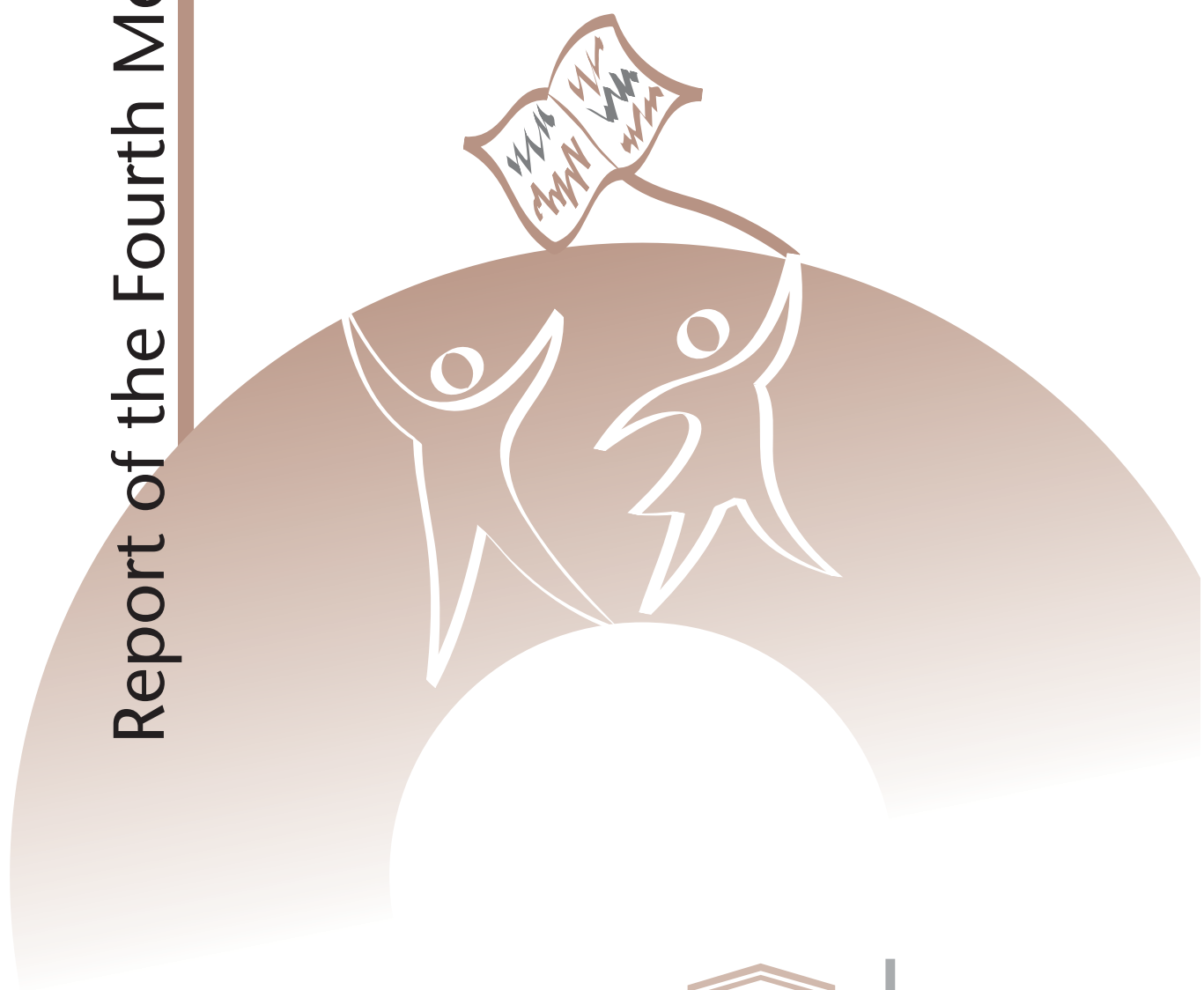


Report of the Fourth Meeting

of the Working Group on Education for All



UNESCO Paris
22-23 July 2003

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The draft report was shared with all participants in the fourth meeting of the Working Group on Educational for all.

All comments and reactions on the draft have been most helpful.

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Preface

Three years on from Dakar, the fourth meeting of the Working Group on Education for All (EFA) was the first to address a particular theme – the EFA flagships. These have evolved since Dakar, growing in number and raising questions of partnership, leadership, overlap and the articulation of international and national linkages. As this report details, these questions were debated in depth, with partners sharing perspectives and listening hard to each other in order better to invest in constructive partnerships.

The meeting also addressed progress on the Fast-Track Initiative, the only international initiative to date which picks up the Dakar commitment that ‘no country seriously committed to education for all will be thwarted ... by a lack of resources’. Debates often confined to donor groups and technical meetings were thus informed by engagement with other key stakeholders, such as developing countries and civil society.

Civil society initiatives were also on the agenda – they continue to promote awareness of EFA in significant ways, often spearheading advocacy. Participants in the Working Group not only endorsed such efforts, but see them increasingly as actions in which governments and agencies can themselves join. This bodes well for greater impact.

The constructive spirit in which discussions took place was heartening and encouraging. It provides a basis for partners to contribute to EFA from their strengths and comparative advantage, in full recognition of the strengths of others around the table. The sense of interdependence and mutual respect was palpable. As a result, debate was honest and frank – differences of perspective were openly aired, areas of disagreement were acknowledged, but the debate was pursued, often leading in the end to a greater convergence of points of view.

The Working Group was also highly conscious of the wider links which EFA entails – with regional country groupings and civil society coalitions, with international initiatives such as the Millennium Development Project or the G8 meetings. This underlines the fact that Education for All is not a stand-alone activity; it is a key component of comprehensive social development, on the one hand, and, on the other hand, has a key role to play in influencing broad agendas. The Working Group clearly expressed its desire to see such links become stronger and more effective.

The first EFA target date is just around the corner – achieving gender parity in primary and secondary schooling by 2005. This injects urgency into our debates and focuses them on action. There is also growing awareness that the 2015 targets will not be met without greater and more concerted action now. We must continue to marshal our common energies – as the Working Group reminded us, it is all about ensuring that people have genuine and accessible opportunities to improve the quality of their lives through education.

John Daniel
Assistant Director-General for Education UNESCO

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Abbreviations

AIDS	Acquired Immuno-Deficiency Syndrome
ASPBAE	Asia/South Pacific Bureau of Adult Education
CCNGO	Collective Consultation of Non-governmental Organizations
CEAAL	Consejo de Educación de Adultos de América Latina
CSO	Civil Society Organization
DAC	Development Assistance Committee
DFID	Department for International Development (United Kingdom)
ECCE	Early Childhood Care and Education
EFA	Education for All
ERP	Education for Rural People
FAPED	Forum of African Parliamentarians for Education
FAWE	Forum for African Women Educationalists
FRESH	Focusing Resources on Effective School Health
FTI	Fast-Track Initiative
GCE	Global Campaign for Education
HIV	Human Immunodeficiency Virus
IIEP	International Institute for Educational Planning
LAMP	Literacy Assessment and Monitoring Programme
MDG	Millennium Development Goal
MINEDAFVIII	Eighth Conference of Ministers of Education of African Member States
NGO	Non-governmental organization
OECD	Organisation for Economic Co-operation and Development
PRSP	Poverty Reduction Strategy Paper
SWAp	Sector-wide Approach
UIS	UNESCO Institute for Statistics
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
UPC	Universal Primary Completion
USAID	United States Agency for International Development
WfC	World fit for Children
WSSD	World Summit on Sustainable Development

I. Introduction

The Education for All (EFA) Working Group provides an opportunity for exchange and debate on the current issues raised by the implementation of the Dakar agenda. The fourth meeting took as its central theme the scope and role of EFA flagships, with special emphasis on the links between them and their potential to add value to country level efforts.

In his opening address, Mr Koïchiro Matsuura, Director-General of UNESCO, welcomed the experts, senior officials, practitioners and observers from around the world, and expressed satisfaction at the increased number of developing countries taking part in the meeting. He noted that the theme of EFA flagships would be addressed by looking at three in particular: girls' education, HIV/AIDS and education, and the United Nations Literacy Decade, with the possibility of examining others at future meetings. The Fast-Track Initiative would also be under review. Mr Matsuura informed the Working Group of the preparations in hand for organizing the High-Level Group in New Delhi in November, stressing that its agenda will be closely aligned with the outcomes of the EFA Global Monitoring Report's findings on progress towards the 2005 target of gender parity in schooling. He underlined the value of the Monitoring Report as an authoritative international source on EFA progress which must be used to influence future policy. The agenda items on civil society, the Fast-Track Initiative and the United Nations Girls' Education Initiative (UNGEI) are all evidence of concrete follow-up to Dakar and an expression of increasing international collaboration around EFA goals. Coordinating the output of the High-

Level Group with the Donors' Group (those donors willing to put funds into the FTI) is another sign of the growing coherence of international action. In this respect, *An International Strategy to Put the Dakar Framework of Action on Education for All into Operation*, as a dynamic document to be updated regularly, provides a reference guide for reviewing the role of EFA partners. The Director-General concluded by re-iterating UNESCO's commitment to keep EFA at the heart of its agenda and programmes – a commitment which he expects to be strengthened through a modest, but real increase in financial resources over the next biennium.

Organization of the meeting and the report

The Working Group met for one-and-a-half days at UNESCO Headquarters in Paris and was chaired by Mr John Daniel, Assistant Director-General for Education of UNESCO. Debate took place for the most part in plenary session, with four discussion groups addressing each of the plenary topics, enabling more intensive interaction on these themes. There was opportunity in plenary for comment on the feedback from the groups.

This report follows the structure of the agenda, summarizing the lead contributions on each topic, complemented by a brief digest of group and plenary debates. The Director-General's opening address, the agenda, a list of participants and a list of documents are appended to this report. ◇

III. EFA Flagships

Mr Daniel introduced the major theme of the meeting, the EFA flagships, and started by offering a definition:

An EFA flagship is a structured set of activities carried out by voluntary partners, under the leadership of one or more United Nations specialized agencies, in order to address specific challenges in achieving the Dakar goals.

