li>▪ curriculum development</li> <li>▪ text book and learning material development</li> </ul>		Focus on policy <ul style="list-style-type: none"> <li>-equitable access</li> <li>-financing and</li> <li>-government coordination and partnership</li> </ul> Quality ECCE		Yes, 1) child survival and development (care, health and nutrition) <ul style="list-style-type: none"> <li>-Parenting</li> </ul>	
<b>Financial support</b> <ul style="list-style-type: none"> <li>▪ loans</li> <li>▪ grants</li> <li>▪ seed money</li> </ul>		Yes		Yes	Yes, for schools/services establishment
<b>Building partnership</b> <ul style="list-style-type: none"> <li>▪ with civil society, the private sector and communities</li> </ul>		Yes, through global, regional and national networks (e.g. Consultative Group on Early Child Development <sup>10</sup> )	Yes	Yes, through global, regional and national networks (e.g. Consultative Group on Early Child Development)	Yes, through global, regional and national networks (e.g. Consultative Group on Early Child Development)
<b>Coordinate international actions</b>		Yes, with other international agencies (e.g. UNICEF, WB, WHO, OECD)		Yes, with other international agencies (e.g. UNESCO, WB, WHO, OECD)	Yes, with other international agencies (e.g. UNICEF, UNESCO, WHO, OECD)
<b>Monitoring and assessment</b>		Yes, by GMR and UIS			
<b>Advocacy</b>		Yes, mainly at policy level		Yes	

(i) \_\_\_\_\_

<sup>10</sup> Consultative Group on Early Child Development (CGECD): The main members include: UNESCO, UNICEF, the World Bank and the World Health Organization.

<b>Areas of support</b>	<b>UNDP</b>	<b>UNESCO</b>	<b>UNFPA</b>	<b>UNICEF</b>	<b>World Bank</b>
<b>Research</b>		Yes, on policy		Yes	Yes
<b>Information sharing</b>		Yes, dissemination of publications (e.g. policy briefs, policy review reports – printing copy and on-line)		Yes, through website and publications	Yes, the website and through publications

**TABLE B: EFA GOAL 2 - UPE**

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.

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
<b>Advice in national planning, policy making and finance for UPE</b>	Yes, through support to achieve the MDGs and the Resident Coordinator system	Yes, through the inclusion of UPE, where necessary, in UNESS, support for policy reform, advance the right to education,	Yes	Yes	Yes, through support to FTI, ensuring the inclusion of education and UPE in key strategy documents (e.g. CEM, PRSPs, CAS) and others
<b>Policy input, for example regarding:</b> <ul style="list-style-type: none"> <li>▪ the links with other issues (gender inequalities, health, culture, etc.)</li> <li>▪ linkages between formal and non-formal education</li> <li>▪ children in emergency situation</li> <li>▪ disadvantaged children</li> </ul>		Yes, ensuring access to education, expanding non-formal education linked with formal education and supporting education needs of countries in crisis situations	Yes, in particular on the linkages with health issues and family planning.	Yes, in particular with regards to girls' education, as well as women, out-of-school youth and children in emergency situations.	Yes
<b>Project and programme support</b>		Yes	Yes	Yes, for instance provision of "Essential Learning Package"	Yes
<b>Technical capacity building</b> <ul style="list-style-type: none"> <li>▪ training educators</li> <li>▪ training administrators and managers</li> </ul>		Yes, through TTISSA and others		Yes, in particular in training teachers.	Yes
<b>Development of an enabling environment</b>	Yes, through the promotion of	Yes, support in curriculum		Yes	Yes, especially in terms of book sector policy

<b>Areas of support</b>	<b>UNDP</b>	<b>UNESCO</b>	<b>UNFPA</b>	<b>UNICEF</b>	<b>World Bank</b>
<ul style="list-style-type: none"> <li>▪ book sector policy</li> <li>▪ text book and learning material development</li> <li>▪ curriculum development</li> <li>▪ use of ICTs</li> </ul>	community ICT centers.	development, production of learning materials, use of ICTs, and others			and the provision of textbooks.
<b>Financial support</b> <ul style="list-style-type: none"> <li>▪ loans</li> <li>▪ grants</li> <li>▪ seed money</li> </ul>	Yes, through support to achieving the MDGs	Yes, grants for projects and programmes	Yes, as part of the WFP school-feeding programme.	Yes, in the form of grants	Yes, through provision of loans (In 2004, more than 50% of lending was to primary education) and grants, support to FTI and mobilizing additional resources by using its platform with finance ministers and its macroeconomic dialogues with countries
<b>Building partnership</b> <ul style="list-style-type: none"> <li>▪ with civil society, the private sector, donors and communities</li> </ul>	Yes	Yes (e.g. through support to EFA fora, CCNGO-EFA)	Yes	Yes	Yes
<b>Coordinate international actions</b>	Yes, as the primary coordinator of UN agencies at the country level.	Yes, as lead agency for the UNLD, UNDES D and EFA.		Yes, as the lead agency for UNGEI and abolition of school fee initiative (?)	
<b>Monitoring and assessment</b>	Yes, through its annual <i>Human Development Report</i> .	Yes, through the GMR UIS		Yes, through its annual <i>State of the World's Children</i> .	Yes, through its annual <i>World Development Report</i> .
<b>Advocacy</b>	Yes, as part of advocacy for the MDGs	Yes, for example through the GMR, support to the Global Action Week and	Yes, through the <i>State of the World's Population</i> and other publications.	Yes, for example through its annual <i>State of the World's Children</i> .	Yes, for example through its annual <i>World Development Report</i> .

<b>Areas of support</b>	<b>UNDP</b>	<b>UNESCO</b>	<b>UNFPA</b>	<b>UNICEF</b>	<b>World Bank</b>
		others			
<b>Research</b>		Yes			Yes
<b>Information sharing</b>	Yes, through the website	Yes, for example through the education sector Portal.	Yes	Yes, through the website	Yes

**TABLE C: EFA GOAL 3 - YOUTH/ADULT EDUCATION AND LIFE SKILLS**

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

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
<b>Advice in national planning, policy making and finance for gender parity</b>	Yes, through support to achieve the MDGs and the Resident Coordinator system	Yes, through various means (e.g. UNESS)	Yes	Yes, through implementing the focus area of the Mid-Term Strategic Plans (MTSP)	Yes, through ensuring an appropriate concern with life skills and learning of youth and adults in key strategy documents (e.g. CEM, PRSPs, CAS) and others
<b>Project and programme support</b>	Yes, for example, ICTs at community level	Yes, for instance vocational training, education for out-of-school children, secondary education, adult literacy programmes	Yes, life skills linked to reproductive health education	Yes, for instance education for out-of-school children, secondary education	Yes, for instance vocational training
<b>Technical capacity building</b> <ul style="list-style-type: none"> <li>▪ training educators</li> <li>▪ training administrators and managers</li> </ul>		Yes, TTISSA and various programmes	Yes	Yes	Yes
<b>Development of an enabling environment</b> <ul style="list-style-type: none"> <li>▪ facilities</li> <li>▪ use of ICTs</li> <li>▪ Text book and learning material development</li> <li>▪ Curriculum and pedagogy</li> </ul>	Yes, through the promotion of community ICT centers.	Yes, support for production of learning materials and curriculum development, designing pedagogy, and promoting the use of ICTs in education, and others	Yes	Yes, provision of non-formal schools, learning materials, curriculum development	Yes, provision of schools

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
<b>Financial support</b> <ul style="list-style-type: none"> <li>▪ loans</li> <li>▪ grants</li> <li>▪ seed money</li> </ul>	Yes, through support to achieving the MDGs	Yes, grants for projects and programmes	Yes, grants for projects and programmes	Yes, in the form of grants	Yes, through provision of loans and grants, and mobilizing additional resources by using its platform with finance ministers and its macroeconomic dialogues with countries
<b>Building partnership</b> <ul style="list-style-type: none"> <li>▪ with civil society, the private sector, donors and communities</li> </ul>	Yes	Yes (e.g. through support to EFA fora, CCNGO-EFA)	Yes	Yes	Yes
<b>Coordinate international actions</b>	Yes, as the primary coordinator of UN agencies at the country level.	Yes, as lead agency for the UNLD, UNDESD and EFA.		Yes, as the lead agency for UNGEI and	
<b>Monitoring and assessment</b>		Yes, through the GMR and the UIS	Yes, through its annual <i>State of the World's Population</i> .	Yes, through its annual <i>State of the World's Children</i> .	
<b>Advocacy</b>	Yes, as part of advocacy for the MDGs	Yes, for example through the GMR, support to the Global Action Week and others	Yes, through the <i>State of the World's Population</i> and other publications.	Yes, for example through its annual <i>State of the World's Children</i> .	Yes, for example through its annual <i>World Development Report</i> .
<b>Research</b>		Yes			Yes
<b>Information sharing</b>	Yes, through the website	Yes, for example through the education sector Portal.	Yes	Yes, through the website	Yes

**TABLE D: EFA GOAL 4 - LITERACY**

**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.**

<b>Areas of support</b>	<b>UNDP</b>	<b>UNESCO</b>	<b>UNFPA</b>	<b>UNICEF</b>	<b>World Bank</b>
<b>Advice in national planning, management and finance for literacy</b> , within education sector and national development plans.		Yes, through Headquarters, Field Offices and the Institutes.	Yes	Yes	Yes
<b>Policy input, for example regarding:</b> <ul style="list-style-type: none"> <li>▪ languages in education</li> <li>▪ the relationship between literacy and other issues (gender inequalities, health, poverty...)</li> </ul>		Yes, for example through LIFE.	Yes, in particular on the linkages between literacy and health issues and family planning.	Yes, in particular with regards to girls' education, as well as women, out-of-school youth and children in emergency situations.	Yes
<b>Project and programme support</b>		Yes, for example Community Learning Centres in Asia	Yes, health and family planning programmes often include literacy training.	Yes	Yes
<b>Technical capacity building</b> <ul style="list-style-type: none"> <li>▪ training educators</li> <li>▪ training administrators and managers</li> </ul>		Yes, for example through LIFE.		Yes, in particular in training teachers.	Yes
<b>Development of a literate environment</b> <ul style="list-style-type: none"> <li>▪ book sector policy</li> <li>▪ text book and learning material development</li> <li>▪ promotion of the press and</li> </ul>	Yes, through the promotion of community ICT centers.	Yes, for example learning materials.			Yes, especially in terms of book sector policy and the provision of textbooks.

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
other communication media, incl. ICTs					
<b>Financial support</b> <ul style="list-style-type: none"> <li>▪ loans</li> <li>▪ grants</li> <li>▪ seed money</li> </ul>	Yes, grants to projects that may encompass literacy, for example under the cross-cutting theme of gender mainstreaming. However neither literacy nor education are currently primary focus areas for UNDP.	Yes, in the form of grants and seed money.  Average annual regular budgetary commitment to literacy for the period 2000-2005 was US\$2,829,000. Average annual extrabudgetary disbursements for the period 1999-2003 US\$5,087,000 (GMR 2006)	Yes, grants for projects and programmes that provide literacy training combined with information on reproductive health and family planning.	Yes, in the form of grants.  Average annual funding (disbursements) for literacy for the period 1995-2003 was US\$2,803,000 (GMR 2006)	Yes, in the form of loans and grants and largely within the context of funding to education sector and national development plans. Average annual funding (disbursements) for literacy for the period 1995-2003 was US\$11,089,000 (GMR 2006)
<b>Building partnership</b> <ul style="list-style-type: none"> <li>▪ with civil society</li> <li>▪ with the private sector</li> <li>▪ with donors</li> </ul>		Yes, through LIFE, and with civil society through the CCNGO-EFA.	Yes	Yes	Yes
<b>Coordinate international actions</b>	Yes, as the primary coordinator of UN agencies at the country level.	Yes, as lead agency for the UNLD, UNDESD and EFA.			
<b>Monitoring and assessment</b>	Yes, through its annual <i>Human Development Report</i> . UNDP uses literacy as an indicator for the Human Development Index.	Yes, through LAMP, the GMR, Non-Formal Education Management Information Systems (NFE-MIS), and the UIS	Yes, through its annual <i>State of the World's Population</i> .	Yes, through its annual <i>State of the World's Children</i> .	Yes, through its annual <i>World Development Report</i> .
<b>Advocacy</b>		Yes, for example through the GMR and	Yes, through the <i>State of the World's</i>	Yes, for example through its annual	Yes, for example through its annual

<b>Areas of support</b>	<b>UNDP</b>	<b>UNESCO</b>	<b>UNFPA</b>	<b>UNICEF</b>	<b>World Bank</b>
		LIFE and through the International Literacy Day and International Literacy Prizes.	<i>Population</i> and other publications.	<i>State of the World's Children.</i>	<i>World Development Report.</i>
<b>Research</b>		Yes			Yes
<b>Information sharing</b>		Yes, for example through the UNLD Portal.			Yes

**TABLE E: EFA GOAL 5 - GENDER**

**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.**

<b>Areas of support</b>	<b>UNDP</b>	<b>UNESCO</b>	<b>UNFPA</b>	<b>UNICEF</b>	<b>World Bank</b>
Advice in national planning, policy making and finance for gender parity	Yes, through support to achieve the MDGs and the Resident Coordinator system	Yes, through various means (e.g. UNGEI regional offices – BREDA and Bangkok, UNESS)	Yes	Yes, through implementing the focus area of the Mid-Term Strategic Plans (MTSP) and UNGEI	Yes, through ensuring an appropriate gender concern in key strategy documents (e.g. CEM, PRSPs, CAS) and others
Project and programme support	Yes	Yes	Yes	Yes, through support to UNGEI and implementation of MTSP	Yes
Technical capacity building <ul style="list-style-type: none"> <li>▪ training educators</li> <li>▪ training administrators and managers</li> </ul>		Yes, through TTISSA, regional networks and others	Yes	Yes	Yes
Development of an enabling environment <ul style="list-style-type: none"> <li>▪ facilities</li> <li>▪ text book and learning material development</li> <li>▪ use of ICTs</li> </ul>		Yes, support to development of gender-sensitive learning materials and curriculum, promoting the use of ICTs in education, and others	Yes	Yes, provision of girls-friendly schools	Yes, provision of schools
Financial support <ul style="list-style-type: none"> <li>▪ loans</li> <li>▪ grants</li> <li>▪ seed money</li> </ul>	Yes, through support to achieving the MDGs	Yes, grants for projects and programmes, and fund raising for girls' education and women empowerment (e.g. LDCs in Africa)	Yes, grants for projects and programmes	Yes, in the form of grants	Yes, through provision of loans and grants, and mobilizing additional resources by using its platform with finance ministers and its macroeconomic

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
					dialogues with countries
Building partnership ▪ with civil society, the private sector, donors and communities	Yes	Yes (e.g. through support to EFA fora, CCNGO-EFA) .	Yes	Yes	Yes
Coordinate international actions	Yes, as the primary coordinator of UN agencies at the country level.	Yes, as lead agency for the UNLD, UNDESD and EFA, and as the member of the Global Advisory Committee of UNGEI		Yes, as the lead agency for UNGEI	
Monitoring and assessment	Yes, through its annual <i>Human Development Report</i> .	Yes, through the GMR and the UIS	Yes, through its annual <i>State of the World's Population</i> .	Yes, through its annual <i>State of the World's Children</i> .	Yes, through its annual <i>World Development Report</i> .
Advocacy	Yes, as part of advocacy for the MDGs	Yes, for example through advocacy brief, dissemination of GMR, support to the Global Action Week and others	Yes, through the <i>State of the World's Population</i> and other publications.	Yes, for example through its annual <i>State of the World's Children</i> .	Yes, for example through its annual <i>World Development Report</i> .
Research		Yes			Yes
Information sharing	Yes, through the website	Yes, for example through the education sector Portal and publication on good practices	Yes, through various publications	Yes, through the website and publications	Yes, through various publications,

**TABLE F: EFA GOAL 6 - QUALITY**

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.

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
<b>Advice in national planning, policy making and finance for gender parity</b>	Yes, through support to achieve the MDGs and the Resident Coordinator system	Yes, through various means (e.g. UNESS)	Yes	Yes, through implementing the focus area of the Mid-Term Strategic Plans (MTSP)	Yes, through ensuring the inclusion of quality education in key strategy documents (e.g. CEM, PRSPs, CAS) and others
<b>Project and programme support</b>	Yes	Yes	Yes	Yes	Yes
<b>Technical capacity building</b> ▪ training educators ▪ training administrators and managers		Yes, through TTISSA and others	Yes	Yes	Yes
<b>Development of an enabling environment</b> ▪ facilities ▪ use of ICTs	Yes, through the promotion of community ICT centers.	Yes, promoting the use of ICTs in education, and others	Yes	Yes, provision of gender-sensitive schools with clean water, and sanitation.	Yes, provision of schools
<b>Text book and learning material development</b>		Yes, support to production of learning materials	Yes	Yes, production of learning materials	Yes, production of learning materials
<b>Curriculum and pedagogy</b>		Yes, support in curriculum development and designing pedagogy	Yes	Yes, support in curriculum development and designing pedagogy	Yes, support in curriculum development and designing pedagogy
<b>Financial support</b>	Yes, through support to achieving the MDGs	Yes, grants for projects and programmes	Yes, grants for projects and programmes	Yes, in the form of grants	Yes, through provision of loans and grants,

Areas of support	UNDP	UNESCO	UNFPA	UNICEF	World Bank
<ul style="list-style-type: none"> <li>▪ loans</li> <li>▪ grants</li> <li>▪ seed money</li> </ul>					and mobilizing additional resources by using its platform with finance ministers and its macroeconomic dialogues with countries
<b>Building partnership</b> <ul style="list-style-type: none"> <li>▪ with civil society, the private sector, donors and communities</li> </ul>	Yes	Yes (e.g. through support to EFA fora, CCNGO-EFA) .	Yes	Yes	Yes
<b>Coordinate international actions</b>	Yes, as the primary coordinator of UN agencies at the country level.	Yes, as lead agency for the UNLD, UNDESD and EFA.		Yes, as the lead agency for UNGEI and	Yes, through supporting FTI and in the PRSP process
<b>Monitoring and assessment</b>	Yes, through its annual <i>Human Development Report</i> .	Yes, through the GMR and the UIS		Yes, through its annual <i>State of the World's Children</i> .	Yes, through its annual <i>World Development Report</i> .
<b>Advocacy</b>	Yes, as part of advocacy for the MDGs	Yes, for example through the GMR, support to the Global Action Week and others	Yes, through the <i>State of the World's Population</i> and other publications.	Yes, for example through its annual <i>State of the World's Children</i> .	Yes, for example through its annual <i>World Development Report</i> .
<b>Research</b>		Yes			Yes
<b>Information sharing</b>	Yes, through the website	Yes, for example through the education sector Portal and publications.	Yes, through the website and publications	Yes, through the website and publications	Yes, through the website and publications

# GAP Document VI

## KEY AREAS OF SUPPORT TO THE NATIONAL LEVEL

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### (Ix) Overview

**KEY AREA 1: PROMOTING NATIONAL LEADERSHIP**

**KEY AREA 2: CAPACITY DEVELOPMENT**

**KEY AREA 3: COMMUNICATION AND ADVOCACY**

**KEY AREA 4: RESOURCE MOBILISATION**

**KEY AREA 5: EFFECTIVE USE OF AID FOR EFA**

**KEY AREA 6: MONITORING AND EVALUATION**

(Ixi) At national level, the EFA convening agencies and other partners need to structure their support in a coordinated way, with the fundamental aim of improving the capacity of national institutions to address EFA challenges. The following six key areas provide a coherent framework for coordinated action which will support the achievement of all six Dakar goals, according to the priorities expressed in the national education sector plan. Ten goals (shown in shaded boxes) are associated with the six key areas of support.

### KEY AREA 1: PROMOTING NATIONAL LEADERSHIP

(Ixii) National development strategies, whether a PRS or a national plan, will remain pivotal in all planning assistance. Strengthening national leadership in education is crucial to guiding greater harmonisation of international support at national level and to coherent long-term planning and priority-setting.

EFA convenors will influence CCA/UNDAF development and implementation to become a consistent process for integration of multilateral agendas, with the full incorporation of education, and in support of national development strategies. EFA convenors will also work to influence PRS and other national development strategy processes in the same way.

(Ixiii) Support will take the form of constructive dialogue that increases national capacity to identify barriers and obstacles to achieving EFA, formulate policy and assess implications, adopt good practices and appropriate strategies, and situate action on EFA in the wider framework of international trends and ideas.

(Ixiv) Multilateral support to national action on EFA will take place within the larger cooperative arrangements established in the CCA/UNDAF process and of the efforts of the UN Development Group (UNDG) to harmonise the work of UN agencies. This implies that education will be firmly and regularly on the agenda of CCA/UNDAF processes.

(Ixv) The Second Decade of Education in Africa, in the framework of the African Union, offers an example of a political initiative around which international agencies will plan their support and define their respective roles.

### KEY AREA 2: CAPACITY DEVELOPMENT

Achieving the EFA goals implies adequate capacity, from the level of school and community to teacher training in higher education institutions and administrative capacity in education ministries. EFA stakeholders are agreed on the central importance of developing capacity as a key basis for progress. In particular, capacity development will

respond to needs to scale up successful experiences, use existing capacity better and adopt good practices.

Develop an integrated approach towards capacity development and a process for implementation – a joint venture among the EFA convenors.

This approach will specifically address ways of jointly identifying and prioritising the capacity development needs of national EFA stakeholders with a resolute focus on impact at the sub-national, local level and with a concern to avoid overlap and duplication in capacity development activities. It will also address how to mobilise resources (technical assistance, funding) and how to harmonise programming for capacity development, in support of the national education plan, and building on the respective comparative advantage of international agencies. Beyond the development of technical capacity, three principles are fundamental:

- Enabling country-led coordination of capacity development contributions, including negotiation of preferred modalities and providers;
- Designing capacity development activities such that they always increase the country's own pool of capacity developers, in all areas of competence;
- Building strong and proficient institutions.

(lxvi) Key areas in which to develop capacity may include:

- Initiating and managing the programming cycle, including research, planning, strategy development, implementation, and monitoring and evaluation at national and sub-national level. This will include enabling countries to develop capacity at local level to collect and analyse relevant data as input into decentralised decision-making processes;
- Management of personnel and financial resources at national and sub-national level, including maintaining the professionalism and commitment of teachers and effective accountability for budgeting and spending;
- Learning lessons from successful sub-national initiatives and ways of scaling them up to provincial/national level;
- An increase in the quality of teaching and of curriculum development, and the use of more effective pedagogies – with attention to pre-service teacher training institutes, in-service training opportunities, and open and distance learning;
- An expansion of the possibility of community-based learning for all age groups, through the promotion and equipping of participatory stakeholder fora at local level.

### **KEY AREA 3: COMMUNICATION AND ADVOCACY**

(lxvii) EFA is everyone's concern – from parent to president, from classroom to cabinet, from farmer to funder. Only adequate communication will ensure that all those concerned become engaged as actors in the process of achieving the six Dakar goals. Advocacy for the place of education in development, for the EFA goals as a sine qua non for reaching the MDGs, and for the right of every human being to learning and education will be at the heart of communication strategies. The data and evidence of the EFA Global Monitoring Report are a key resource in shaping advocacy messages.

Drawing on their wide-ranging experience, EFA convenors will develop media and advocacy plans to support national implementation of all six EFA goals and to link them with broad development objectives.

(lxviii) To accomplish these outcomes, at least the following six key areas need attention:

- Partnerships with the media which focus on EFA – its successes, challenges, outcomes and connections with the wider development agenda;
- Pro-active mutual information-sharing among agencies, based on institution-to-institution and person-to-person communication channels, and harmonisation of messages in the promotion of EFA among agencies;
- Sustained engagement in and support for the annual EFA Week as a key global advocacy event;
- Promotion at national level of advocacy for greater community engagement in EFA;
- Active reference to each other's work in EFA in documents and publicity, and clear links between websites;
- Production of dynamic and complementary EFA publicity materials by each agency.

#### **KEY AREA 4: RESOURCE MOBILISATION**

(lix) The Dakar Framework for Action made a commitment to making resources available wherever credible plans are in place. Bilateral aid, the EFA Fast Track Initiative (FTI) and other sources have mobilised additional resources and pledged yet more; the private sector in some contexts provides a range of inputs. However, critical funding gaps remain for achieving all the EFA goals, and efforts to mobilise the necessary resources remain crucial.

EFA convenors will continue to urge governments to devote at least 6% of GNI to education, including basic education, and to lobby donors so that by 2010 a significantly increased proportion of the extra official development assistance that has been pledged will be directed to basic education<sup>11</sup>.

(lxx) The major part of resources for EFA will flow from national budgets and it is important to work with governments to raise budgetary allocations to education in general and to basic education in particular, in line with needs. In addition, external aid is crucial to meeting the EFA goals in many developing countries, particularly in low-income countries, and can serve as a catalyst for policy development and for other funding initiatives. New pledges of development financing, as well as new commitments to debt cancellation bode well for increased development funds in general. Education must be one of the central investments for which these new funds are used. In addition to putting EFA on the agendas of major international groupings, it is important to facilitate resource mobilisation through every available means. In addition to aid, other measures such as debt cancellation (HIPC and other arrangements), debt swaps and public-private partnerships should also be deployed. EFA convenors should multiply their efforts to articulate the EFA agenda in summits and major international conferences, and represent the EFA agenda in planning, technical and academic fora on development aid.