Flagships can be vehicles of synergy, partnership and increased mutual understanding, expressing the growing cooperative spirit between EFA partners at international level. However, a number of concerns lay behind the decision to highlight flagships in this meeting. There is some confusion about their place in EFA efforts and some overlap between them. There is an information and communication gap, particularly at national level, and there are inadequate links with other development planning frameworks, such as the United Nations Development Assistance Framework (UNDAF), Poverty Reduction Strategy Papers (PRSPs) and Sector-wide Approach (SWAp) processes.

After reviewing the main lines of action of each flagship, Mr Daniel identified four emerging issues:

- ▷ Sequencing: how are countries to cope with successive international planning and coordination requirements?
- ▷ Coordination and ownership: different actors are involved in leading planning processes: the United Nations (UNDAF), the World Bank, governments and donors (SWAp, PRSP, FTI).
- ▷ Integration: to introduce flagships into UNDAF and PRSPs as cross-cutting thematic instruments.
- ▷ Strategies: flagships should be more than United Nations initiatives, they should be multi-partner support strategies.

Flagships are well established and functioning at international level, but need a more coordinated and integrated approach at country level. There is therefore scope for enhancing their impact in a number of ways. These focus on better information, collaboration, planning and integration into other frameworks; they also include pilot projects, regional initiatives, inter-flagship dialogue and increased communication between EFA partners sponsoring flagships. The Working Group was asked to keep three questions in mind in its discussions:

- ▷ How do the different assistance frameworks (UNDAF, SWAp, or PRSPs) present opportunities to reinforce the impact of EFA flagships?
- ▷ What should be the articulation between assistance frameworks and the EFA flagships?
- ▷ What are the next steps to be undertaken in order to promote this articulation?

The EFA Flagships

- ◆ The Initiative on the Impact of HIV/AIDS on Education
- ◆ Early Childhood Care and Education (ECCE)
- ◆ The Right to Education for Persons with Disabilities: Towards Inclusion
- ◆ Education for Rural People (ERP)
- ◆ Education in Situations of Emergency and Crisis
- ◆ Focusing Resources on Effective School Health (FRESH)
- ◆ Teachers and the Quality of Education
- ◆ The 10-year United Nations Girls' Education Initiative (UNGEI)
- ◆ Literacy in the Framework of the United Nations Literacy Decade (UNLD)

The ensuing presentations and discussions focused on three flagships – UNGEI, HIV/AIDS and Education, and Literacy – and on one international initiative, the Fast-Track Initiative. Under each topic a panel of four people representing governments, non-governmental and civil society organizations (NGOs/CSOs), donors and multilateral agencies made presentations, with one initial lead presenter; discussion was taken up both in plenary session, where time allowed, and in the four thematic groups.

Towards the end of the meeting, plenary discussion returned to the nature of flagships. There was a strong feeling that flagships need to be integrated at country

level, as part of sector dialogue and with country leadership. Whereas national educational planning must look at the sector as a whole, the flagship approach risks sending a contradictory message, splitting education into a number of separate topics. There is therefore a need to clarify relations between country-based development planning (such as PRSPs) and flagships. Coordination of the various flagships will be essential to avoid confusion in the messages that are communicated and the action that is undertaken; equally, flagships must form part of overall education planning. Existing working groups at regional level, for example in Asia, offer an opportunity for developing cooperation in flagships. ◇



United Nations Girls' Education Initiative (UNGEI)

Four presentations on UNGEI shed light on the initiative from a variety of perspectives. UNICEF, as the lead agency, presented an analysis of its thinking on what it means to lead a flagship and how partnership might be structured. United Kingdom's Department for International Development (DFID), as a donor, laid stress on putting the initiative into operation at the country level, emphasising collaboration and links with other sectors. The example of Bangladesh served to show how planning for girls' education is integrated with broader national educational plans, and a view from Africa showed that only the mainstreaming of gender issues into development planning will put girls' education high on the agenda.

Partnership for girls' education

Flagships address 'a niche area that deserves to be given special attention and effort in the drive towards EFA'. This was how Mr Cream Wright, Chief of UNICEF's Education Section, characterized the place of UNGEI, emphasizing its aim to sustain the focus on girls' education. Initiated at the Dakar World Education Forum, UNGEI should not be seen solely as a United Nations programme, but rather one which draws in all stakeholders with a concern to give girls better chances in education. Girls' education is the top priority of UNICEF's *Medium Term Strategy Plan*.

As UNGEI has developed, it has become clear that gender disparity is more complex than the numbers sometimes suggest. It is compounded by disparities between rich and poor, rural and urban and by issues outside the education sector, such as HIV/AIDS, nutrition, water and sanitation. UNGEI partnerships must be multi-sectoral, extending beyond schooling. As a result, action

on girls' education can often leverage other benefits and have an impact on other disparities.

Mr Wright presented UNGEI as a partnership for achievement through leadership, asking 'what, why and how' for each of these elements (see Table 1). UNICEF has pondered what it means to have leadership of a flagship, noting the need for a clear mandate, a strong vision, credibility and a good track record. Partners bring their own agendas into the flagship – it is important that UNGEI strategies build enough synergy and give an adequate sense of achievement to enable the partnership to be effective. It is in the nature of the UNGEI partnership to be multi-sectoral and multi-level. However, UNGEI is less developed at national level, and this is why UNICEF will set up UNGEI in-country coordinating posts.

The credibility of UNGEI will turn on what happens in 2005 – it will be a time of giving account to the world of what has and has not been achieved, and why. The urgency of this target and the risk of not meeting it have led UNICEF to adopt a set of 25 'acceleration countries' which will receive special support. 2005 is a watershed target and must be seen as a platform for moving forward towards the 2015 goal. To do this will require strong leadership, but within a context of joint communication strategies and advocacy to ensure the mainstreaming of gender concerns in planning processes, such as PRSPs. Joint reviews of progress will be a key component in demonstrating the strength of partnership and commitment in pursuit of the Dakar gender parity goal.

Table 1: UNGEI – structuring a flagship

	Leadership	Partnership	Achievement
<i>What</i>	Clear mandate Strong Track Record Credibility with countries/agencies	Multi-sectoral Multi-level Multiple goals Engaging network	Core set of goals on gender and development EFA 2005, 2015 MDGs, WffC, WSSD
<i>Why</i>	Experience/mandate Rights-based approach Champions GE Multi-sectoral	Shared vision Winning synergy Lower transaction	Credibility re 2005 Transferred gains Leveraged benefits
<i>How</i>	Provide vision Define mission Promote synergy Bargain and engage	Share information Network and advocate Fund and assess Pool experiences	Address barriers Act inter sectorally Mainstream winners Define Indicators

A donor's perspective

From a donor's perspective, UNGEI is a means to strengthen the place of girls' education in policy and action, according to Mr Desmond Bermingham, United Kingdom, DFID's Education Head of Profession. Welcoming UNICEF's leadership, he stressed the need to move ahead quickly to roll UNGEI out at country level, making the most of the positive international collaboration which has developed. DFID, along with other bilateral agencies, gives support to UNGEI from its specialist advisers as well as from its country offices, and through funding. A critical concern is to turn policy into action; this will require strengthened collaboration at regional and country levels in particular. As the 2005 target focuses the minds of the international community, the challenge is to connect dialogue at the global level with discussions in national forums.

Mr Bermingham laid special emphasis on national-level planning processes, with the need to bring in all relevant stakeholders – government, civil society, UNESCO, donors – with UNICEF playing a coordinating role. This should take place in relation to national planning frameworks (PRSP, UNDAF and others) and in dialogue with groups addressing other educational issues, such as financing, quality, HIV/AIDS and teacher training. Keys to the success of such collaboration are a common understanding, sharing information, learning lessons and engaging in joint advocacy in order to mainstream gender equity policies.

Progress in Bangladesh

Mr Kazi Farid Ahammed, Joint Secretary/Development, Ministry of Primary and Mass Education in Bangladesh, set girls' education in Bangladesh in the context of successive national five-year plans, noting the increasing number of schools and of supporting institutions, and rising budgetary allocations over the past 30 years. He highlighted the increase in the proportion of female teachers between 1990 and 2002, from 20 per cent to 38 per cent. In parallel, the number of girl students rose to almost 50 per cent, although there continues to be a bias in favour of boys.

A number of non-governmental initiatives have strengthened educational provision for particular groups of disadvantaged children and the government has undertaken new measures to improve educational opportunity and quality. These include increasing early childhood education through the addition of a class to primary school, enhancing links between formal and non-formal education, a stipend programme for poor children at primary and secondary levels, and a policy of employing 60 per cent female teachers at primary level. This latter measure aims to facilitate greater girls' enrolment.

An African view

What is the status of girls' education in EFA plans in Africa? This question was at the centre of the concern of

Ms Penina Mlama, Executive Director of the Forum for African Women Educationalists (FAWE), to accelerate girls' education. Key to this process is the mainstreaming of gender in planning processes. In Africa this is a long and complex process, which has up to now given only mixed results – gender awareness does not necessarily translate into mainstreaming. The latter involves an analysis of EFA plans, development of a relevant analytical framework, training of a core group at country level, and the elaboration of a tool for integrating gender into EFA plans. Although good practice exists in mainstreaming, there is a need to assess what can be replicated. One example is the use of bursaries, in the Gambia, Kenya and The United Republic of Tanzania, to enable girls from very poor households to attend school.

Ms Mlama indicated a number of particular challenges in the African context that must be addressed if girls' education is to be enhanced. They include the following:

- ▷ poverty – genuinely free primary education addresses this
- ▷ HIV/AIDS orphans, with girls more affected than boys
- ▷ early marriage and forced marriage, leading to school dropout
- ▷ teenage pregnancy – more opportunities should be given to girls to return to school
- ▷ promoting girls' engagement in science and mathematics – experience from pilot projects in eleven countries could be taken to scale
- ▷ dialogue between government/civil society and communities on local and cultural issues – much talk about dialogue, but little actually happening

To tackle these issues, there will need to be more networking between stakeholders, particularly at country and community level. Further, expertise on gender and on planning often exists separately and must be brought together – gender specialists do not have planning skills, while planners often lack expertise on gender and mainstreaming. These initiatives must above all lead to action on the ground, where it counts, at school and community level.