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<sup>11</sup> Bilateral ODA to basic education was about 2% of total bilateral aid in 2003 (*EFA Global Monitoring Report 2006* pp.108-109).

Further research will be undertaken on the size of the financing gap for EFA, with an emphasis on regular monitoring and re-assessment, supporting the costing of national education sector plans as well as estimates of global needs.

(lxxi) The external financing required for EFA Goal 2 (primary education, with gender parity in primary education from Goal 5) has been estimated at US\$ 7 billion per annum<sup>12</sup>. Estimates of the total cost to reach the adult literacy goal are US\$ 2.5 billion per annum. There is little or no costing of the other goals. Refining these estimates will underpin resource mobilisation for each of the constituent parts of the EFA agenda, and for the whole of that agenda.

EFA convenors will work to increase the transfer of resources to EFA through existing and innovative financing mechanisms. This will include ensuring that, by the end of 2008, FTI will serve as a channel for financial assistance to at least 60 countries, and the linkages between FTI funds and greater ongoing bilateral support will be clear.

(lxxii) In the search for greater external support to EFA, the World Bank will play a key role, both in channelling resources and facilitating other, largely bilateral, funding. EFA-FTI provides seed money and capacity development resources to selected countries and expects to expand to more. FTI funds should leverage greater, longer-term and more predictable financing.

EFA convenors will lobby for new and increased external financial assistance for the EFA goals of adult literacy, early childhood care and education, and life skills and vocational programmes for young people; FTI, bilateral and other channels will be explored.

(lxxiii) Current estimates of funding needs for EFA do not include all six goals, nor take a comprehensive view of how the costs of the whole EFA agenda are related to the costs of meeting the MDGs or aspects of sustainable development more broadly. Identifying funding for all the six goals will dovetail with broader development funding processes.

EFA convenors will work with governments to develop policies that facilitate strong public-private partnerships in support of EFA, in countries where such partnerships are currently weak.

(lxxiv) A clear framework for policy development will build on experience and lessons learnt from existing public-private partnerships.

## **KEY AREA 5: EFFECTIVE USE OF AID FOR EFA**

(lxxv) As commitments to increased amounts of development aid are made around the world, it is crucial that aid is used, and seen to be used, effectively. The evidence of aid effectiveness will be found in the tangible and visible results in improved educational opportunities and in the increasing impact of enhanced learning outcomes on socio-economic development. It will also be shown through the reduction of the transaction costs to recipients, improved absorptive capacity and greater efficiency in the use of funds.

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<sup>12</sup> UNESCO. 2005. *Literacy for Life*. EFA Global Monitoring Report 2006. Paris: UNESCO. This figure compares with US\$ 1.16 billion of bilateral aid to basic education in 2003.

Working with the OECD/DAC, EFA convenors will promote aid effectiveness at country level by 1) ensuring that the education sector is fully part of the implementation of the Paris Declaration and 2) using FTI as a sectoral instrument of in-country Paris Declaration processes. The World Bank will play a central role in these efforts.

This has three linked implications:

- Active negotiation, with government coordination, in fora at national level (EFA forum, UNDAF, FTI, and others), among bilateral donors and multilateral agencies on the principles of aid effectiveness;
- Collection and systematisation of data on the education activities of all stakeholders in a particular country, for both planning and monitoring purposes;
- Rapid extension of national coordination among donors to countries with the most urgent needs and eventually to all countries, expanded to deal with the whole of the EFA agenda and driven by national development priorities.

## KEY AREA 6: MONITORING AND EVALUATION

(lxxvi) Currently progress on EFA is monitored through the annual EFA Global Monitoring Report which is prepared by an independent team based in UNESCO. The GMR represents the most authoritative source of evidence on progress with EFA and is assumed to reflect the collective efforts of most EFA partners who make inputs and provide information at the request of the monitoring team. The implementation of this plan will also be monitored and evaluated. In addition to the GMR there is an EFA Working Group through which a wide range of partners and countries convene annually to review progress and discuss technical and strategic issues relating to the challenges of achieving the EFA goals. Most importantly there is the EFA High Level Group comprising of a wide range of countries and agencies, which meets annually to review progress as reported in the GMR and to take key decisions on measures required to accelerate progress towards achievement of the EFA goals.

With EFA convenors, other international partners and national governments, UNESCO will coordinate reviews of EFA progress in 2006-2007 at national level, leading to regional syntheses and in concert with the GMR global review of progress, and as part of a longer-term review and research process to inform national priorities. In the longer term, a process of peer review among countries and among agencies will be considered.

(lxxvii) The 2008 edition of the GMR will present a review of global progress towards the six EFA goals. As a complement, EFA partners will facilitate reviews at national level, with the aim of capturing and analysing disparities within countries to improve policies, thus developing better indicators and greater capacity for monitoring the implementation of EFA. National analyses will be synthesised into regional reports. This process will also give attention to developing national capacity in the collection and analysis of more finely disaggregated data, capitalising on the experience of, and links with other UN agencies and the World Bank. A central concern will be to improve the quality and timeliness of data. Further areas of attention include the assessment of learning outcomes, the impact of education on development, including the links with wider social and economic indicators.

(lxxviii) Using the evidence of the GMR more effectively for policy development will mean that the EFA Working Group meets after its publication each year, with the High-Level Group following later. When the GMR is published, the Working Group could meet to

examine and discuss its findings, drawing out the policy implications. These would serve to better inform the agenda of the High-Level Group and enhance its impact on the momentum of EFA. These changes have been suggested both by EFA partners and by UNESCO's 2005 General Conference.

(lxxix) These efforts will be part of a longer-term process (5-7 years) of review and research. UNESCO will use analysis of these data to support forward-looking planning for structuring subsequent EFA work, in the light of the obstacles and trends which are identified.

(lxxx) The convening agencies and other stakeholders will meet regularly to monitor implementation of the GAP and prepare inputs for EFA mechanisms. This will provide ongoing input into the policies and strategies of EFA and how these relate to country level implementation, and into agency work plans, as well as making recommendations on particular aspects of EFA, reviewing of the activities of each convening organisation for appropriate support and consistency and coordination with activities and strategies of EFA, and jointly reporting on efforts to bring EFA strategic and technical guidance into the policy and strategy mainstream of their respective organisations and to reflect them in activities specific to their mandates. Proposals for independent external review in 2009 and 2012 of the processes, partnerships and results of implementing the plan will be developed.

(lxxxi) As agencies, both multilateral and bilateral, increasingly work in complementary fashion in EFA, they should also be able to evaluate each other's contributions at the international level. Evidence from the GMR will be used in peer review processes, which can be developed through the Working Group (WGEFA) and the High-Level Group (HLG).

(lxxxii) Peer review among countries should examine the political and institutional frameworks of support for EFA, as well as the ways and means of implementing it in the local context, building on the experience of OECD/DAC and ADEA. The E-9 grouping and other South-South networks will also serve as platform for developing evaluation through peer review, and links will be made with the broader monitoring of aid effectiveness at national level, in the context of the implementation of the Paris Declaration. Working towards the implementation of peer review in the context of countries willing to engage in this process would entail the elaboration of an agreed evaluation framework (aims, methods, instruments, processes and timing, content areas), and a commitment to use the results of peer review to re-orientate policies and improve practices.

# GAP Document VII

## IMPROVED COORDINATION AT THE GLOBAL LEVEL

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### Overview

#### MAINTAINING THE MOMENTUM OF EFA

#### ENHANCED POLICY INPUT BASED ON EVIDENCE AND RESEARCH

#### SOUTH-SOUTH COOPERATION

#### INTEGRATED EFA MECHANISMS

#### STRONG PARTNERSHIPS THROUGH ONGOING CONSULTATIONS WITH EFA PARTNER AGENCIES

(lxxxiii) International coordination of efforts in EFA is essential in order to facilitate the collective support to national action. The Dakar Framework for Action mandated UNESCO to coordinate the EFA movement, at the international level. This entails maintaining momentum and enhancing political will, ensuring harmonious cooperation and regular exchange, and efficient management of the coordination mechanisms. This section spells out five areas of action, with seven associated goals.<sup>13</sup>

### MAINTAINING THE MOMENTUM OF EFA

(lxxxiv) In Dakar in 2000, the international community made commitments for 15 years – a span of time over which the collective momentum on behalf of EFA should not only be maintained but if possible increase. This requires constant outreach to keep EFA on global, regional and national agendas, advocating for the connections between EFA and the wider socio-political agenda.

Following the expression of support for EFA and the GAP process by the G8 Summit in 2006, UNESCO will take the lead in advocating that EFA remains on the G8 agenda in coming years.

(lxxxv) The G8 members are a critically important political force in promoting and supporting the achievement of the EFA goals by 2015. UNESCO worked closely with the host of the 2006 G8 meeting, the Russian Federation, to secure renewed commitment to EFA. Relations with the G8 will evolve between 2006 and 2015, as the EFA deadline approaches and as G8 members deepen and extend their interests in financing educational development in developing countries – this process will be aligned with the financial aspect of the E-9 partnership.

EFA convenors will work together to integrate the EFA media and advocacy strategies of the key EFA partners, in particular UNESCO, UNICEF, FTI and the Global Campaign on Education.

(lxxxvi) Partnerships between international EFA stakeholders and the media (such as newspapers, television, radio, and the worldwide web) will be a major means of reaching broad audiences, as will the wide dissemination of the *EFA Global Monitoring Report*, which UNESCO will work to render more accessible to policy makers and educational planners and practitioners. In addition to strong international visibility, there is need for more communication at national and regional levels, particularly around good practices and effective innovations. The developing FTI communication strategy will enable

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<sup>13</sup> UNESCO's Executive Board documents 170 EX/8 (2004) and 171 EX/8 (2005) provide the framework for these responsibilities and objectives.

greater exchange on funding relationships and policy changes in education systems. Joint action at the international level will improve communication among agencies (internal communication) through this plan, and in consequence ensure better advocacy (external communication) for EFA.

EFA convenors will consult on and design a coordinated plan to keep EFA high on international political agendas.

(lxxxvii) The EFA convenors will work to raise the profile of education in general and EFA in particular on the agendas of groupings such as ECOSOC, regional organisations, the OECD, and many more fora where advocacy will keep EFA on the broader development agenda.<sup>14</sup>

## ENHANCED POLICY INPUT BASED ON EVIDENCE AND RESEARCH

(lxxxviii) As circumstances, trends, needs and contexts change, policies must adapt on the basis of solid evidence provided through research. The international community has a responsibility to signal where evidence may be weak or outdated and requires a further investment in research.

Under the coordination of UNESCO, EFA convenors will identify research priorities that will result in more successful strategies for achieving the EFA goals and the aims of the two decades by 2015.

(lxxxix) Evidence from the EFA *Global Monitoring Report* and other sources throws up issues where deeper knowledge is required to inform EFA policies and international commitments. An example would be the dimensions of the teacher shortage across the world. Through EFA meetings and events, and in other ways, issues for further research will be identified and steps taken to address them. Identifying key areas, particularly with respect to countries that are farthest away from reaching the EFA goals, will take as full account as possible of existing research findings; cooperation with institutes and universities will enhance these processes.

## SOUTH-SOUTH COOPERATION

(xc) South-South cooperation already offers opportunities for exchange and mutual learning through a range of fora and mechanisms. However, a more deliberate and expanded approach will turn this into specific input and investment, in part supported by donor countries.

By mid-2007, EFA convenors will take specific measures to strengthen and link existing networks of South-South cooperation in EFA.

(xci) Cooperation among developing countries of the South has the particular advantage of sharing experience across contexts which face similar challenges, opportunities or constraints. Regional and inter-regional networks provide platforms for strengthening cooperation in EFA; these include the E-9 grouping, the Association for the Development of Education in Africa (ADEA), the Regional Education Project for Latin America and the Caribbean (PRELAC), the Regional Committee on Education in Asia and the Pacific (EDCOM) and others. At the E-9 Ministerial Review Meeting in Monterrey in

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<sup>14</sup> See Annex 1 Timeline for a non-exhaustive listing of possible meetings where EFA should be part of the agenda.

February 2006, the E-9 countries made commitments to continue to address their own EFA challenges as well as to use their expertise to assist less well-positioned developing countries to achieve the EFA goals. This and other South-South partnerships will provide support for teaching and learning best practices, strengthening institutions, innovative financing, developing capacity, and ICT innovations across the wide range of developing country needs, beginning with those who are most in need. UNESCO will also work with partners to explore the potential of financial support from developed countries for South-South cooperation, in a triangular relationship through, for example, partnership between E-9 countries and FTI. Lessons from existing experience of South-South cooperation will inform specific measures in promoting collaboration to achieve the EFA goals.

## **INTEGRATED EFA MECHANISMS**

(xcii) The global mechanisms for EFA have promoted dialogue and impetus since Dakar, and there is now a need to use them fully in keeping the focus of all EFA efforts sharp and clear.

On the basis of its convening role, UNESCO will create an integrated agenda across the EFA coordination mechanisms in order to include the full range of EFA-related policy concerns of the international agencies and initiatives, as they pertain to achieving the Dakar goals.

These mechanisms include the High-Level Group, the Working Group, the E-9 meetings and other occasional events; the process will entail ways of integrating other meetings, such as those of FTI and UNGEI, and of negotiating the agendas among agencies. Side meetings will be thematically linked to the major events they accompany. This will lead to a further strengthening of the role of the High-Level Group as the single arena where government, civil society and agency leaders review EFA progress and identify future priorities.

UNESCO will improve the effectiveness of EFA coordination mechanisms by re-aligning the sequence of the publication of the GMR and the EFA meetings.

Using the evidence of the GMR more effectively for policy development will mean that the EFA Working Group meets after its publication each year, with the High-Level Group following later. When the GMR is published, the Working Group could meet to examine and discuss its findings, drawing out the policy implications. These would serve to better inform the agenda of the High-Level Group and enhance its impact on the momentum of EFA. These changes have been suggested both by EFA partners and by UNESCO's 2005 General Conference.

## **STRONG PARTNERSHIPS THROUGH ONGOING CONSULTATIONS WITH EFA PARTNER AGENCIES**

(xciii) In responding to the calls made by the Executive Board and the Brasilia EFA High-Level Group that the Global Action Plan be drawn up in close consultation with partner agencies, in particular with the other four convening agencies of Jomtien and Dakar (UNDP, UNFPA, UNICEF and the World Bank), consultations have taken place in the following ways:

- Through the deliberations of the EFA Working Group (2005, 2006), the FTI Technical Meetings (September 2005, March 2006), the EFA Ministerial Round Table (October 2005) the Beijing EFA High-Level Group (2005, 2006) and the

Monterrey E-9 Ministerial Review Meeting (February 2006), where the broad directions of the Global Action Plan have been supported and endorsed.

- Through the debates of the 33<sup>rd</sup> Session of the General Conference of UNESCO, particularly in regard to biennial planning (33 C/5) and medium-term strategy development (34 C/4).
- Through bilateral discussions with high-level representatives of Member States, multilateral and bilateral agencies, and civil society.
- Through visits to and technical exchanges with key partner agencies; these led to a high-level meeting of heads of convening agencies in mid-2006 which affirmed the process of further cooperative development of the Global Action Plan.
- In an ongoing manner, regular consultations among the five convening agencies and others will strengthen partnerships at the international level, using the Global Action Plan as a flexible and dynamic instrument of collaboration in EFA. Application of the Plan at national level is focused around collective action underpinned by regular dialogue.

(xciv) In facilitating progress in EFA it is vital to foster further partnerships in support of specific aspects of the EFA agenda; these partnerships will build on wider links in the UN system (for example, with ILO, FAO, WFP and WHO), networks of civil society organisations, regional groupings and private sector associations.

# GAP Document VIII

## PUTTING EFA COORDINATION INTO PRACTICE AT COUNTRY LEVEL

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### Overview

#### COORDINATION PROCESSES: WHAT WILL BE DIFFERENT? PUTTING COORDINATION IN PLACE

### COORDINATION PROCESSES: WHAT WILL BE DIFFERENT?

(xcv) Using the earlier list of key functions of country mechanisms, applying the Global Action Plan will require the following changes:

- Role of an EFA advocate: applying the GAP calls for an advocate of EFA at the country level, from among the five EFA convenors. Their role is to foster sustained dialogue among the convenors and other stakeholders, and with government, maintaining the focus on the central challenge of achieving the EFA goals. It is important to work with the UN Resident Coordinator to ensure that EFA is on the agenda of multilateral assessment and planning processes such as CCA and UNDAF, and is regularly raised in UNCT meetings. An advocate will participate, or be represented, actively in all the relevant fora of educational planning, donor coordination, MDG collaboration, development strategising and determination of national development priorities. S/he will identify the connection points for support to EFA in national development efforts and promote dialogue to ensure that understanding of the role of education and EFA in reaching development targets is high and leads to appropriate priorities and concrete action. The advocate will also work with government and others to bring into relevant EFA fora the stakeholders who may hitherto have been absent. Special attention needs to be given to ensuring space for and participation of civil society networks and the private sector.
- Active participation of as many stakeholders as possible: the five convening agencies will interact in the UNCT or a wider coordination grouping of external partners, but must then represent the EFA agenda in other fora, such as comprehensive sector planning, aid and SWAp coordination groups. Each forum must be represented in the others; for example, if an EFA forum exists, it should have a representative in the aid coordination grouping, or if there is an FTI or SWAp donor grouping, it should be represented in the EFA forum, and so on. Given the range of partners and mechanisms linked both to education and to development aid more generally, the pro-active search for linkages and connections between the mechanisms is essential.
- Agreement around priorities for action and division of responsibility: national governments determine overall priorities for achieving EFA, at best in consultation with national, sub-national and international stakeholders. Within those priorities, multilateral and other international stakeholders will use the six areas of better support to national action, outlined in the GAP, to agree on a complementary and efficient division of responsibilities. This will build on the comparative advantage of each agency and take account of existing agendas and programmes. Nevertheless, responsibilities in one or more of the six areas of support may be additional to existing commitments. A division of labour which is transparent and widely communicated to all partners will facilitate monitoring and feedback in view of the continuous improvement of collaboration.

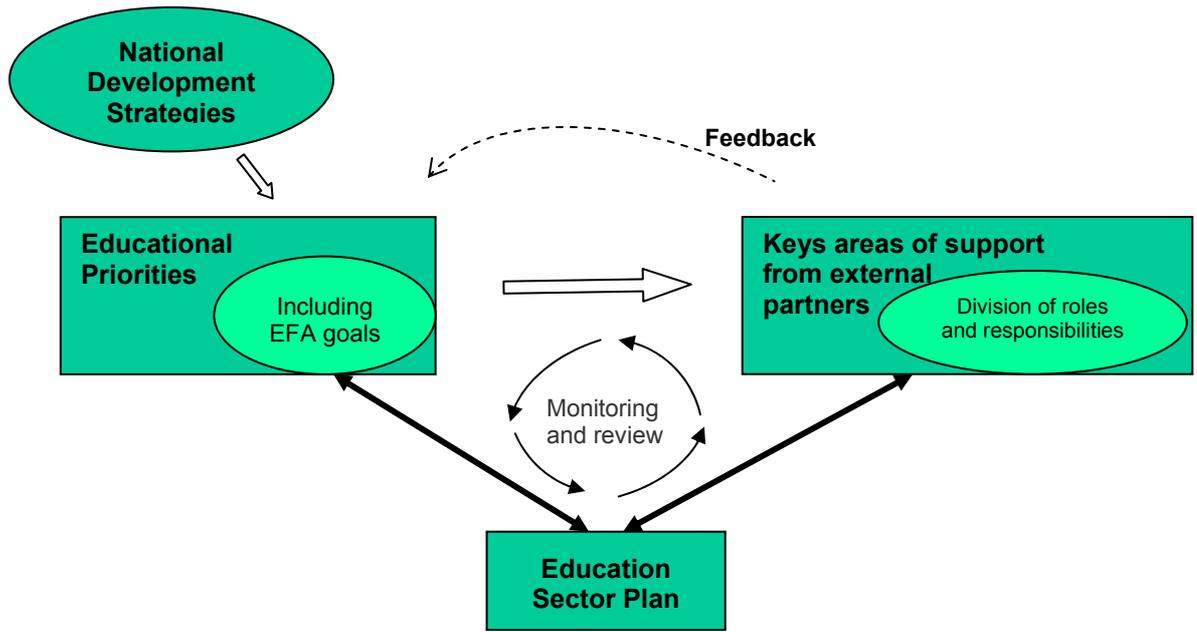
- Harmonisation of procedures and messages: increased dialogue and complementary action will lead to harmonisation in these areas. Work on harmonising procedures will be led through the Paris Declaration process and should be applied to the education sector. Work under the 'communication and advocacy' rubric of the GAP will lead to stronger, more focused and mutually reinforcing messages.
- Communication of priorities and concerns to international bodies: as multilateral and other external support to the national level is harmonised, it is important that communication from the country office to the headquarters of each agency is effective and vice versa. This will reinforce global support and ensure that agency policies on collaboration are informed by practice, and that emerging global trends are given appropriate weight in collaboration at country level. This is particularly important, in EFA as in other sectors, in view of the dynamic international environment of UN reform, the development compact and the drive for aid effectiveness.
- Feedback to the international level: links between EFA collaboration and dialogue at country level and international EFA fora are essential, as input into the monitoring~lesson learning~policy development cycle. The regional level also offers key opportunities for exchanging experience, cross-fertilising ideas on the basis of regional similarities, and can thus serve to renew levels of energy and commitment in EFA. The EFA High-Level Group will monitor the application of the GAP – a process which will depend on efficient feedback on EFA collaboration at national level. In addition to the reporting arrangements of individual agencies, feedback to UNESCO, through its regional offices, from the EFA advocate will form the basis of a report to the High-Level Group.

## PUTTING COORDINATION IN PLACE

(xcvi) The EFA advocate: the government must be the 'champion' of EFA, or it will not happen. However, in terms of improving external support, it is necessary that the EFA agenda should be advocated by one of the agencies providing such support, and it is appropriate that this key role be assumed by one of the EFA convenors who are represented in the respective country. Since UNESCO is not present in many countries, it will fall to one of the other agencies to assume this role. Even though UNESCO is charged with international coordination in EFA, that does not imply that UNESCO must assume the role of advocate at national level, even where it is represented. Using agreed criteria, which will be developed, convenors will decide together which agency is best placed and has the capacity and vision to advocate for EFA among the multilaterals, the UNCT and among wider stakeholder groupings.

(xcvii) In order to launch the plan as a means of strengthening and shaping coordinated action at country level, it will be important that the EFA convenors and other EFA partners disseminate it to their field offices and engage staff in shaping its application as a reference point in planning and cooperative support to EFA. It may further be presented and debated in meetings, training and retreats organized by EFA partners.

(xcviii) Country contexts vary according to EFA challenges, priorities and coordination mechanisms. It is thus within the national context that the division of responsibilities among the five convenors and other stakeholders will take place. The six areas of support to national level, listed in the GAP, are generic enough to serve as a framework for negotiating respective responsibilities, but will themselves require prioritisation in each national context. The following diagram illustrates the dynamic and linked processes of prioritising EFA needs, and identifying areas of external support:





# GAP Document IX

## COUNTRY INDICATORS

**TABLE G. COUNTRIES WITH URGENT EFA NEEDS – LEVEL OF EDI DEVELOPMENT**

Abbreviations used: **EDI** EFA Development Index

**EDUCAIDS** Global Initiative on Education and HIV & AIDS

**FTI** Fast Track Initiative

**HIPC** Heavily Indebted Poor Countries (Initiative)

**LDC** Least Developed Country

**LICUS** Low-income country under stress

**LIFE** Literacy Initiative for Empowerment

**TTISSA** Teacher Training Initiative in sub-Saharan Africa

**UNGEI** UN Girls Education Initiative

Country	Main criteria for selection		Least Developed Countries (LDC)	LICUS	Indebtedness (2004)	HIPC (2006)	UNGEI in action 2000-2006 (year initiated)	LIFE, TTISSA, EDUCAIDS	FTI
	EFA Development Index (EDI) Low EDI Countries	PCR (more recent year)							
<b>AFRICA</b>									
<b>Angola</b>	---	---	LDC	LICUS	Severely indebted			TTISSA	Pending for 2007
<b>Benin</b>	---	49 (2004)	LDC		Severely indebted	HIPC	2004	LIFE	Pending for 2006
<b>Burkina Faso</b>	0.511	29 (2004)	LDC		Severely indebted	HIPC	2005	LIFE TTISSA EDUCAIDS	Endorsed (Nov. 2002)
<b>Burundi</b>	0.646	33 (2004)	LDC		Severely indebted	HIPC	2005	TTISSA EDUCAIDS	Pending for 2006