Debating the issues

The Working Group underscored the importance of girls' education and the priority it must receive from all

countries, agencies and donors. Participants noted further positive measures to be taken:

- ▷ Raise the social status of women
- ▷ Raise awareness of parents and the community
- ▷ Improve school facilities and develop a gender-sensitive learning environment
- ▷ Decrease the distance girls have to travel to school
- ▷ Increase the number of female teachers, and factor gender issues into teacher training
- ▷ Eliminate child labour, and examine home-based work and chores as obstacles to girls' school attendance.

There was appreciation for UNICEF's leadership of UNGEI, but some confusion about what it means: how much should UNICEF, or should others, initiate action? Everyone is responsible, at least, to advocate loudly on the issue.

A number of principles emerged from the debate. Girls' education must not be left only to women – it is an issue for all to tackle. Similarly, it should not be tackled on its own, but integrated broadly within EFA, national planning and across sectors. It is not merely a matter of girls going to school and getting an education, but of the participation of women in the wide-ranging social, economic and political benefits which education can bring. Working towards these broad goals implies bringing together those with knowledge and those with influence.

Questions arose as to the integration of gender issues into funding proposals, in particular the Fast-Track Initiative. In response it was stated that measures to promote girls' education are addressed in the FTI criteria. They must also be given prominence in other mechanisms (PRSP, SWAp). The 2005 girls' education target costs must be factored into the calculation of the resource gap. FTI must also make provision for alternative education for women and out-of-school girls – to fail to do so would be to ignore a hugely significant aspect of the EFA agenda.

In terms of UNGEI cooperation, partners should do all they can to advocate for girl's education and to emphasize that it is an issue of rights, not merely of percentages. They can also share good practices and examples of progress. As the lead agency, UNICEF should establish an international steering committee and prepare a plan with a timeline and indicators. As with all flagships, UNGEI partners should tie girls' education together with other flagships, for example literacy, in a strategic manner. ◇

IV. The Fast-Track Initiative

Four widely differing presentations were made on the Fast-Track Initiative. The first, by the World Bank, gave an overview of its scope and progress to date. The second, presented by France, consisted of an analysis of the main elements and broader connections of the FTI. Nicaragua, a country eligible for FTI funding, gave the third presentation on its own educational situation, highlighting structural and institutional reforms undertaken to tackle gaps in enrolment and quality. The final paper, commissioned by the Global Campaign for Education, took a critical look at the claims and processes of the FTI.

FTI: scope and progress to date

FTI is a global partnership in education between donors and developing countries – this was how Ms Barbara Bruns, of the EFA FTI Secretariat at the World Bank, introduced the topic. It is focused on universal primary completion (UPC) as a way of making a difference to a crucial EFA goal, not however to belittle the importance of the other goals. UPC is also one of the two educational elements of the Millennium Development Goals. In terms of funding, FTI aims to encourage domestic financing of education, mobilize new external resources, and improve aid effectiveness and coordination. Rather than spending effort defining exactly what the UPC financing gap is, we must work to increase financial support – even the lowest estimate of need would require a tripling of aid to education.

FTI is a recognition that some countries will not meet the 2015 targets without special efforts – Latin America is the only developing region currently on track to meet the target. Sub-Saharan Africa, the Middle East

and South Asia have the farthest distance to go. An estimated eighty-six developing countries are at risk of not meeting the UPC goal. Twenty-three countries have been invited to join FTI which would lead to sustained and predictable funding. Five of these are part of the ‘analytical fast-track’ – a preparatory phase of expanded technical assistance.

Ms Bruns outlined the eight benchmark criteria of the indicative framework towards which countries in FTI are expected to work. She emphasized that the values of the individual benchmark criteria matter less than achieving a balance among them, so that resources are used effectively and efficiently. The framework is also intended to identify key policy issues and indicate the direction of needed change. For donors, it is a way of measuring commitment and performance. Donors should also develop an indicative framework to monitor and benchmark their own performance and processes, with the aim of reducing transaction costs.

So far FTI has resulted in about US\$300m in financial commitments; it has also brought donors together internationally and at country level, with some improvements in donor transparency, harmonization and flexibility. Some questions remain to be answered:

- ▷ Country-level fund-raising should be the focus, but is untested
- ▷ Long-term financing of FTI is unclear
- ▷ Lack of financial strength of FTI may undermine country interest
- ▷ Communication: international and country-level statements reveal communication gaps

FTI requires strong measurement systems, but systems are often weak.

As a **Fast-Track Initiative**, it needs to show tangible

results on the ground, demonstrating the value it adds. In the longer term, unless all low income countries enter the Initiative in the next two to three years, the 2015 UPC goal cannot be reached.

Situating FTI

Welcoming FTI as an innovative way of supporting EFA and MDGs, Mr Serge Tomasi, Deputy Director for Human Development at the French Ministry of Foreign Affairs, noted that it is both essential and do-able: essential because of insufficient progress towards the Dakar goals, notably in Africa, and do-able because the extra funds needed ought to be within reach of the world's resources. Political and financial mobilization, improvement of educational policies and enhancement of aid coordination are important FTI aims; in addition, for France, FTI provides a process for modernizing its educational cooperation and improving articulation with international initiatives. France's deployment of technical personnel will focus increasingly on capacity-building needs rather than on supplying teaching staff.

Mr Tomasi underlined the need to link all EFA initiatives with poverty reduction and, in that perspective, to use debt relief to support education. FTI can serve to identify and meet capacity needs in education. As a results-oriented partnership, FTI is a first attempt to put the Monterrey Consensus (March, 2003) into practice and to honour the pledge of Dakar to provide the necessary resources to countries which demonstrate commitment to EFA.

Portrait of an eligible country

According to FTI data, Nicaragua was endorsed for funding in November 2002. Ms Violeta Malespin, Nicaragua's Director General of Education, presented an overview of the country's educational situation, noting first of all that 15 per cent of children are not enrolled in primary school. At secondary level this figure rises to 60 per cent, while only 28 per cent of children are enrolled at pre-school level. In circumstances of extreme poverty it is estimated that 30 per cent of children are not in school, and, even when they are in school, they often survive only for three years. Add to this the low quality of school infrastructure and the low teacher salaries and it is clear that the government needed to take radical measures. Policies adopted include the following:

- ▷ Reaching the poorest using distance education: radio, television
- ▷ School feeding programmes
- ▷ Bilingual education for minorities
- ▷ Diversifying the curriculum
- ▷ Improving the teacher-pupil relationship
- ▷ Establishing a national supervisory system
- ▷ Capacity-building in school management
- ▷ Use of information technology
- ▷ Strategy of educational decentralization

Among the boldest changes are those relating to governance issues – more participatory and devolved school systems call for a different role for the Ministry of Education. It needs to move from a controlling to a facilitating role, giving impetus to processes at local level and within the community. A first step in this direction is the devolution of responsibility for education to municipal mayors working with local educational development committees. The aim is to adapt education to the local context. Other changes include ensuring that educational materials arrive on day one of the school year – in the Nicaraguan context this requires a huge effort and a change of mentality. These changes are the basis on which Nicaragua is negotiating with donors regarding external assistance, which will double the educational budget in the short term; in the long term – by 2014 – the aim is 100 per cent national funding of education.

Reviewing FTI

Presenting work commissioned by the civil society coalition, the Global Campaign for Education, Ms Pauline Rose, of the University of Sussex in the United Kingdom, undertook a critical review of what claims FTI makes and the processes it proposes. She recognized the value of FTI as the first credible attempt to inject funds into the world's educational crisis, and as an improved mechanism for coordinating and delivering aid. It is variously seen as a way of mobilizing external funds, as a way of targeting resources or of engaging civil society in a policy and planning process. However, FTI demonstrates weaknesses in all these areas:

- ▷ Mobilizing funds: it does little more than reverse the decline of the 1990s
- ▷ Targeting resources: predictability, harmonization and coherence of aid are not being tackled
- ▷ Civil society has not been engaged in the FTI process as originally envisaged.

In terms of criteria and the indicative framework, it is not clear why some countries are deemed eligible and others not, particularly because some of those seriously at risk of not achieving UPC are most in need of assistance, at the planning as well as the implementation stage. Countries in conflict or post-conflict situations do not fulfil the criteria of having a PRSP and sector plan in place; they could benefit from the Analytical Fast-Track, but this remains ill defined. There is a case for concluding that good performance, rather than need, is an essential criterion, all the more so as five of the eighteen initially eligible candidates are EFA 'success stories'.

Only 18 million of the 113 million out-of-school children will be reached through the first eighteen recipient countries, and the funds committed fall short of estimated needs, even for the first ten countries.

Questioning the data on which the indicative framework benchmark criteria were based, Ms Rose pointed out that FTI focuses solely on one goal and does not factor in the costs of HIV/AIDS or the costs of the gender targets or of including hard-to-reach groups. She concluded with a set of recommendations, including ongoing rigorous analysis of financing needs and provisions, greater transparency and consultation with all stakeholders, extension of FTI to a wider range of countries, and the use of indicative benchmarks to open a debate on efficiency, quality and equity, rather than as prescriptive conditions.

Debating the issues

Discussion of FTI reflected the diversity of viewpoint of the presentations, noting positive features, challenging weaknesses and asking questions about how it will proceed. Positive features included:

- ▷ FTI encourages momentum for basic education, moving it up the list of government priorities; it is about responding to the urgency of the situation – 2005 and 2015 are not far away.
- ▷ FTI is not just about finances, it also addresses donor processes and education system capacity, as well as issues of policy and data.
- ▷ FTI challenges donors to be more flexible, responsive, transparent and collaborative.

- ▷ FTI benchmarking tools support concrete monitoring, comparative analysis and accountability.

- ▷ FTI gives shape to at least part of the rather formless Global Initiative proposed at Dakar.

A number of issues pose questions and challenges to FTI:

- ▷ The focus of FTI is too narrow – on just one EFA goal: Universal primary completion. Assertions that it also addressed adult literacy were felt to be misleading since FTI does not address adults or adolescents currently without literacy skills. Similarly its claims to address gender are only partially true: how can gender equity be fully addressed without non-formal educational initiatives?
- ▷ FTI is likely to act as a magnet for resources, thus possibly marginalizing early childhood and adult education, as happened in the decade after Jomtien.
- ▷ Civil society participation is crucial at all stages, but FTI must support civil society's ability to participate fully. Just as EFA forums should include civil society representation, so should forums where FTI is discussed.
- ▷ FTI is a pilot programme and needs to prove its value before being expanded; part of that is to learn lessons as it moves forward.
- ▷ FTI needs to be linked with the High-Level Group process in order to develop the necessary political momentum.
- ▷ Concern was expressed about the need for a balance between considerations of efficiency and equity in the implementation of FTI. Equity is at the heart of EFA and must remain in focus even as greater efficiency is pursued.
- ▷ The need for FTI in particular countries must be considered in the light of local educational needs and priorities. Where AIDS ravages the labour force, for example, there will be need for emphasis on secondary, vocational and higher education, but FTI does not address this. ◇

V. HIV/AIDS and education

The HIV/AIDS pandemic is creating a crisis for education in some parts of the world – this was the reminder from the International Institute for Education Planning (IIEP) of the seriousness of the topic, with a call to invest in preventive education. Three further interventions fleshed out the issue, with USAID calling for a continuous process of innovation to tackle a situation that is like no other. Guinea's experience highlighted the importance of school-community engagement and the need for good pedagogical practice in HIV/AIDS prevention. Finally, a civil society view from Asia underlined the need to tackle cultural issues in designing preventive education, to get beyond taboos and have open debate involving policy-makers.

HIV/AIDS: a growing crisis

Efforts to stem the HIV/AIDS epidemic have greatly increased since 2000, but, as Mr Gudmund Hernes, Director of IIEP in Paris, pointed out, the crisis continues to grow. An estimated 42 million people were infected worldwide at the end of 2002, and nine out of ten live in developing countries. Average life expectancy in Africa has fallen to 47 years; South Africa and India have the largest numbers of people living with HIV. The impacts are felt ever more widely – on agricultural productivity and nutrition, on the labour force and economic activity, on teachers and school populations. Knowledge will not in itself be enough to turn the tide; we must also address the mentality and culture within which knowledge is embedded.

Preventive education remains the best strategy, but must go beyond school health programmes. Lessons can be learnt, for example from Uganda, Senegal, Thailand and Brazil. However, educational projects are often of

short duration and focus mostly on young people. They tend to neglect affective and personal aspects, and seldom draw material from the local cultural context. Education faces the double challenge: to maximize the impact of education on HIV/AIDS, and to minimize the impact of HIV/AIDS on education. The crisis should give us the incentive to make the investments in education we have long postponed.

Stimulating innovation

Mr John Grayzel, Head of the Education Office of the United States agency for International Development (USAID) in Washington D. C., USA, emphasized the need for innovation in tackling the HIV/AIDS crisis. Innovation is a challenge to systems and institutional practice; it brings disruption and change, which even the best of systems resists. However, the depth and nature of the crisis is such that new strategies are necessary – HIV/AIDS is unlike any other problem we face, since with every death we lose some of our capacity to address the situation. Who is more important to maintain the resilience of society than teachers? If plans for HIV/AIDS treatment are set up, education personnel should be at the top of the list.

What then can we do? There is a need to increase the efficiency of education, for example in training teachers. Mr Grayzel highlighted the re-engineering needed to underpin innovation, citing the use of radio to reach AIDS orphans in Zambia, or the restructuring of the education system in Nicaragua. Full participation at the planning stage is frequently a challenge – lack of it is a common cause of the failure of programmes. If people are not consulted up front on policy issues, they will still have the debate later, weakening implementation.

Working through school and community in Guinea

In the absence of Mr Alpha Mamadou Diallo, Director-General of l'Institut National de Recherche et d'Action Pédagogique in Guinea, Mr Thierno Aliou Diaoune, Programme Responsible for Aide et Action, Guinea, presented the situation regarding HIV/AIDS in Guinea. Surrounded by countries in conflict with corresponding flows of migrants and combatants, Guinea is in an exposed position with regard to HIV/AIDS. Estimates of infection rates vary by region, from 1.9 per cent in rural areas to 5 per cent in the capital city. The most affected groups are soldiers and young people aged 14 – 25.

Guinea's educational strategy to tackle the issue has two prongs: the improvement of pedagogical tools (learning materials, teacher training and re-training), and social mobilization among communities and parents. For the latter, the strategy of school governing councils, dating from the 1970s, continues to be used in order to develop a school-based action plan to tackle HIV/AIDS. This may be linked with the use of community radio. Using the Reflect method, NGOs/CGO's and schools work together to raise the awareness of parents. On the pedagogical front, HIV/AIDS prevention is embedded in three subjects at primary level (French, science and civics), rather than adding it as an additional subject to an already fully loaded curriculum. At secondary level, it is included as part of five subjects (French, maths, biology, geography and philosophy). Teachers receive in-service training, and HIV/AIDS prevention is now well integrated into initial teacher training. Current concerns include the development of further learning materials, plans for in-service training at local level and a focus on effective partnerships between all those engaged with education and HIV/AIDS.

HIV/AIDS – a social issue

When Ms Usa Duongsaa, of the Asia/South Pacific Bureau of adult Education (ASPBAE) and Chiangmai University in Thailand, visited a country in Asia and talked with those working with adolescents who had been removed from child labour, she asked if they were doing any sensitization on HIV/AIDS. No, was the reply, that is not a problem in our country. Were they doing any reproductive health education? No, was again the reply, that is not culturally appropriate. Were they doing any

skill development? No, came once again as the answer, we don't want our children to know too much.

Without revealing the source of this story, Ms Duongsaa went on to note that there are some cases of successful interventions to tackle HIV/AIDS in Asia, and some cases of complacency. In particular, the lessons of successful work are not widely shared. Ensuring that HIV/AIDS prevention education is socially relevant would mean more attention to materials that reflect local cultural realities, and better cooperation between government and civil society. Action must address attitudes of discrimination and social taboos, which often make it difficult to engage policy-makers in dialogue. Efforts must also recognize the links between HIV/AIDS and other social issues, such as poverty, conflict and illiteracy. As educators, we should recognize our own limitations and need to learn and enable others to make their own decisions, through enhanced participatory processes. Summing up, Ms Duongsaa called for a greater focus on advocacy. She also called for less focus on education and more on learning.

Debating the issues

Discussion, both in plenary and the thematic group, focused on the nature of the educational process involved in tackling HIV/AIDS. The crisis is serious, but it is important to define its scope. There is thus a need to distinguish between carriers and sufferers of HIV – this means that 6 – 8 million people in Africa currently need drugs, rather than the figure of 30 million which is sometimes cited. It may be that a vaccine could be developed in the next 5 – 8 years, turning a fatal illness into a chronic one.

The relationship between HIV/AIDS and education is one of mutual dependence: success in EFA is dependent on controlling the epidemic, and controlling the epidemic depends on success in prevention, of which education is a significant part. Key elements of a successful prevention effort must include:

- ▷ A vision and treatment of education that goes beyond the formal system; adult literacy and adult learning are key components.
- ▷ Ensuring that a gender perspective is central to the education effort.
- ▷ Maintaining or developing the quality and relevance of education.
- ▷ A clearer definition of the roles and needs of

teachers: what they can and should contribute, what training and support they need.

- ▷ Policies that address the relationship between HIV/AIDS prevention and other key development issues: poverty, food security and the protection of rights of vulnerable groups.

Prevention education involves changing attitudes and behaviours in the most sensitive and difficult-to-discuss area of human relationships. In consequence, although classroom teaching must be part of the picture, the difficulties should not be minimized. Teachers need training, good educational materials, a supportive environment, a receptive community and political commitment. The difference between schooling and health education must be borne in mind: whereas school-based education draws on learning theory, health education is based on beliefs about health and behaviour theory. We should not expect too much of the education system. However, schools can effectively be used for peer learning – student to student, parent to parent, teacher to teacher.

Some surprise was expressed that HIV/AIDS had not surfaced as part of the FTI discussion. Should credible education sector strategies for HIV/AIDS prevention be one of the criteria for FTI eligibility? It is crucial to view all development issues through the HIV/AIDS lens.

Timely delivery of prevention efforts will not be achieved unless existing structures and organizations are

used; that means identifying and relying on many community-based organizations and getting their support. Cultural and religious factors are important in addressing HIV/AIDS, particularly in countries with multi-cultural and multi-racial populations – the religious and traditional leadership must be brought fully into the fight against the epidemic. Several participants pointed to the need for education about HIV/AIDS and prevention to begin before young people are sexually active: the window of opportunity for such education is quite small and resistances are large. Enlisting the cooperation of community leaders, young people themselves and parents is important, all the more so in rural environments where the institutional support system is weak and where HIV/AIDS threatens food security.

It is important to recognize that top-down policies are unlikely to work unless there is broad consultation and participation in formulation. In terms of capturing innovations and going to scale, it is urgent to identify good practice and communicate it effectively; this is an area where cooperation among development actors could produce results.

Finally we should remember constantly that HIV/AIDS is a human tragedy that affects learners, teachers, the families of both and the community at large. This glaringly obvious but sometimes neglected fact must be at the heart of policy discussions. ◇

VI. Literacy

The Working Group considered two initiatives in literacy. First, in the context of examining EFA flagships, the United Nations Literacy Decade, launched in 2003, came in for scrutiny, and second, the tough question of improving literacy statistics was addressed in a presentation of the new Literacy Assessment and Monitoring Programme (LAMP).

United Nations Literacy Decade (UNLD)

The United Nations' decision to launch a literacy decade (2003-2012) resulted from an awareness of the huge need for literacy and a determination on the part of the United Nations member states to do something about it. Introducing the topic, Ms Aïcha Bah Diallo, Director of the Basic Education Division of UNESCO, emphasized that literacy is a human right, and that it is a scandal that one in five adults is still deprived of this learning tool. The Decade sits firmly within the EFA movement and functions as a flagship in order to marshal energies and work towards the 2015 literacy target. The Decade's six strategies are:

- ▷ Put literacy at the centre of all levels of the national education system and development efforts.
- ▷ Adopt an approach to promote synergy between formal and non-formal education.
- ▷ Promote an environment supportive of uses of literacy and a culture of reading.
- ▷ Ensure community participation.
- ▷ Build partnerships at all levels.
- ▷ Develop systematic monitoring and evaluation supported by research.

There is broad agreement that literacy is dynamic and

plural: its uses vary according to the social, cultural, linguistic and institutional context, and literacy provision should be planned and implemented according to this diversity. UNESCO recognizes this plural nature of literacy as a key element in responding to learners' needs. The Decade promotes literacy for ALL – as a theme which cuts across the six Dakar goals, as a key to quality education and to learning throughout life. A key notion is that of the literate environment – locally structured where literacy connects with media (newspapers, radio, etc.), libraries and publishing, multilingualism and ICTs and serves multiple communication purposes.