Country	Main criteria for selection		Least Developed Countries (LDC)	LICUS	Indebtedness (2004)	HIPC (2006)	UNGEI in action 2000-2006 (year initiated)	LIFE, TTISSA, EDUCAIDS	FTI
	EFA Development Index (EDI) Low EDI Countries	PCR (more recent year)							
<b>Cameroon</b>	---	63 (2004)			Moderately indebted	HIPC	2005	EDUCAIDS	Endorsed (June 2006)
<b>Central African Republic</b>	---	---	LDC	LICUS	Severely indebted	HIPC	2004	LIFE TTISSA EDUCAIDS	
<b>Chad</b>	0.428	29 (2004)	LDC		Severely indebted	HIPC		LIFE TTISSA	Pending for 2007
<b>Comoros</b>	---	50 (2004)	LDC	LICUS	Severely indebted	HIPC			
<b>Congo</b>	---	66 (2004)			Severely indebted	HIPC		TTISSA	Pending for 2007
<b>Côte d'Ivoire</b>	---	43 (2001)			Severely indebted	HIPC	2006		
<b>Democratic Rep. of Congo</b>	---	---	LDC		Severely indebted	HIPC	2004	LIFE TTISSA	
<b>Equatorial Guinea</b>	0.708	---	LDC		Less indebted		2006		
<b>Eritrea</b>	0.644	43 (2005)	LDC		Moderately indebted	HIPC	2005	LIFE	
<b>Ethiopia</b>	0.627	55 (2005)	LDC		Severely indebted	HIPC		LIFE TTISSA	Endorsed (July 2005)

Country	Main criteria for selection		Least Developed Countries (LDC)	LICUS	Indebtedness (2004)	HIPC (2006)	UNGEI in action 2000-2006 (year initiated)	LIFE, TTISSA, EDUCAIDS	FTI
	EFA Development Index (EDI) Low EDI Countries	PCR (more recent year)							
<b>Gambia</b>	---	54 (1999)	LDC	LICUS	Severely indebted	HIPC		LIFE	Endorsed (March 2003)
<b>Ghana</b>	0.682	72 (2005)			Moderately indebted	HIPC		TTISSA EDUCAIDS	Endorsed (March 2004)
<b>Guinea</b>	---	48 (2004)	LDC		Severely indebted	HIPC	2003	LIFE TTISSA	Endorsed (Nov. 2002)
<b>Guinea-Bissau</b>	---	27 (2001)	LDC	LICUS	Severely indebted	HIPC	2004	LIFE	Pending for 2007
<b>Kenya</b>	0.797	N/A			Moderately indebted		2004	EDUCAIDS	Endorsed (July 2005)
<b>Lesotho</b>	0.797	71 (2004)	LDC		Less indebted		2004	EDUCAIDS	Endorsed (October 2005)
<b>Liberia</b>	---	---	LDC	LICUS	Severely indebted	HIPC			
<b>Madagascar</b>	---	45 (2004)	LDC		Severely indebted	HIPC		LIFE TTISSA	Endorsed (May 2005)
<b>Malawi</b>	---	58 (2004)	LDC		Severely indebted	HIPC	2004		
<b>Mali</b>	0.529	44 (2004)	LDC		Moderately indebted	HIPC	2005	LIFE	Pending for 2006

Country	Main criteria for selection		Least Developed Countries (LDC)	LICUS	Indebtedness (2004)	HIPC (2006)	UNGEI in action 2000-2006 (year initiated)	LIFE, TTISSA, EDUCAIDS	FTI
	EFA Development Index (EDI) Low EDI Countries	PCR (more recent year)							
<b>Mozambique</b>	0.599	29 (2004)	LDC		Less indebted	HIPC		LIFE EDUCAIDS	Endorsed (March 2003)
<b>Niger</b>	0.499	25 (2004)	LDC		Severely indebted	HIPC		LIFE TTISSA	Endorsed (Nov. 2002)
<b>Nigeria</b>	---	75 (2004)		LICUS	Severely indebted		2003	LIFE TTISSA EDUCAIDS	
<b>Rwanda</b>	0.686	37 (2004)	LDC		Severely indebted	HIPC	2004		Pending for 2006
<b>Sao Tome Principe</b>	---	75 (2004)	LDC	LICUS	Severely indebted	HIPC			Pending for 2006
<b>Senegal</b>	0.646	45 (2004)	LDC		Moderately indebted	HIPC	2005	LIFE	Endorsed (July 2006)
<b>Sierra Leone</b>	---	---	LDC		Severely indebted	HIPC	2005	LIFE TTISSA	Pending for 2007
<b>Somalia</b>	---	---	LDC	LICUS	Severely indebted	HIPC			
<b>Tanzania</b>	---	54 (2005)	LDC		Moderately indebted	HIPC	2004	TTISSA	
<b>Togo</b>	---	66 (2004)	LDC	LICUS	Moderately indebted	HIPC			
<b>Uganda</b>	---	57 (2004)	LDC		Moderately indebted	HIPC	2004		

Country	Main criteria for selection		Least Developed Countries (LDC)	LICUS	Indebtedness (2004)	HIPC (2006)	UNGEI in action 2000-2006 (year initiated)	LIFE, TTISSA, EDUCAIDS	FTI
	EFA Development Index (EDI) Low EDI Countries	PCR (more recent year)							
<b>Zambia</b>	---	66 (2004)	LDC		Severely indebted	HIPC		TTISSA EDUCAIDS	Pending for 2007
<b>Zimbabwe</b>	---	N/A		LICUS	Moderately indebted		2004	EDUCAIDS	
<b>ARAB</b>									
<b>Djibouti</b>	0.665	29 (2004)	LDC		Less indebted		2004	LIFE	Endorsed (Nov. 2005)
<b>Iraq</b>	---	---			Severely indebted			LIFE	
<b>Mauritania</b>	0.730	43 (2004)	LDC		Severely indebted	HIPC		LIFE	Endorsed (Nov. 2002)
<b>Morocco</b>	0.746	---			Less indebted			LIFE	
<b>Saudi Arabia</b>	0.787	---			Less indebted				
<b>Sudan</b>	---	49 (2004)	LDC	LICUS	Severely indebted	HIPC	2004		
<b>Yemen</b>	0.642	62 (2004)	LDC		Less indebted			LIFE	Endorsed (March 2003)
<b>LATIN AMERICA and the CARIBBEAN</b>									
<b>Honduras</b>	---	79 (2004)			Moderately indebted	HIPC			Endorsed (Nov. 2002)

Country	Main criteria for selection		Least Developed Countries (LDC)	LICUS	Indebtedness (2004)	HIPC (2006)	UNGEI in action 2000-2006 (year initiated)	LIFE, TTISSA, EDUCAIDS	FTI
	EFA Development Index (EDI) Low EDI Countries	PCR (more recent year)							
Nicaragua	---	73 (2004)			Severely indebted	HIPC			Endorsed (Nov. 2002)
<b>ASIA and the PACIFIC</b>									
Afghanistan	---	---	LDC	LICUS	Severely indebted			LIFE EDUCAIDS	
Bangladesh	0.722	76 (2004)	LDC		Less indebted			LIFE EDUCAIDS	Pending for 2007
Bhutan	---	---	LDC		Moderately indebted				Pending for 2006
India	0.789	N/A			Less indebted			LIFE	
Nepal	0.668	75 (2005)	LDC		Less indebted	HIPC		LIFE	
Pakistan	---	---			Severely indebted			LIFE	
Cambodia	0.774	N/A	LDC	LICUS	Moderately indebted			EDUCAIDS	Pending for 2006
Lao People's Democratic Republic	0.741	74 (2004)	LDC		Severely indebted			EDUCAIDS	
Myanmar	---	78 (2005)	LDC		Severely indebted				

Country	Main criteria for selection		Least Developed Countries (LDC)	LICUS	Indebtedness (2004)	HIPC (2006)	UNGEI in action 2000-2006 (year initiated)	LIFE, TTISSA, EDUCAIDS	FTI
	EFA Development Index (EDI) Low EDI Countries	PCR (more recent year)							
Papua New Guinea	---	54 (2003)		LICUS	Moderately indebted				

Sources:

- EDI data was cited from: GMR 2007 Embargo version.
- PCR data was cited from: World Bank, World Development Indicators Development. N/A = the country's PCR is over 80%. ---= no data.
- LICUS, cited from: <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/STRATEGIES/EXTLICUS/0,,contentMDK:20297648~menuPK:519150~pagePK:64171531~piPK:64171507~theSitePK:511778,00.html>
- FTI, cited from: <http://www1.worldbank.org/education/efafti/countries.asp>; *Progress Report for the Education for Fast-Track Initiative*. (Sep, 2006). World Bank & IMF.
- LDC: UNESCO Institute of Statistics (UIS) (2006). *Education for All (EFA) in Least Developed Countries*. "What are least developed countries?" (p.4) Paris: UNESCO. The list of LDCs is reviewed every three years by the ECOSOC.
- TTISSA: UNESCO, Higher Education "UNESCO and the Teacher Training Initiative for Sub-Saharan Africa."
- LIFE: UNESCO. *Literacy Initiative for Empowerment 2005-2015 Vision and Strategy Paper*. (2005). Paris: UNESCO.
- EDUCAIDS: UNAIDS (2006). *EDUCAIDS Towards A Comprehensive Education Sector Response—A Framework for Action*. P.27.
- HIPC: "World Bank Lists of Economy" (July 2006) accessible from: <http://siteresources.worldbank.org/DATASTATISTICS/Resources/CLASS.XLS>
- LICUS: <http://web.worldbank.org/WBSITE/EXTERNAL/PROJECTS/STRATEGIES/EXTLICUS/0,,contentMDK:20176979~menuPK:511786~pagePK:64171531~piPK:64171507~theSitePK:511778,00.html>
- LICUS: <http://siteresources.worldbank.org/INTLICUS/Overview/20313429/LICUS%20Brief.doc>
- Indebtedness: <http://siteresources.worldbank.org/INTRGEP2004/Resources/classification.pdf>

**TABLE H. COUNTRIES WITH DEEPEST EFA NEEDS: PLANS AND AID PARTNERS**

Country	PRSP	National ED Sector Plan	UNDAF	Key Donors Supporting Education
<b>Sub-Saharan Africa</b>				
<b>Angola</b>	No date planned		Yes (2005-2008)	WB, AfDF, Japan, WFP, UNICEF, EU, Norway, China, Portugal
<b>Benin</b>	March 2003	EFA 2000 Assessment: Country Report – Benin (2003)	Yes (2004-2008)	USAID, France, Germany, Japan, USA, AfDF, WB, IDB, EU, Denmark, Switzerland, Netherlands
<b>Burkina Faso</b>	July 2004	Plan d'action national d'éducation pour tous (EPT), (2002)  Les activités du Groupe de Travail sur l'Analyse Sectorielle en Education, (2004)	Yes (2001-2005)	WB, AfDF, EC, Austria, Belgium, Canada, France, Germany, Luxembourg, Netherlands, Sweden, Switzerland
<b>Burundi</b>	June 2005	Plan d'action national d'éducation pour tous (EPT): Burundi, (2004)	Yes (2005-2007)	
<b>Cameroon</b>	July 2003	EFA 2000 Assessment: Country Report: Cameroon (French), (2000)  Plan d'action national EPT Cameroun, (2003)	Yes (2002-2006)	French Cooperation, EU, UNESCO AfDB, UNICEF, AfD, Japan Embassy, CIDA
<b>Central African Republic</b>	Expected July 2005	The country approved EFA specific plan but has not yet implemented (as of September 2004)	Yes (2004-2006 & 2007-2011)	
<b>Chad</b>	November 2003	Education and Training in Chad : Review of Thematic Studies(French), (2003)  EFA 2000 Assessment: Country Report: Chad, (2003)  Plan d'action national de l'éducation pour tous (PLAN/EPT) a l'an 2015, (2002)	Yes (2000 & 2006-2010)	France (AFD), IDB, AfDB, EU, Germany (GTZ, Technical Assistance), UNICEF

Country	PRSP	National ED Sector Plan	UNDAF	Key Donors Supporting Education
		The country has a sector-wide or basic education plan that has been updated in the light of EFA goals. The country approved EFA plan and it needs to be updated (sep. 2004)		
<b>Comoros</b>		EFA 2000 Assessment: Country Report: Comoros, (2003)	Yes (2003-2007)	France, EU
<b>Congo</b>	September 2005	EFA 2000 Assessment: Country Report: Congo Republic, (2003)  Plan national d'action de l'éducation pour tous (PNA/EPT): République du Congo, (2002)  National Capacity Building for Rehabilitation and Reconstruction - PRC/98/001, (1998)  EFA-specific plan was developed and the country approved the EFA plan but has not yet implemented it (sep. 2004)		Belgium, France, Germany France has US\$2000 for the "sector program", with little prospects of getting additional \$. Do not know what Belgium or Germany are doing
<b>Côte d'Ivoire</b>	December 2004	EFA 2000 Assessment: Country Report: Cote d'Ivoire (Français), (1998)	Yes (2003-2007)	WB, AfDF, France, Germany, Japan, GTZ, KfW, ADB
<b>Democratic Rep. of Congo</b>	Interim PRSP	EFA 2000 Assessment: Country Report: Democratic Republic of Congo, (2003)  Pan d'Action National de l'Education Pour Tous (Projet): Volume I I: Coûts des actions planifiées, (2005)  Plan d'Action National de l'Education Pour Tous (Projet): Volume I : Cadre stratégique, (2005)		Belgium, Canada, France, Germany, UNICEF, WB, UNDP, UNESCO