Literacy is vital to achieving other global goals and supports and intersects with other flagships: HIV/AIDS, FRESH, UNGEI, ECCE, rural people, for example. Countries themselves are the primary partners, where literacy is built into national EFA plans. Bilateral and multilateral partners, as well as UNESCO in its Literacy Decade coordinating role, should help countries develop such plans. The effectiveness of the Decade will depend not only on resource availability, but also on integration of literacy and non-formal education approaches into other EFA and development goals.

Literacy: focus on the learner

Literacy is part of a pro-poor development agenda. This was the firm conviction expressed by Mr Yusuf Sayed, EFA Team Leader of DFID and literacy is a key element of the EFA agenda. If pro-poor approaches are to be adopted, literacy must focus on learners, their purposes and contexts. It must also be planned in a cross-sectoral and multi-dimensional way, making relevant connections with the learners' lives and livelihoods. This implies a multiple

conception of literacy – as literacies. Targeting marginalized communities will require listening to local voices and integrating literacy with other initiatives and development programmes.

The livelihoods of the poor are shifting and dynamic – approaches to literacy must also be flexible and respond to demand. There can be no standardized approaches; for example the choice and use of languages in literacy will depend on local patterns of use, often involving more than one language. It is important that literacy enhances people's communication strategies in ways that lead to transformation of their lives.

Since literacy is embedded in other aspects of development, responsibility cuts across ministries, necessitating effective collaboration. Literacy should also feature in PRSPs as part of poverty alleviation. DFID works with UNESCO and ASPBAE to ensure that a coordinated approach to MDGs is achieved through the literacy component of PRSPs. Two areas need further attention: finding better ways to measure progress, and identifying cost-effective approaches to literacy provision.

Initiatives in Brazil

Ms Lucia Lodi, Director of Educational Policies in Brazil's Ministry of Education, introduced the measures which Brazil implemented during the 1990s in order to further the EFA agenda. These included: developing national educational guidelines; a fund for primary education development; enhancement of the teaching profession; a national textbook programme; a national library programme; primary education support for adolescents and adults; establishing national curriculum criteria; extension of primary education from eight to nine years; establishing a secretariat for the eradication of illiteracy and support for state systems of evaluating basic education.

With regard to literacy, the adult literacy rate in Brazil rose from 82 per cent to 87 per cent during the 1990s. However, there are 16 million young people and adults without literacy skills, and a total of 19 million with only three years of schooling. It is now a political priority to attain full literacy by 2006, as part of implementing the right to education. The setting up of a Special Secretariat for the Eradication of Illiteracy is a sign of the government's determination in this regard.

Working together for literacy and EFA

Observing that little is yet known of how the United Nations Literacy Decade will play out at the regional and country level, Ms Maria Khan, Secretary General of ASPBAE, presented an analysis of the literacy situation in South Asia and of the role of civil society in tackling the literacy issue.

In South Asia, EFA goals remain elusive, with high rates of adults without literacy, a number fed by high dropout rates from schools. Factors of poverty, non-literate home environments and the circumstances of marginalized groups such as girls and women all contribute to the situation. To promote literacy there is a strong case for coordination and integrated action, since it is the multiple uses of literacy across sectors which will lead to acquisition, not merely its provision. At local level, such cooperation leaves a lot to be desired, with civil society often left out of policy and planning forums – EFA forums have rarely functioned as envisaged at Dakar. Similarly, donor coordination, increasingly visible at international level, has not developed greatly at national level.

Implementation of the Literacy Decade will require assessment of financing needs for sustainable adult literacy; these needs include infrastructure such as libraries and community learning centres, production of materials of adequate quality and interest, improvements in the quality of teaching, and continuing education opportunities that link literacy with broader skills and livelihood development. The issue of quality is paramount: too often disadvantaged groups have been offered minimal educational opportunities, on the assumption that lower standards will do for non-formal learning.

It is crucial that the Literacy Decade should make a difference at the local level, fostering processes which can define what constitutes sound, relevant and timely external support for literacy and EFA. At national level, the role of the EFA forum remains central, as a place of multi-stakeholder cooperation and donor coordination, and a locus of local-global articulation. In spite of the shaky start for EFA forums in many contexts, they can and must function to foster joint ownership and collaboration in EFA.

Debating the issues

Participants in the discussion resisted the temptation to give a firm definition to literacy, preferring instead to note that it goes beyond the three Rs and includes the capacity to communicate and to interact. It is part of a learning continuum, is diverse, multi-dimensional and context-specific. The major part of the debate focused on strategies for promoting literacy through the United Nations Literacy Decade.

Five strategic areas need attention from the full range of stakeholders in education and development – literacy above all is cross-sectoral in nature and must serve the multiple purposes of communication between communities and individuals:

1. Advocacy efforts must address the policy level and the local level in order to ensure a clear understanding of the goals and strategies of the Decade. Full use should be made of the *EFA Global Monitoring Report* which will focus on literacy in 2006. The literacy dimension must figure on the agenda of the EFA High-Level Group and donor meetings. FTI should include literacy as a major component. Lobbying of national legislators will promote national ownership and increased budgetary allocations for literacy work. The Forum of African Parliamentarians for Education (FAPED) is a key regional grouping for developing local ownership and resources.
2. Capacity-building at national level is needed to upgrade the planning and management of literacy, including cost calculation and research. National mechanisms and forums will strengthen cooperation among government, agencies and civil society organizations leading to a clearer understanding of who does what.
3. Strengthening national policies and strategies should lead to the inclusion of literacy in PRSPs and other planning tools; in this respect there is need for an analysis of such plans with regard to the place which literacy occupies and should occupy. It is not enough for literacy to get a mention in national EFA plans – detailed planning must be undertaken. External funding support, even if committed at international level, has yet to filter down to national and local level.

4. As an EFA flagship the United Nations Literacy Decade plays a cross-cutting role; literacy underlies and affects all the other flagships. As a result, collaboration with other flagships must be a priority.
5. Monitoring and assessment will be undertaken in different ways in different countries, reflecting the fundamental diversity of literacy use and acquisition. Better quantitative and qualitative data on literacy are required: on numbers of literates/non-literates (demand), on programmes and provision (supply), and on quality of programmes (outcomes) and their impact.

The Literacy Assessment and Monitoring Programme (LAMP)

The chief aim of LAMP is 'to improve the quality of literacy data, especially at national level but also for international policy development and monitoring, and for the design of improved literacy programmes'. Mr Simon Ellis and Ms Bénédicte Terryn from the UNESCO Institute for Statistics (UIS) demonstrated the need for LAMP by noting that current data are largely self-reported, frequently derive from national censuses conducted only once every five or ten years, sometimes use the number of years of schooling as a proxy of literateness, and are hardly comparable across countries. Since 1985 no data are available at all for two out of five countries. There is therefore an urgent need to improve literacy data.

LAMP has three objectives:

- ▷ To develop a methodology for assessing literacy in developing countries.
- ▷ To provide literacy data to inform the participating countries' policy-making and literacy programme design, and to help international monitoring and policy-making.
- ▷ To build statistical capacity in the areas of surveys and of literacy assessment.

Ms Terryn underlined that LAMP will look at reading, writing and numeracy, assessing accuracy, understanding and speed. Abandoning traditional concepts of literacy and illiteracy, it will seek to look at literacy as a continuum, not an either/or state. This will involve the setting of levels of literacy, as well as collecting data from a background questionnaire on the respondents' educational, social and economic context, their use of

literacy, the language(s) used, and their perceived abilities and needs, as well as an assessment of the literate environment. It will address (probably) adults of 15 years and over, and it will be piloted in four countries: Jamaica, Mongolia, Morocco and Niger.

The process will involve methodology development, the design of instruments and their adaptation to specific country contexts, analysis and review. A working definition of literacy for assessment purposes was proposed at an expert meeting in June 2003. A number of questions remain:

- ▷ Adapting instruments to the linguistic and socio-cultural context.
- ▷ Principles of language choice for the surveys.
- ▷ Length of interviews, with a bearing on costs.
- ▷ National ownership and appropriation of know-how.
- ▷ Availability and quality of population data.
- ▷ Definition of categories and levels.

LAMP will link up with the United Nations Literacy Decade by reducing the data gap, stimulating improvements in literacy interventions and increasing capacity to measure progress towards literacy targets. Ms Terryn expects the design phase to occupy 2003, with the commencement of field tests in mid-2004. Data collection will follow, with the first results due in the first half of 2005.

A brief discussion followed in which the magnitude of the literacy need was emphasized, particularly in parts of sub-Saharan Africa. Cautions were expressed on the danger of imposing a top-down process, with the need therefore to ensure full national ownership of LAMP. Participants welcomed the prospect of better and more accurate data collection tools – little is known about how long literacy acquisition takes, whether for children or adults. However, we should be aware that the more stringent measurement criteria which are proposed will most likely result in literacy rates being revised downwards. ◇

VII. Civil Society Initiatives

Civil society contributes significantly to EFA in a number of ways – advocacy and networking being two particular strengths. The 2003 EFA Action Week represented a huge step forward in global advocacy, and the Collective Consultation of NGOs (CCNGO) is now a large network of NGOs and NGO coalitions involved in the many dimensions of the EFA agenda.

The World's Largest Lesson

The Advocacy Coordinator of the Global Campaign for Education (GCE), Ms Anne Jellema, spoke of her delight at the overwhelming success of the World's Largest Lesson which took place during EFA Action Week in April 2003. Over 1.8 million children and adults joined in, about six times the expected number, with the lesson taking place all over the world. World leaders and celebrities took part – it was not just a stunt, but a lesson on why girls are not in school. Power reversals, such as girls giving the lesson while teachers listened, were important messages of the event. Why did it succeed?

- ▷ It was fun.
- ▷ Genuine learning took place.
- ▷ It did not merely raise awareness, but highlighted a crisis.
- ▷ It joined up local and global action.
- ▷ It took advantage of the urgency of the 2005 target.
- ▷ It focused on a simple issue with a human face.
- ▷ It was decentralized and accommodated loose and diverse collaboration.

Reflecting on what constitutes a campaign, Ms Jellema went on to contrast top-down awareness-raising, where people are expected to absorb a message passively, with a

bottom-up approach, where ordinary people take action, challenge power and push for change. The latter is decentralized and messy, but fosters alliances among diverse groups. The GCE encourages this sort of campaign, supporting national coalitions, helping to articulate issues in policy-makers' language, enabling common positions to emerge and giving access to international forums. In assessing the impact of the action week, some improvements need to be made:

- ▷ Sharpen the policy message – it is not merely raising awareness.
- ▷ Use EFA Action Week more strategically to increase opportunity to lobby.
- ▷ Involve more senior politicians and celebrities, especially at national level.
- ▷ Work harder on profile and media coverage in the North.
- ▷ Greater resources for preparation, communication and follow-up.

For 2004, consultations have started with the idea of a 'global lobby', with children dialoguing with local and national legislators and elected officials on why some children miss out on a quality education.

Strengthening civil society in EFA

Founded in 1984 by UNESCO as a dialogue partner in basic education, the Collective Consultation of NGOs (CCNGO) now brings together about 600 NGOs and civil society organizations (CSOs) from around the world. Mr Carlos Zarco Mera, of the Consejo de Educación de Adultos de América Latina (CEAAL), emphasized that CCNGO's current purpose is to facilitate collective action with CSOs in the framework of EFA. At the CCNGO 2003

annual meeting in Porto Alegre, timed to coincide with the World Social Forum, participants called for the strengthening of EFA forums and for the inclusion of civil society on a broad basis, with greater access to information at national level.

Action by civil society in EFA includes providing education on EFA to target sectors, promoting innovative practices and developing critical thinking, consciousness-raising with broader civil society and the general public, and advocating and pressuring governments on their EFA responsibilities. Mr Zarco Mera illustrated these areas from activities of the Global Campaign for Education, Education International, and the International Council for Adult Education, all of whom are affiliated to CCNGO. With the aim of participating in the forums, flagships and other initiatives of EFA, CCNGO aims to strengthen the CSO EFA movement by:

- ▷ Creating or consolidating inclusive and grounded national coalitions on EFA.
- ▷ Strengthening CCNGO by regionalizing and grounding its action.
- ▷ Broadening the EFA movement by forging links with EFA-related issue groups and coalitions and engaging them in EFA initiatives.

- ▷ Calling for the strengthening of capacities within UNESCO regional and national offices to advance EFA goals.
- ▷ Facilitating learning opportunities for NGOs/CSOs, so that they can engage more effectively with governments, monitor EFA progress, evaluate civil society participation in EFA, and develop and refine conceptual approaches on quality education based on civil society practices.

CCNGO is in a unique position to coordinate research into policy issues based on civil society experiences and perceptions, and to disseminate findings. Similarly, it is well placed to serve as a network to raise awareness of NGOs/CSOs with regard to EFA initiatives, such as the flagships.

A short discussion called on NGOs/CSOs to translate field-based experience into advocacy, as well as to give space to the voice of professional associations in education. It was observed that NGO/CSO participation in the flagship on Rural People's Education is high, with more than forty-five having expressed interest, bringing with them their rich experience. ◇

VIII. The EFA Global Monitoring Report

Setting goals is at the core of the EFA process: what experience does the world have of whether such goals are met? This was how Professor Christopher Colclough, Director of the *EFA Global Monitoring Report*, introduced the broader context in which the 2002 Report was launched. History shows that some international goals have been met (for example, smallpox eradication), while other goals have led to accelerated action, specific national plans and greater international awareness. Some goals, such as halving illiteracy by 2000, almost totally failed. For the EFA goals, the larger framework is constituted by the Millennium Development Goals (MDGs), although only two EFA targets appear in that list.

Measuring only quantitative progress cannot do justice to the EFA agenda – further research on qualitative aspects such as early childhood care and education, lifeskills, educational quality and the measurement of literacies is essential. The report should draw attention to varying degrees of achievement, as well as stressing progress in countries which start from a low base.

Experience with the 2002 *EFA Global Monitoring Report* shows that it is effective in communicating widely the messages of EFA – its media exposure, references made to it in professional and academic circles and its use in seminars and meetings speak of the authoritative place it is beginning to occupy in the educational arena. This

and future Reports will be disseminated in the six United Nations languages, with translations and summary translations into further languages, and it is now available from the Report's website in downloadable form. Report team members participated in international and regional meetings, such as the World Education Forum, the World Social Forum, the International Working Group on Education and the Eight Conference of Ministers of Education of African Member States (MINEDAFVIII). Further public exposure is possible by tapping more systematically into the United Nations and other multilateral mechanisms.

In future editions the report will focus on the quality of education (2005) and on literacy (2006), will continue to track national policy and shifts in practice of development agencies, and, from 2003, adopt a more global approach to the EFA agenda. It will be important to strengthen links with the High-Level Group in order to maximize political leverage, as well as to connect with other international accountability mechanisms. In the long run, the report 'will be judged on the influence that it has and use to which it is put.'

Comments from the floor reinforced these orientations for the report and underscored the need to make links with the information in other international reports, for example on HIV/AIDS. ◇

IX. The EFA High-Level Group

Deriving its mandate directly from the Dakar Framework for Action, the High-Level Group has primary responsibility for driving the EFA process forward, strengthening partnerships, identifying priorities, gaps and needs, and highlighting the resources to be mobilized. In this way Mr Abhimanyu Singh, Lead Manager of UNESCO's Dakar Follow-up Unit, recalled the importance of the High-Level Group and went on to summarize the process and outcomes of its first two meetings, in 2001 in Paris, France, and in 2002 in Abuja, Nigeria. Its role in maintaining and reinforcing political commitment to EFA calls for the highest level representation among its membership and vigorous efforts are being made to ensure this at the forthcoming meeting (November 2003), to be hosted by India. Membership is on a rotating basis, while ensuring continuity as well as gender and regional balance.

The agenda will be closely aligned to the findings of the 2003 *EFA Global Monitoring Report* on the theme of gender and EFA; the meeting will discuss appropriate policy responses and strategies to accelerate progress on girls' and women's education. The so-called Sherpas group, will fill the role of link between the Working Group and the High-Level Group, meeting in the interim to give final shape to the agenda. The aim of the November meeting will be to produce a more concrete outcome, in

the shape of an international action plan for the elimination of gender disparities by 2005. Of particular concern is how to relate the communiqué to the expected outcomes. In this respect Mr Singh presented charts to the meeting detailing progress by UNESCO and other EFA partners in implementing recommendations made at previous High-Level Group meetings, as a way of demonstrating the extent of follow-up. In a nutshell: how can the group say less and do more?

A number of observations from the floor stressed the need to ensure that the highest levels of political leadership and the top leadership of multilateral and bilateral agencies participate in the meeting – only in this way will significant political leverage be exerted in favour of EFA. The High-Level Group must take its place as a high-profile international event, whose deliberations and outcomes receive full media coverage and are carried forward into other international forums, such as the G-8 and Development Assistance Committee (DAC) of the Organisation for Economic CO-operation and Development (OECD) meetings. The representative from India expressed his government's pleasure in hosting the next meeting and encouraged High-Level Group participants to make the most of their trip by including educational or other visits. ◇

X. Conclusion

Summary of key outcomes

At the start of its deliberations, the Working Group set itself a number of objectives with regard to the agenda items:

- ▷ Overview and common understanding about EFA flagship programmes, their interaction, their impact at country level and their future role;
- ▷ Update on UNGEI, Fast-Track Initiative, HIV/AIDS and Education, and the United Nations Literacy Decade, and a strategy to address challenges;
- ▷ Recommendations for enhancing the impact of the High-Level Group;
- ▷ Recommendations for strengthening communication and dissemination of the *EFA Global Monitoring Report*;
- ▷ Strengthening the global alliance for achieving the Dakar and Millennium Development Goals.

How far did the meeting achieve these objectives??

EFA flagships: in making flagships the major theme of the session, the aim was to develop a common understanding around their nature and relationships, and particularly their role and impact at country level. The meeting worked hard to clarify what flagships are, what it means to coordinate them and gave opportunity for participants to come away with better knowledge of each one. It opened up the issues which Mr John Daniel had identified in his introductory remarks about the sequencing, coordination, integration and strategies, particularly at national level. The debate led to the conclusion that flagships must serve to invigorate national EFA agendas, while care is taken that the relationships between flagships, and with EFA planning as a

whole, are clearly spelled out. To this end, UNESCO announced the forthcoming publication of a booklet on EFA flagships.

The Working Group noted the need to address the potential contradiction between flagships as separate initiatives and the importance of an integrated and holistic EFA agenda. It also underlined where the work on flagships now needs to be concentrated – on developing a coordinated approach among all stakeholders at national level.

United Nations Girls' Education Initiative: the 2005 target is a watershed deadline for the effectiveness of the EFA movement and there must be full and open accountability both where it is and where it is not met. It is urgent to strengthen this programme at country level. Some regions are still long way from meeting this goal.

HIV/AIDS and education: the tragic and regressive nature of the HIV/AIDS crisis requires innovative thinking and strategies, as well as a fundamental gender perspective in educational planning. Participation of parents, teachers, local authorities, and communities must be ensured to make any AIDS prevention policy sustainable. We must view education through an HIV/AIDS lens.

United Nations Literacy Decade: literacy is a common thread throughout the EFA goals and flagships, requiring cross-sectoral attention. It is plural and diverse and so must be planned with full attention to the local context and the needs of learners. Improved data on literacy at country level will enhance planning.

Fast-Track Initiative: the meeting gave opportunity for an update on this international

initiative, and broadened debate to include stakeholders who are not otherwise engaged with the technical and donor group discussions. The perspectives of developing countries and civil society shed useful light on perceptions of FTI and its processes, and gave indications of new ways forward. Chief among these are the need to address adult learning as well as children's schooling, and imperative of gaining the strong political backing of the EFA High-Level Group. Some differing view points emerged as to how far the FTI is actually improving donor coordination and the coherence of aid.

Civil Society Initiatives: participants welcomed the active and imaginative role of civil society in advocating for EFA and building national and global coalitions. CSOs and NGOs should build on their considerable front-line experience to shape and sharpen advocacy messages.