Country	PRSP	National ED Sector Plan	UNDAF	Key Donors Supporting Education
<b>Equatorial Guinea</b>				
<b>Eritrea</b>	July 2004		Yes (2002-2006 & 2007-2011)	Denmark, Italy, Sweden, USA, Germany, Netherlands, Asian Dev. Bank, UNICEF, EU, WB
<b>Ethiopia</b>	2003; New PRSP due in 2005	<p><u>The Ethiopia Education Sector Development Program</u>, (2002)</p> <p>Support to educational sector development programme (SPPD), (2003)</p> <p>The project "Studies of Education in Ethiopia", (2003)</p>	Yes (2002-2004)	World Bank, AfDB, USAID, DFID, NEDA, SIDA, EU, Irish Aid, UNICEF, Italy, JICA, Norway
<b>Gambia</b>	July 2002	<p>EFA 2000 Assessment: Country Report: Gambia, (2003)</p> <p>National Action Plan: Gambia, (2003)</p> <p>EFA specific plan was developed but the government has not yet approved it (Sep 2004).</p>	Yes (2002-2006 & 2007-2011)	WB, AfDB, EU, DFID, Ireland
<b>Ghana</b>	May 2003	A sector-wide plan was developed to incorporate full EFA goals and FTI proposals. The country approved EFA plan and implemented the plan (Sep. 2004)	Yes (1998-2001 & 2001-2005 & 2006-2010)	WB, AfDF, UK, Canada, Germany, Netherlands, USA
<b>Guinea</b>	July 2002	EFA 2000 Assessment: Country Report: Guinea, (2003)	Yes (2002-2006 & 2007-2011)	WB, Canada, France, Germany, Japan, USA, AfDF, EC
<b>Guinea-Bissau</b>		<p>EFA 2000 Assessment: Country Report: Guinée Bissau (Français), (2003)</p> <p>EFA National Plan of Action: Guinea Bissau, (2003)</p>	Yes (2002)	WB, ADB, Portugal, UNICEF, WFP

Country	PRSP	National ED Sector Plan	UNDAF	Key Donors Supporting Education
<b>Kenya</b>	May 2004	Kenya Education Sector Support Programme 2005-2010,(2005)  EFA specific plan was developed and the country approved the plan (Sep. 2004).	Yes (1999-2003 & 2004-2008)	AfDF, UK, Australia, Japan, EC
<b>Lesotho</b>	April 2004	Education Sector Strategic Plan: Lesotho, (2002)  EFA 2000 Assessment: Country Report: Lesotho, (2003)  The country has a programme for education and training that includes EFA goals. (Sep. 2004)	Yes (2002-2007)	WB, AfDF, Japan, WFP, UNICEF, DCI
<b>Liberia</b>		EFA National Action Plan, 2004 - 2015: Republic of Liberia, (2004)	Yes (2003-2005)	USA, UNICEF, EU, IDA
<b>Madagascar</b>	November 2003	EFA 2000 Assessment: Country Report: Madagascar, (2003)  Plan Education pour Tous: Situation en (2005).  Actualisation des objectivies et strategies, (2005)	Yes (2005-2009)	France, WB, Japan, Norway, AfDF, UNICEF
<b>Malawi</b>	August 2002	EFA 2000 Assessment: Country Report: Malawi, (2003)	Yes (1998 & 2000-2006)	WB, AfDF, Denmark, Netherlands, UK, Australia, Canada, Germany, USA
<b>Mali</b>	March 2003	EFA 2000 Assessment: Country Report: Mali, (2003)  Support to the Formulation and the Implementation for the Education Development Programme - MLI/91/030,	Yes (1998-2002 & 2003-2007)	WB, Canada, Belgium, France AfDF, Germany, Japan, Luxembourg, Netherlands, Spain, Sweden, USA, EC, Islamic Bank, NORAD, BAD

Country	PRSP	National ED Sector Plan	UNDAF	Key Donors Supporting Education
		Support Project to the Implementation of PRODEC - MLI/99/005		
<b>Sao Tome Principe</b>	April 2000 Sep. 2005	Education pour tous EPT: Plan National d'action 2002-2015, (2002)  EFA 2000 Assessment: Country Report: Sao Tome and Principe, (2002)  EFA-specific plan was developed but the country has not yet implemented it (sep. 2004)	Yes (2002-2006 & 2007-2011)	Portugal, UNDP, UNICEF, African Development Bank, Taiwan, Republic of China
<b>Senegal</b>	December 2002	<u>EFA 2000 Assessment: Country Report: Senegal, (2003)</u>  Plan national d'action de l'éducation pour tous (PNA/EPT): Senegal, (2001)  Workshop for the external validation of the EFA National Plan of Action in Senegal: Dakar, BREDA 23-24 April, 2001, (2001)	Yes (1999)	ADB , CIDA, AfDB/French Cooperation, EU, NDF, UNICEF, JICA, Luxembourg, OPEP.
<b>Sierra Leone</b>	I-PRSP		Yes (2004-2007)	World Bank, AfDB, UNICEF, UNESCO, PLAN Int., Action Aid
<b>Somalia</b>		EFA 2000 Assessment: Country Report: Somalia, (2003)		Italy
<b>Tanzania</b>	October 2000	Adult and Non-Formal Education Sub-Sector Medium Term Strategy, 2003/04-2007/08 : The United Republic of Tanzania, (2003)  EFA 2000 Assessment: Country Report: Tanzania (Mainland), (2003)	Yes (2002-2006 & 2007-2010)	WB, AfDF, Canada, Netherlands, Sweden, Norway, Australia, Finland, France, Germany, Ireland, Japan, Switzerland, UK, EC

Country	PRSP	National ED Sector Plan	UNDAF	Key Donors Supporting Education
<b>Togo</b>		EFA 2000 Assessment: Country Report: Togo (Français), (2003)	Yes (2002-2006)	France, Germany.
<b>Uganda</b>	March 2000	EFA 2000 Assessment: Country Report: Uganda, (2003)  A-sector-wide plan was updated in the light of EFA goals. The country approved EFA plan but the Government has not yet approved it (Sep. 2004).	Yes (2001-2005 & 2006-2010)	AfDF, EC, WB, Ireland, Australia, Canada, Denmark, Germany, Japan, Netherlands, Norway, UK, USA
<b>Zambia</b>	March 2002	EFA 2000 Assessment: Country Report: Zambia, (2003)  Educating the Nation: Strategic Framework for Implementation Of Education For All, (n/d)  A-pre-existing sector-wide or basic education plan exist. The country has not finalized the EFA plan (Sep. 2004).	Yes (2002-2006 & 2007-2010)	WB, UK, Norway, Denmark, Finland, Germany, Ireland, Japan, Netherlands, USA, AfDF, EC
<b>Zimbabwe</b>		EFA 2000 Assessment: Country Report: Zimbabwe, (2003)  EFA specific plan was updated and the country approved and implemented it. (sep. 2004).	Yes (2007-2011)	
<b>Arab States</b>				
<b>Djibouti</b>	June 2004	EFA 2000 Assessment: Country Report: Iraq, (2003)	Yes (2003-2007)	France, Japan, WB
<b>Iraq</b>		Improving the learning environment in Iraq, (2003)		

Country	PRSP	National ED Sector Plan	UNDAF	Key Donors Supporting Education
<b>Latin America and the Caribbean</b>				
<b>Honduras</b>	October 2001		Yes (2007-2011)	WB, EC, Sweden, Canada, Germany, Spain, USA, IDB
<b>Nicaragua</b>	July 2001		Yes (2002-2006)	WB, IDB, Austria, Finland, Japan, Spain, Sweden, USA,
<b>South and West Asia</b>				
<b>Afghanistan</b>	June 2006	EFA 2000 Assessment: Country Report: Afghanistan, (2003)  Production and Provision of Instructional Materials for Basic Education in Afghanistan, (2003)	Yes (2006-2008)	USAID, WB, Japan, Denmark, UNICEF
<b>Bangladesh</b>	October 2005	Sector-wide or basic education plan was updated in the light of EFA goals. The country approved EFA plan and implemented it. (Sep. 2004).	Yes (2006-2010)	WB, AsDB, Canada, UK, Netherlands, Norway, Australia/UNICEF, Denmark, Japan, Sweden, EU
<b>Bhutan</b>	August 2004	Education For All Draft National Action Plan, April 2001, (2005)  Education Sector Strategy: Realizing Vision 2020 Policy and Strategy  EFA 2000 Assessment: Country Report: Bhutan, (2003)  Reaching the unreached, a priority for securing Education for All, (2003)	Yes (2002-2007)	Canada, Switzerland, Denmark, Japan, India, UNICEF, IDA
<b>India</b>	February 2000	Education for All: National Plan of Action, India, (2003)  EFA-specific plan was developed, approved and	Yes (2000)	WB, UK, Germany, Netherlands, Australia, France, Italy, Norway, Sweden, Switzerland, UNICEF

Country	PRSP	National ED Sector Plan	UNDAF	Key Donors Supporting Education
		was implemented (Sep. 2004).		
<b>East Asia and the Pacific</b>				
<b>Cambodia</b>	February 2003		Yes (2001-2005) &2006-2010)	ADB, European Commission, Japan, Sweden, UNICEF, UNESCO, USAID, WB
<b>Lao People's Democratic Republic</b>	April 2004	Sector-wide or basic education plan was updated but the country has not finalized the EFA plan (sep. 2004).	Yes (2002-2006 & 2007-2011)	ADB, UNICEF, AusAID, French Cooperation, GTZ, JICA, Luxemburg, NORAD, SIDA
<b>Myanmar</b>				Japan
<b>Papua New Guinea</b>		Sector-wide or basic education plan was updated, approved and implemented (sep. 2004).	Yes (2003-2007)	Australia, Japan, EC

Sources:

- Main Source: The World Bank, [http://www1.worldbank.org/education/efafti/documents/Countrystatustable\\_oct05.xls](http://www1.worldbank.org/education/efafti/documents/Countrystatustable_oct05.xls);
  - The IMF, <http://www.imf.org/external/np/prsp/prsp.asp>.
  - EFA Plan: [http://www.unesco.org/education/efa/db/index\\_national\\_plans.shtml](http://www.unesco.org/education/efa/db/index_national_plans.shtml)
  - PRSP: <http://www.imf.org/external/np/prsp/prsp.asp>
  - UNDG: <http://www.undg.org/content.cfm?id=173>
  - [http://www.un.org/special-rep/ohrls/ohrls/cca\\_undaf\\_prsp.htm](http://www.un.org/special-rep/ohrls/ohrls/cca_undaf_prsp.htm)
  - UNDAF: [http://www.undg.org/documents/8770-Review\\_of\\_the\\_Role\\_and\\_Quality\\_of\\_UNDAFs.pdf](http://www.undg.org/documents/8770-Review_of_the_Role_and_Quality_of_UNDAFs.pdf)
  - PRSP: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPRS/0,,menuPK:384207~pagePK:149018~piPK:149093~theSitePK:384201,00.html>
  - Education National Sector Plan: [http://portal.unesco.org/education/en/ev.php-URL\\_ID=17743&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=17743&URL_DO=DO_TOPIC&URL_SECTION=201.html)
  - National Educational Plan : <http://unesdoc.unesco.org/images/0013/001372/137248e.pdf> (2004)
  - UNDAF: [http://www.un.org/special-rep/ohrls/ohrls/cca\\_undaf\\_prsp.htm](http://www.un.org/special-rep/ohrls/ohrls/cca_undaf_prsp.htm) ; <http://www.undg.org/content.cfm?id=831> ; <http://www.undg.org/content.cfm?id=179>
- United Nations Development Assistance Framework (UNDAF)** As the common strategic framework for the operational activities of the United Nations system at the country level, the UNDAF provides a collective, coherent and integrated United Nations system response to national priorities and needs within the framework of the MDGs (Millennium Development Goals) and the other commitments, goals and targets of the Millennium Declaration and the declarations and programmes of action adopted at international conferences and summits and through major United Nations conventions. The UNDAF emerges from the analytical and collaborative effort of the CCA and is the foundation for United Nations system programmes of cooperation.

## TABLE I. EFA NEEDS OF COUNTRIES ACCORDING TO EFA GOAL

Countries are listed if their achievement level on any of the six EFA goals is lower than the regional average.