High-Level Group: the aim was to make recommendations to enhance the impact of this important EFA mechanism. The Working Group was in no doubt that EFA will benefit most from the High-Level Group process if it exerts strong

political leverage based on participation at the highest level. The High-Level Group should take a prominent place among international educational events.

EFA Global Monitoring Report: this was brought to the Working group in order to make recommendations on strengthening the dissemination and communication of the Report's messages. The recommendations focused on ensuring that the Report is widely available and that its messages are taken up in major international forums, if it is to have the influence it should.

The final objective of the meeting was to 'strengthen the global alliance for achieving the Dakar and Millennium Development Goals'. Partnership is about building relationships of trust and interdependence in the pursuit of a common agenda. The challenge of implementation requires a focus on the fundamental problem to be solved, not on institutional prerogatives or interests. This session of the Working Group achieved this by focusing on the realities on the ground, the urgency of the targets and, above all, on the people to be served. ◇

XI. Appendices

UNESCO Director-General's opening address

Colleagues,
Ladies and Gentlemen,
I have great pleasure in welcoming you to the fourth meeting of the Working Group on EFA. These meetings are exciting professional events bringing together experts, senior officials and practitioners from different parts of the world and different constituencies that are vital to the global EFA movement. I am particularly satisfied that, over the years, we have been able to increase the number of developing countries in this forum - as the Dakar Framework for Action says, "the heart of EFA activity lies at the country level."

I am also glad to note the increasing interest and attendance of representatives of multilateral agencies, donors and civil society. This bodes well for our collaborative approach towards achieving the six goals we set for ourselves at Dakar. This year, for the first time, we have representation from the Forum of African Parliamentarians for Education (FAPED), an offshoot of our efforts to involve legislators more closely with EFA. In future, we will seek to attract legislators from other regions, given their crucial role as advocates for our cause in policy debates, the enactment of legislation and, of course, the voting of budgets.

In a departure from past practice, this meeting will address a particular theme of significance, the EFA Flagships, in response to a growing feeling that there is a need to clarify the role and functions of the different Flagships and to strengthen their linkages. I wish to thank our partner agencies for their valuable inputs to the background paper for this meeting and for their enthusiastic participation in the four panels: on girls' education, the Fast Track Initiative, HIV/AIDS and Education, and the Literacy Decade.

I recognize that our agenda does not do justice to all the Flagships. I can assure you that this in no way devalues their importance or their contributions to EFA. We have invited representatives of the other six flagships to this meeting and I have no doubt that their presence will help to enrich the general debate and to address issues common to all flagships, as well as to improve coordination at international, regional and national levels. If there is general agreement here, we could take the theme of EFA Flagships forward to future meetings of this Group.

I understand that the 2003 EFA Global Monitoring Report will provide an assessment of the role of Flagships. The High-Level Group will also consider this matter. One of the Flagship themes, Early Childhood Care and Education (ECCE), will be discussed at the forthcoming meeting of E-9 Ministers at Cairo on 19-21 December, 2003. Indeed, my expectation is that the debate initiated here will be continued and acted upon in different fora in the future. I can assure you that, in its coordinating role, UNESCO will work to ensure congruence in these efforts.

We shall be informing you about the preparations for the next meeting of the High-Level Group in New Delhi, India. This is the

highest manifestation of our work to maintain political momentum and mobilize resources for achieving the EFA goals by 2015. After its first meeting in Paris in the autumn of 2001, the Group moved to Abuja, Nigeria, last November. The Abuja format of a smaller group facilitated more focused and inter-active discussions, aided by an authoritative and analytical EFA Global Monitoring Report. The Sherpas, drawn from the constituencies represented in the Group, played a useful role in sharpening the outcomes of the meeting.

Building on our experience, we shall now be turning our attention to South Asia, which in terms of numbers of out-of-school children, dropouts and adult illiterates and severe gender disparities, is an appropriate venue to discuss the findings of the 2003 EFA Global Monitoring Report on Gender and Education. Paradoxically, this region offers many good examples of bold innovation, decentralization and partnership with civil society to reach the unreached as well as cases where external assistance for basic education is efficiently utilized. The meeting in New Delhi should also serve to highlight these achievements.

The Abuja Communiqué enjoins us "to devise and implement a strategy to ensure that subsequent HLG meetings have highest-level representation with strong capability of mobilizing political commitment for the EFA goals." We have issued invitations to a number of Heads of State/Government, agencies and NGOs to attend the meeting. You will observe that the list of invited Ministers of Development Cooperation and Education is rather large. This accords with our experience that the dropout problem is not confined to primary schools! Let me reassure you that I have no intention of enlarging the membership of the Group. Nevertheless, I would urge you to ensure that the high-level personalities from your countries, agencies and organizations confirm their attendance at the meeting. The earlier this happens, the earlier will we be able to give final shape to the meeting's programme. I would like to ask the Sherpas Group that meets immediately after the Working Group to play a proactive role in this regard. It is our shared responsibility to ensure that the High-Level Group has political weight and global influence.

As you may have observed, it is our intention to align the agenda of the High-Level Group meeting even more closely to the findings and messages of this year's EFA Global Monitoring Report. This will enable us to identify areas that require greater attention and concerted action at national and international levels in order to accelerate actions aimed at closing the gender gap in schools - if not fully, then at least substantially - by 2005.

The Monitoring Report is by nature a partnership that relies on many sources of expertise: UNESCO Institutes, UN agencies, bilaterals, the academic research community and non-governmental organizations. The forthcoming report on gender and education draws upon more than 80 specially commissioned papers and case studies from around the world. Since its launch last November, the

Monitoring Report has garnered considerable international attention and acclaim, and is recognized as the major authoritative international source on progress towards the EFA goals. Summary versions are now available in the six UN languages and translations into local languages have been supported.

In the longer term, the EFA Report will be judged on the influence it has and the use to which it is put. In this regard, I attach high importance to tapping the potential of the UN system at national and regional levels to give this Report the attention it deserves and hold governments and members of the international community to account for their commitment to EFA. Anchoring the Report in both the global and local context is critical to ensuring its ability to inform policy dialogue and influence policy in favour of more and better educational opportunities for all.

I am particularly pleased that we have found room in the programme to discuss two important aspects of the role of civil society in promoting EFA. The first relates to the Largest Ever Lesson that was organized by the Global Campaign for Education, in collaboration with UNESCO and other EFA partners, on 9 April 2003. More than one and a half million people around the globe took part in a 30-minute lesson on girls' education that helped EFA to capture the public's attention.

The second aspect of civil society's EFA role concerns the Collective Consultation of NGOs, an increasingly influential group of about 600 NGOs in different regions that works to bring Governments and civil society together in planning and implementing EFA and in forging alliances among NGOs to strengthen their voice. In an excellent example of partnership, the World Bank is funding UNESCO to build the capacity of NGOs who are members of the CC-NGO.

We have benefited from the constructive participation of the regional representatives of this body in the Working Group and the High-Level Group since Dakar. I hope that the deliberations here this week will facilitate greater engagement of civil society in the work of the various Flagships, especially at the country level.

Friends and Colleagues,

If there is one initiative since Dakar that has put the spotlight on EFA, it is the Fast Track Initiative, led and coordinated by the World Bank, to bridge the funding gap for achieving universal primary completion in developing countries. Since its launch at the Development Committee in the spring of 2002, it has come a long way. This period has seen intensive and sustained collaborative activity between FTI countries, the Bank and donors at the international and national levels. It has stimulated policy reform in several developing countries and, at the same time, it has elicited a commitment of \$300 million from donors to assist the first group of FTI countries that have demonstrated potential and capacity for good results. As such, it is perhaps the first manifestation of the Monterrey Compact for financing of development and the Rome Declaration on Harmonization among donors and partner countries. In the G8 meeting in Evian, France, last June, it was acknowledged that the G8 countries are providing significant additional funding for basic education, including the FTI, especially in Africa.

While consistently stressing the importance of adhering to the broad vision of EFA enunciated in the six Dakar goals, UNESCO has worked closely with the World Bank and donors in moulding the Initiative. The panel discussion this week will provide us with a range of perspectives from other EFA partners who are involved with the FTI. Another important initiative is the United Nations Girls' Education Initiative (UNGEI) for which UNICEF is the lead agency. The 2005 deadline for eliminating gender disparities in primary and secondary education is concentrating all of our minds; clearly, we must do all we can to support UNGEI and the acceleration strategy for girls' education in 25 countries launched by UNICEF last year. It is vital that, through well-coordinated actions, we address this key issue effectively, especially at the country level.

Let me now turn to another form of coordinated action. The Donors Group meeting in Paris last March requested greater clarity in the links between the High-Level Group and the Donors Group. It has been agreed between the Bank and UNESCO, as co-conveners, that the autumn meetings of the Group take place after the High-Level Group to benefit from the latter's Communiqué and the presentation of the findings of the EFA Global Monitoring Report on meeting international commitments. I have invited the Development Cooperation Ministers of France and Norway, the current co-chairs of the Donors Group, to attend the meeting of the High-Level Group in India, as well as other Ministers from donor countries. These arrangements aim to promote complementarity in the work of the two Groups.

You will recall that the last Working Group focused on planning, financing, advocacy and monitoring of EFA in the context of the International Strategy to put the Dakar Framework of Action into operation. This meeting of the Working Group will address these issues but in a different fashion. For example, there is a strong emphasis in the background paper on the advantages of the Flagships being embedded in nationally owned and led policy and planning processes within sector plans and development frameworks such as UNDAFs and PRSPs.

The International Strategy serves as a useful reference guide to EFA partners at headquarters and in the field. In keeping with our role as the global coordinator for the follow-up to Dakar, we have taken the initiative to review UNESCO's EFA Communication and Advocacy Strategy with reference to the framework provided by the International Strategy. This has been helpful in indicating future directions for our work in this field. We hope that this will stimulate other partners to review those parts of the Strategy that are particularly relevant to their work. In this way, we can ensure that the Strategy continues to be seen as a living and dynamic document. We are indeed aware that, to remain relevant, it will need to be updated in future.

At Dakar, UNESCO was asked by the international community to put EFA at the heart of its work. Since becoming Director-General, I have placed greater stress on EFA within the Organization's Programme and Budget. Subject to the approval of the General Conference at its next session in October, UNESCO is looking forward to some modest real growth in its budget for the next biennium. This will provide an opportunity for me to allocate even more funds to EFA and basic education in general and to decentralize more funds to field offices.