Gender ratios are also shown for goal 1, 3, 4, and 6, respectively.

✓ the figure is over its regional average.

\* category not applicable.

--- data do not exist for the category.

n.a. the category does not apply because the regional average for goal 6 is unavailable.

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24) Literacy Rate (2000-2004)	GOAL4: Adult (15 and over) Literacy Rate (2000-2004)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)			GER in primary education (2004)	GER in secondary education (2004)	
<b>WORLD</b>							
<b>World Average (%)</b>	<b>37%</b>	<b>86%</b>	<b>87%</b>	<b>82%</b>			---
<b>World Average GPI (F/M)</b>	<b>0.97</b>		<b>0.93</b>	<b>0.89</b>	<b>0.94</b>	<b>0.94</b>	---

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Youth Literacy Rate (2000-2004)	Adult Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
<b>Sub-Saharan AFRICA</b>							
<b>Regional Average (%)</b>	<b>12%</b>	<b>65%</b>	<b>73%</b>	<b>61%</b>			<b>72.6%</b>
<b>Regional Average GPI (F/M)</b>	<b>0.98</b>		<b>0.88</b>	<b>0.77</b>	<b>0.89</b>	<b>0.78</b>	<b>1.05</b>
<b>Angola</b>	---	---	72% 0.75	67% 0.65	---	---	*
<b>Benin</b>	4% 1.00	✓	45% 0.56	35% 0.49	0.77	0.52	69.4% 0.99
<b>Burkina Faso</b>	1% 0.94	40%	31% 0.65	22% 0.52	0.78	0.68	✓
<b>Burundi</b>	1% 0.97	57%	73% 0.92	59% 0.78	0.83	0.75	63.0% 0.96
<b>Cameroon</b>	✓	---	---	68% 0.78	0.85	0.70	✓
<b>Central African Republic</b>	2% 1.04	---	59% 0.67	49% 0.52	0.69	---	---
<b>Chad</b>	---	57%	38% 0.42	26% 0.31	0.69	0.32	45.8% 0.76
<b>Comoros</b>	3% 0.96	---	---	---	0.88	0.76	62.7% ---

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
<b>Congo</b>	6% 1.06	---	---	---	✓	✓	66.3% 1.03
<b>Côte d'Ivoire</b>	3% 0.96	56%	61% 0.74	49% 0.63	0.79	0.55	---
<b>Democratic Rep. of Congo</b>	---	---	70% 0.81	✓	---	---	---
<b>Equatorial Guinea</b>	✓	✓	✓	✓	✓	0.57	32.6% 0.93
<b>Eritrea</b>	7% 0.90	48%	---	---	0.80	0.56	✓
<b>Ethiopia</b>	2% 0.95	56%	61% 0.86	45% 0.73	0.86	0.65	*
<b>Gabon</b>	✓	---	---	---	✓	---	69.3% 1.04
<b>Gambia</b>	✓	✓	---	---	✓	✓	---
<b>Ghana</b>	✓	65%	71% 0.86	58% 0.75	✓	✓	63.3% 1.05
<b>Guinea</b>	6% 1.03	64%	47% 0.57	29% 0.43	0.81	0.48	✓
<b>Lesotho</b>	✓	✓	---	✓	✓	✓	63.4% 1.19

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Madagascar	10% ---	✓	70% 0.94	✓	✓	---	57% 1.03
Malawi	---	✓	✓	✓	✓	✓	43.8% 0.77
Mali	2% 1.01	46%	24% 0.52	19% 0.44	0.79	0.61	---
Mozambique	---	✓	---	---	0.83	0.70	49.2% 0.85
Niger	1% 1.01	39%	37% 0.44	29% 0.35	0.72	0.67	✓
Nigeria	✓	60%	---	---	0.85	✓	✓
Rwanda	3% 0.98	✓	✓	✓	✓	✓	45.8% 1.13
Sao Tome and Principe	✓	✓	---	---	✓	✓	66.5% 1.02
Senegal	6% 1.11	✓	49% 0.70	39% 0.57	✓	0.72	✓
Sierra Leone	---	---	48% 0.63	35% 0.52	---	---	---
Somalia	---	---	---	---	---	---	---
Togo	2% 0.98	✓	✓	53% 0.56	0.84	0.50	✓

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Youth (15-24) Literacy Rate (2000-2004)	Adult (15 and over) Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Uganda	2% 0.99	---	✓	✓	✓	✓	63.6% 1.02
Zambia	---	✓	69% 0.91	✓	✓	✓	✓
Zimbabwe	✓	✓	---	---	✓	✓	69.7% 1.04
<b>ARAB States</b>							
<b>Regional Average (%)</b>	<b>16%</b>	<b>81%</b>	<b>82%</b>	<b>66%</b>			<b>94.7%</b>
<b>Regional Average GPI (F/M)</b>	<b>0.87</b>		<b>0.87</b>	<b>0.72</b>	<b>0.90</b>	<b>0.91</b>	<b>1.02</b>
Algeria	5% 0.97	✓	✓	✓	✓	✓	✓
Djibouti	2% 0.99	33%	---	---	0.79	0.69	87.7% 0.95
Egypt	14% 0.95	✓	✓	✓	✓	✓	✓
Iraq	6% 1.00	✓	✓	✓	0.83	0.66	---

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Libyan Arab Jamahiriya	8% 0.96	---	---	---	✓	✓	---
Mauritania	2% ---	74%	61% 0.82	51% 0.73	✓	0.83	81.6% 1.02
Morocco	✓	86%	70% 0.75	52% 0.60	✓	0.84	81.2% 0.98
Oman	6% 0.91	78%	✓	✓	✓	✓	✓
Saudi Arabia	5% ---	59%	✓	✓	✓	0.88	93.6% 0.99
Sudan	✓	---	77% 0.84	61% 0.73	0.87	✓	91.9% 1.00
Libyan Arab Jamahiriya	10% 0.91	✓	✓	✓	✓	✓	---
Yemen	0.8% 0.87	75%	72% 0.67	53% 0.46	0.71	0.48	73.2% 0.86

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
<b>Central and Eastern Europe</b>							
Regional Average (%)	<b>57%</b>	<b>91%</b>	<b>99%</b>	<b>97%</b>			*
Regional Average GPI (F/M)	<b>0.95</b>		<b>0.99</b>	<b>0.97</b>	<b>0.97</b>	<b>0.96</b>	*
Republic of Moldova	50% 0.97	78%	✓	✓	✓	✓	*
Turkey	8% 0.95	89%	96% 0.95	87% 0.84	93% 0.94	79% 0.75	*
Ukraine	✓	82%	✓	✓	✓	✓	*
<b>Central Asia</b>							
Regional Average (%)	<b>27%</b>	<b>92%</b>	<b>100%</b>	<b>99%</b>			*
Regional Average GPI (F/M)	<b>0.95</b>		<b>1.00</b>	<b>0.99</b>	<b>0.99</b>	<b>0.96</b>	*
Azerbaijan	✓	84%	✓	✓	0.98	✓	*

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Youth (15-24) Literacy Rate (2000-2004)	Adult (15 and over) Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Kyrgyzstan	12% 0.99	90%	✓	✓	✓	✓	*
Mongolia	✓	84%	98% 1.01	98% 1.00	✓	✓	*
Tajikistan	9% 0.93	✓	✓	✓	0.95	0.84	*
<b>East Asia and the Pacific</b>							
Regional Average (%)	<b>40%</b>	<b>94%</b>	<b>98%</b>	<b>92%</b>			---
Regional Average GPI (F/M)	<b>0.96</b>		<b>0.99</b>	<b>0.93</b>	<b>0.99</b>	<b>1.00</b>	---
Cambodia	9% 0.99	✓	83% 0.90	74% 0.76	0.92	0.69	n.a.
China	36% 0.92	---	✓	91% 0.91	✓	✓	n.a.
Fiji	16% 1.06	✓	---	---	0.98	✓	n.a.

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Indonesia	22% 1.09	✓	✓	90% 0.92	0.98	0.99	n.a.
Lao People's Democratic Republic	8% 1.05	84%	78% 0.90	69% 0.79	0.88	0.76	n.a.
Macao, China	✓	89%	✓	91% 0.92	0.92	✓	n.a.
Malaysia	✓	93%	97% 1.00	89% 0.93	✓	✓	n.a.
Marshall Islands	✓	90%	---	---	0.94	✓	n.a.
Myanmar	---	88%	95% 0.98	90% 0.92	✓	0.99	n.a.
Nauru	✓	---	---	---	84% 0.99	✓	n.a.
Niue	✓	---	---	---	✓	0.95	n.a.
Palau					0.92	✓	n.a.
Papua New Guinea	✓	---	67% 0.93	57% 0.80	0.88	0.79	n.a.
Philippines	✓	✓	95% 1.01	✓	✓	✓	n.a.

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Youth (15-24) Literacy Rate (2000-2004)	Adult (15 and over) Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Samoa	✓	90%	✓	✓	✓	✓	n.a.
Solomon Islands	✓	80%	---	---	0.97	0.81	n.a.
Thailand	✓	---	✓	✓	0.95	✓	n.a.
Timor-Leste	11% ---	---	---	---	---	---	n.a.
Tonga	23% 1.36	93%	✓	✓	0.95	✓	n.a.
Tuvalu	✓	---	---	---	✓	---	n.a.
Vanuatu	✓	✓	---	74% ---	0.97	0.86	n.a.
Viet Num	✓	93%	94% 0.99	90% 0.93	0.93	0.95	n.a.

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Youth Literacy Rate (2000-2004)	Adult Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
<b>Latin America and the Caribbean</b>							
<b>Regional Average (%)</b>	<b>62%</b>	<b>95%</b>	<b>96%</b>	<b>90%</b>			<b>84.3%</b>
<b>Regional Average GPI (F/M)</b>	<b>1.01</b>		<b>1.01</b>	<b>0.98</b>	<b>0.97</b>	<b>1.08 (1.00 is used as cut-off)</b>	<b>1.02</b>
<b>Anguilla</b>	✓	88%	---	---	✓	✓	---
<b>Aruba</b>	✓	✓	✓	✓	0.95	✓	---
<b>Bahamas</b>	31% 0.99	84%	---	---	✓	✓	---
<b>Belize</b>	28% 1.01	✓	---	---	✓	✓	---
<b>Bermuda</b>	52% ---	---	---	---	---	---	✓
<b>Bolivia</b>	48% 1.01	95%	✓	87% 0.87	✓	0.97	✓
<b>Brazil</b>	✓	93%	✓	89% 1.00	0.94	✓	*
<b>British Virgin Islands</b>	✓	✓	---	---	0.96	✓	---

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
<b>Cayman Island</b>	44% 0.87	87%	---	---	0.95	✓	---
<b>Chile</b>	52% 0.99	---	✓	✓	0.95	✓	✓
<b>Colombia</b>	38% 1.01	83%	✓	✓	✓	✓	77.5% 1.07
<b>Cuba</b>	✓	✓	✓	✓	0.95	✓	✓
<b>Dominica</b>	✓	88%	---	---	✓	0.99	✓
<b>Dominican Republic</b>	32% 1.01	86%	94% 1.03	87% 1.00	0.95	✓	59.2% 1.19
<b>Ecuador</b>	✓	✓	✓	✓	✓	✓	76.3% 1.03
<b>El Salvador</b>	51% 1.04	92%	90% 0.99	81% 0.94	✓	✓	72.8% 1.06
<b>Grenada</b>	✓	84%	---	---	0.96	✓	79.0 1.17
<b>Guatemala</b>	28% 1.01	93%	82% 0.91	69% 0.84	0.92	0.90	77.9% 0.96
<b>Guyana</b>	✓	---	---	---	✓	---	64.3% 1.02
<b>Honduras</b>	33% 1.04	91%	89% 1.05	80% 1.01	✓	✓	---

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
<b>Jamaica</b>	✓	91%	---	80% 1.16	✓	✓	✓
<b>Montserrat</b>	✓	94%	---	---	---	✓	---
<b>Nicaragua</b>	35% 1.03	88%	86% 1.06	77% 1.00	✓	✓	58.8% 1.13
<b>Panama</b>	55% 1.02	✓	✓	✓	✓	✓	✓
<b>Paraguay</b>	31% 1.01	---	---	---	✓	✓	81.6% 1.04
<b>Peru</b>	60% 1.01	✓	✓	88% 0.88	✓	✓	83.6% 0.98
<b>Saint Kitts and Nevis</b>	✓	94%	---	---	✓	0.97	---
<b>Saint Lucia</b>	✓	✓	---	---	0.96	✓	✓
<b>Saint Vincent and the Grenadines</b>	✓	94%	---	---	0.95	0.97	✓
<b>Suriname</b>	✓	92%	95% 0.98	✓	✓	✓	---
<b>Trinidad and Tobago</b>	✓	92%	✓	✓	✓	✓	✓

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Youth (15-24) Literacy Rate (2000-2004)	Adult (15 and over) Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Turks and Caicos islands	✓	81%	---	---	✓	0.99	45.9% 1.23
Uruguay	61% 1.01	---	✓	✓	✓	✓	✓
Venezuela	55% 1.01	92%	✓	✓	✓	✓	✓
<b>North America and Western Europe</b>							
Regional Average (%)	<b>78%</b>	<b>96%</b>	<b>99%</b>	<b>99%</b>			---
Regional Average (F/M)	<b>0.98</b>		<b>1.0</b>	<b>1.0</b>	<b>0.98</b>	<b>1.01(1.00 is used as cut-off)</b>	---
Andorra	✓	89%	---	---	✓	✓	n.a.
Austria	✓	---	---	---	✓	0.95	n.a.
Belgium	✓	✓	---	---	✓	0.97	n.a.
Canada	68% 1.00	---	---	---	✓	0.99	n.a.

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Cyprus	61% 1.01	✓	✓	97% 0.96	✓	✓	n.a.
Finland	59% 0.99	✓	---	---	✓	✓	n.a.
Germany	✓	---	---	---	✓	0.98	n.a.
Greece	66% 1.02	✓	✓	96% 0.96	✓	✓	n.a.
Israel	✓	✓	✓	97% 0.97	✓	✓	n.a.
Italy	✓	✓	✓	98% 0.99	✓	0.99	n.a.
Luxembourg	✓	91%	---	---	✓	✓	n.a.
Malta	✓	94%	96% 1.04	88% 1.03	✓	0.93	n.a.
Netherland	✓	✓	---	---	0.97	0.98	n.a.
Norway	✓	✓	---	---	✓	✓	n.a.
Portugal	76% 1.03	✓	---	---	0.96	✓	n.a.
Switzerland	✓	94%	---	---	✓	0.92	n.a.

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
United Kingdom	59% 1.00	✓	---	---	✓	✓	n.a.
United States	62% 0.96	92%	---	---	---	✓	n.a.
<b>South and West Asia</b>							
Regional Average (%)	<b>32%</b>	<b>86%</b>	<b>72%</b>	<b>59%</b>			---
Regional Average GPI (F/M)	<b>0.98</b>		<b>0.79</b>	<b>0.66</b>	<b>0.91</b>	<b>0.83</b>	---
Afghanistan	0.7% 0.80	---	34% 0.36	28% 0.29	0.44	0.21	n.a.
Bangladesh	12% 1.01	✓	51% 0.73	43% 0.64	✓	✓	n.a.
India	✓	✓	✓	61% 0.65	✓	0.80	n.a.
Nepal	✓	79%	70% 0.75	49% 0.56	✓	✓	n.a.
Pakistan	✓	66%	65% 0.72	50% 0.57	0.73	0.73	n.a.

Country	GOAL1: ECCE	GOAL2: UPE	GOAL3: Youth (15-24)	GOAL4: Adult (15 and over)	GOAL5: Gender Parity		GOAL6: Educational Quality—Survival Rate to Grade 5 (2003)
	GER in Pre-Primary Education (2004)	Net Enrolment Rate in Primary Education (2004)	Literacy Rate (2000-2004)	Literacy Rate (2000-2004)	GER in primary education (2004)	GER in secondary education (2004)	
Sri Lanka	---	✓	✓	✓	---	✓	n.a.

Source: *EFA Global Monitoring Report (2007)*. Paris: UNESCO. Table 12 (Pages, 324-337).

# GAP Document X

## INDICATIVE TIMELINE

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### Overview

**PART 1. REGULAR MEETINGS, EVENTS AND ACTIONS (WORKING LIST)**

**PART 2: TIMELINE (2006-2010)**

The timeline is in three parts, two of which are presented here:

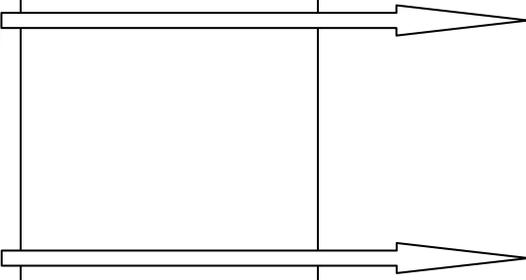
- Part 1 details regular, mostly annual, events which either contribute directly to EFA coordination or offer an opportunity to link EFA with wider development agendas; this list is not exhaustive, but a working tool;
- Part 2 presents a timeline over the five years 2006-2010, noting events, trends and pledges relating to EFA;
- Part 3, yet to be elaborated, will present the later years of EFA endeavours, 2011-2015.

## PART 1. REGULAR MEETINGS, EVENTS AND ACTIONS (WORKING LIST)

Areas		Regular meetings, events, actions	
<b>Alliance building &amp; Political momentum</b>	<b>EFA Meetings</b>	<b>International coordination</b> WGEFA (annual) HLG (annual) FTI Partnership meeting (annual) FTI technical meetings (biannual) Regional meetings (e.g. UNESCO Bangkok, South-Asian Ministers' EFA Forum) E-9 Ministerial Meeting (biennial) CCNGO	<b>Regional coordination</b> Regional Education Project for Latin America and the Caribbean (PRELAC) Ministers of Education of African Member States (MINEDAF) AU Conference of African Ministers of Education (COMEDAF) Regional Committee on Education in Asia and the Pacific (EDCOM)
			<b>Thematic partnerships</b> United Nations Girls' Education Initiative (UNGEI) Education for Rural People The Interagency Network for Education in Emergencies (INEE)

Areas		Regular meetings, events, actions	
	<p><b>Other major events for advocacy on EFA</b></p>	<p><b>International meetings</b></p> <p>G-8 (July)</p> <p>ECOSOC</p> <p>UN Inter-agency Committee on DESD</p> <p>UN Forum on Indigenous Affairs (May)</p> <p>World Congress on Indigenous Education</p> <p>OECD/ED</p> <p>OECD/DAC High-Level meeting</p> <p>World Economic Forum (January)</p> <p>Commission on Human Rights</p> <p>Commission on the Status of Women</p> <p>Committee on the Rights of Child</p> <p>Committee on Economic, Social and Cultural Rights</p> <p>Inter-agency Consultative Group on Secondary Education Reform</p>	<p>Oxford international conference on education and development</p> <p>Stanford University Business of Education conference</p> <p>Comparative and International Education Society Annual Conference</p> <p>World Congress of Comparative Education Societies</p> <p><b>Regional meetings</b></p> <p>Parliamentary Forums and New Partnership for Africa's Development (NEPAD)</p> <p>ADEA</p> <p>African Union</p>
	<p><b>Agencies' meetings</b></p>	<p><b>Meetings of governing bodies</b></p> <p>UNESCO's Executive Board (biannual - April and October) and General Conference (Biennial - October)</p> <p>WB/IMF's Development Committee (biannual - Spring – March/April and Fall – September/October)</p> <p>UNICEF's Executive Board (3 times - January, June and September)</p> <p>UNDP/UNFPA - Executive Board (2 regular sessions in NY – January and September &amp; Annual Session in Geneva - September)</p>	
<p><b>Communication &amp; advocacy</b></p>		<p><b>Events</b></p> <p>EFA Week</p> <p>International Days</p> <p>International Mother Language Day (21 February)</p> <p>International Women's day (8 March)</p> <p>Africa Day (25 May)</p>	<p>International Literacy Day (8 September)</p> <p>World Teacher's Day (5 October)</p> <p>World AIDS Day (1 December)</p> <p>International Human Rights Day (10 December)</p> <p>UN Day for South-South Cooperation (20 December)</p>
<p><b>Monitoring</b></p>		<p><b>Reports</b></p> <p>GMR (Annual - November)</p> <p>FTI Status Report (Annual - November)</p> <p>Global Education Digest by UIS (annual)</p> <p>UNDP Human Development Report (annual)</p>	<p>State of the World's Children (UNICEF – annual)</p> <p>World Development Report (World Bank – Annual)</p>

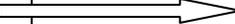
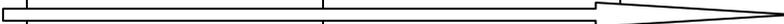
## PART 2: TIMELINE (2006-2010)

Section	Sub-section	2006	2007	2008	2009	2010
<b>Better Support to the National Level</b>	<b>Supporting national leadership</b>	<p>Influence CCA/UNDAF development and implementation as a consistent process for integration of multilateral agendas with the full incorporation of education supporting national development strategies</p> <p>Work to influence PRS and other national development strategy processes in the same way</p>				
	<b>Capacity development</b>	Develop an integrated capacity development approach and a process for implementation				
	<b>Communication and advocacy</b>	Develop media and advocacy to support national implementation of all six EFA goals and to link them with broad development objectives				

Section	Sub-section	2006	2007	2008	2009	2010
	<b>Resource mobilization</b>	<p>Undertake further research on the size of the financing gap for EFA, with an emphasis on regular monitoring and reassessment, supporting the costing of national education sector plans as well as estimates of global needs.</p> <p>Continue to urge governments to devote at least 6% of GNI to education, including basic education</p> <p>Lobby for new and increased external financial assistance for the EFA goals of adult literacy, early childhood care and education, and lifeskills and vocational programmes for young people. Channels will be explored.</p> <p>Work with governments to develop policies that facilitate strong public-private partnerships in support of EFA, in countries where such partnerships are currently weak.</p>		<p>By the end of 2008, FTI will serve as a channel for financing assistance to at least 60 countries, and the linkages between FTI funds and greater ongoing bilateral support will be clear. (WB)</p>		<p>A significantly higher proportion of the extra ODA pledged in 2005 is dedicated to basic education.</p>

Section	Sub-section	2006	2007	2008	2009	2010
	<b>Effective use of aid for EFA</b>	Promote aid effectiveness at country level by 1) ensuring that the education sector is fully part of the implementation of the Paris Declaration and 2) using FTI as a sectoral instrument of in-country Paris Declaration processes				
	<b>Widening the scope of monitoring EFA</b>	Coordinate reviews of EFA progress in 2006-2007 at national level, leading to regional syntheses and in concert with the GMR global review of progress, and as part of a longer-term review and research process to inform national priorities (UNESCO with partners/governments)	Develop and subsequently implement a peer review model for agencies and countries. (UNESCO with EFA partners, governments)			

Section	Sub-section	2006	2007	2008	2009	2010
<b>Improved Coordination at the Global Level</b>	<b>Maintaining the momentum of EFA</b>	<p>Promote inclusion of reference to EFA and GAP in the outcomes of the St Petersburg G-8 Summit in July 2006</p> <p>Consult on and design a coordinated plan to keep EFA high on international political agendas</p> <p>Work together to integrate the EFA media and advocacy strategies of the key EFA partners, in particular UNESCO, UNICEF, FTI, and the Global Campaign on Education</p>	Advocate for EFA on the G8 agenda in subsequent years (UNESCO)			
	<b>Enhanced policy input based on evidence and research</b>	Identify research priorities that will result in more successful strategies for achieving the EFA goals and the aims of the two decades by 2015.				
	<b>South-South cooperation</b>		Take specific measures to strengthen and link existing networks of South-South cooperation in EFA.	7 <sup>th</sup> E-9 Ministerial Review meeting (Indonesia)		8th E-9 Ministerial Review meeting

Section	Sub-section	2006	2007	2008	2009	2010
	<b>Integrated EFA mechanisms</b>	Create an integrated agenda across the EFA coordination mechanisms in order to include the full range of EFA-related policy concerns of the international agencies and initiatives(UNESCO)	Improve the effectiveness of EFA coordination mechanisms by re-aligning the sequence of the publication of the GMR and the EFA meetings (UNESCO)			
<b>Strategic Directions of the EFA Convenors</b>	<b>UNESCO</b>	ED Sector Management Reform Formulation of the Medium Term strategy Implementation of in-house plan for DESD		Implementation of the Medium Term Strategy		
	<b>UNICEF</b>	Formulation of the Medium Term strategy		Implementation of the Medium Term Strategy		
	<b>World Bank</b>	Implementation of the Education Sector Strategy updated in December 2005				
	<b>UNFPA</b>	Establish linkages between education and MDGs, particularly regarding goal 3,4 5, and 6. Facilitate sexuality education and improve reproductive health-related areas, including delaying marriage age.				

Section	Sub-section	2006	2007	2008	2009	2010
	<b>UNDP</b>	<p>Achieve MDGS with Multi-year Funding Framework (MYFF, 2004-2007)</p> <p>Provide a platform to share effective strategies and action at the national level, particularly in the context of strengthening capacities for use of methodologies, instruments and tools for mainstreaming of MDGs in development plans and budgeting process</p>				

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