These extra Regular Programme funds will be used to assist 20 countries identified by the 2002 Monitoring Report as being at high risk of not achieving the EFA goals by 2015 or in greatest need of external assistance. Furthermore, the UNESCO Institute of Statistics, which provides us with the data to review in-country and cross-country progress, will be provided with additional funds to improve the range and quality of administrative data on education and to strengthen the network of statisticians in developing countries. Please note that the return of the United States of America to UNESCO promises to enhance our analytical and technical capacities in education.

In conclusion, I would like to thank our Member States and international partners for the constant support, advice and encouragement they give to UNESCO in its task of coordinating the follow-up to Dakar. This week's meeting is designed to cement this partnership still further in order to better serve the millions of children, youth and adults who are deprived of their fundamental right to an education of a good quality. I wish you well in your deliberations and look forward with keen interest to the outcomes of your meeting.

Thank you.

Agenda of the meeting

Expected Outcomes

- ▷ Overview and common understanding about EFA flagship programmes, their interaction, their impact at country level and their future role;
- ▷ Update on Fast-Track Initiative, UNGEI, HIV/AIDS and Education, and the United Nations Literacy Decade and a strategy to address challenges;
- ▷ Recommendations for enhancing the impact of the High-Level Group;
- ▷ Recommendations for strengthening communication and dissemination of the EFA Global Monitoring Report;
- ▷ Strengthening the global alliance for achieving the Dakar and Millennium Development Goals.

Tuesday 22 July

8:30 – 9:15 am Registration

Chair: John Daniel, Assistant Director-General for Education, UNESCO

9:30 – 9:45 am Opening Address: Promoting Partnerships for EFA
Koïchiro Matsuura, Director-General, UNESCO

9:45 – 10:00 am EFA Flagships: An international resource for national action
John Daniel, Assistant Director-General for Education, UNESCO

The Panels will discuss four international initiatives/flagships on EFA from different perspectives. The aim is to provide an overview and an update with a view to develop a shared understanding of the role, impact and future potential of these initiatives/flagships as cooperative multi-partner mechanisms to support EFA in developing countries. Panel discussions on EFA flagships initiatives will focus on: (i) How are the EFA flagships integrated in national EFA strategies and articulated within assistance frameworks, i.e. UNDAF, SWAP or PRSPs? (ii) What is the impact/added value of EFA flagships at international, regional and country levels?

10:00 – 10:45 am United Nations Girls' Education Initiative (UNGEI): Accelerating Progress on Girls' Education
Panel presentation led by UNICEF (Cream Wright) with the contribution from DFID (Desmond Bermingham), Bangladesh (Kazi Farid Ahammed) and FAWE (Penina Mlama)
Eliminating gender disparities in primary and secondary education by 2005 stands as the first test of credibility in the global commitment to both EFA goals and the Millennium Development Goals (MDGs). UNGEI aims to mount a sustained campaign to improve the quality and availability of girls' education to ensure gender parity in education. What strategies could be adopted to meet this challenge, especially in those regions and countries where the gender gap is the widest?

10:45 – 11:00 am Coffee Break

11:00 – 11:45 am Discussion on UNGEI

- 11:45 am – 12:30 pm Fast Track Initiative (FTI):
- Panel presentation led by the World Bank (Barbara Bruns) with the contribution from France (Serge Tomasi,), Nicaragua (Violeta Malespin) and Global Campaign for Education (Pauline Rose)
- The FTI seeks to provide quick and incremental resources to developing countries committed to policy reform, but not on track to achieve universal primary completion (UPC) by 2015. The Initiative is facilitating sector planning, educational reform, donor coordination and resource mobilization to reach the MDGs/EFA goals. What steps are necessary at international and country level to translate the expectations from the FTI into reality?*
- 12:30 – 1:15 pm Discussion on Fast-Track Initiative
- 1:15 – 2:30 pm Lunch
- 2:30 – 3:15 pm HIV/AIDS and Education
- Panel presentation led by IIEP (Gudmund Hernes) with the contribution from USAID (John Grayzel), Guinea (Alpha Mamadou Diallo) and ASPBAE (Usa Duongsaa)
- The HIV/AIDS pandemic impacts on learning opportunities and education systems in a myriad of ways - less demand for formal education, decreased schooling services, teacher attrition, reduced quality and gender inequality. The pandemic is spreading rapidly. With no vaccine or cure in sight, education plays a crucial role in AIDS prevention by creating awareness and understanding among parents, teachers and students. How can we make education a more effective tool to arrest the pandemic?*
- 3:15 – 4:00 pm Discussion on HIV/AIDS
- 4:00 – 4:15 pm Coffee Break
- 4:15 – 5:00 pm United Nations Literacy Decade
- Panel Presentation led by UNESCO (Aïcha Bah Diallo) with the contribution from DFID (Yusuf Sayed), Brazil (Lucia Lodi) and ASPBAE (Maria Khan)
- UNLD offers an opportunity to put special emphasis on literacy for all, and anticipates the creation of literate environments essential for achieving the EFA goals and the Millennium Development Goals (MDGs). The success of the UNLD will depend to a large extent on strong ownership and commitment of the political leadership, particularly in the developing world, and effective partnership with civil society. What are the strategies proposed for facilitating this?*
- 5:00 – 5:45 pm Discussion on the United Nations Literacy Decade
- 5:45 – 7:00 pm The meeting breaks up in groups as follows:
- a) United Nations Girls' Education Initiative (UNICEF)
 - b) Fast Track Initiative (World Bank)
 - c) HIV/AIDS and Education (IIEP)
 - d) United Nations Literacy Decade (UNESCO)
- Major issues raised in the plenary session will be summarised by the Rapporteurs for elaboration and further discussion in the break away groups which will recommend a set of strategies to address challenges. Each breakaway group will be chaired by the lead panellist. Other panellists will serve as resource-persons. Each Group will nominate a Rapporteur who will present the Group Report in the Plenary. The flagship focal points and UNESCO staff will assist the Rapporteur. Presentation of each Group Report in plenary will be in 10 minutes by PowerPoint followed by a brief discussion.*
- 7:15 – 8:15 pm Reception

Wednesday 23 July

- 9:00 – 9:30 am World's Largest Lesson on EFA (Anne Jellema, Global Campaign for Education)
Global EFA Week 2003, devoted to girls' education, called on governments to open the doors of learning to women and girls. On 9 April, at the initiative of the Global Campaign for Education, a stunning 1.8 million people broke the world record of the largest simultaneous lesson in history. How do we build on this positive experience?
- Collective Consultation of NGOs on EFA (Carlos Zarco Mera, CEAAL)
The Collective Consultation of NGOs on EFA, created by UNESCO, is an increasingly influential group of about 600 NGOs in different regions that works to bring Governments and civil society together in planning and implementing EFA and in forging alliances among NGOs to strengthen their voice. What are its future directions and plans? How can we support these?
- 9:30 – 9:45 am Discussion on Civil Society Initiatives
- 9:45 – 10:45 am Groups Report back to plenary followed by discussion
- 10:45 – 11:15 am EFA Global Monitoring Report: A communication and dissemination strategy (Christopher Colclough, EFA Monitoring Report Team, UNESCO)
Based on the experience gained from the launch, publicity, translation and distribution of the 2002 Report. How can we strengthen the Report's communication and dissemination in the future?
The Literacy Assessment and Monitoring Programme (LAMP) - a new approach to literacy assessment Simon Ellis and Bénédicte Terryn (UIS)
Currently most national literacy statistics are based principally on a mix of self-declarations and of educational attainment proxies. These measures are notoriously unreliable since declaration by oneself or by a household head is highly subject to bias. Besides, the concept of literacy now embraces a continuum of skills in a variety of dimensions. How can LAMP improve measurement of literacy by building a methodology to evaluate skills through assessments?.
- 11:15 – 11:30 am Coffee Break
- 11:30 am – 12.00 Discussion on Monitoring of EFA and LAMP
- 12:00 –12:15 pm Planning for the Third High-Level Group (Mr Abhimanyu Singh, Lead Manager, Dakar Follow-up Unit, UNESCO)
The Government of India will host the third HLG meeting on EFA (New Delhi, 10-12 November 2003). Planning for the meeting takes into account the experience of the previous HLG meetings and the concerns regarding the political impact of the Group. The agenda of the New Delhi meeting will be closely aligned to the 2003 EFA Global Monitoring Report on the theme of Gender and EFA. How can we ensure that the HLG has greater political weight and global impact?
- 12:15 – 12:45 pm Discussion on the High-Level Group
- 12:45 – 1:00 pm Concluding Session

Notes

The lead panellist presents an overview and update on the Flagship/initiative in 15 minutes. The panellists make a 10 minute presentation each on the subject from the perspective of constituency they represent. This may draw upon issues raised by the lead panellist, the background paper for the meeting and their own experience/study.

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Working documents

Title	Author/presenter
EFA Flagships: Multi-Partner Support Mechanisms to Implement Dakar Framework for Action (PP)	Mr John Daniel, UNESCO
UNGEI	
Understanding UNGEI as an EFA Flagship. Issues of Leadership and Coordination in Girls' Education.	Mr Cream Wright, UNICEF
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Accelerating Progress on Girls' Education (*)	Ms Penina Mllama, FAWE
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The EFA Fast-Track Initiative: Experience to Date and Next Steps (PP)	Ms Barbara Bruns, World Bank
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United Nations Literacy Decade	
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Civil society initiatives	
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Monitoring of EFA	
EFA Global Monitoring Report: A communication and dissemination strategy (PP)	Mr Christopher Colclough, UNESCO
The Literacy Assessment and Monitoring Programme (LAMP): A New Approach to Literacy Measurement (*)	Mr Simon Ellis and Ms Bénédicte Terryn, UIS
A Note on High-Level Group on EFA	Mr Abhimanyu Singh, UNESCO

PP = Power Point presentation

* = Both paper and Power Point with the same title available

List of UNESCO reference documents

- ◆ EFA Global Monitoring Report 2002
- ◆ Report of the Third Meeting of the Working Group on Education for All, 2002
- ◆ Report from the second meeting of the High-Level Group on Education for All, 2002
- ◆ An International Strategy to put the Dakar Framework for Action on Education for All into operation, 2002
- ◆ Education for All: Information Kit, 2002
- ◆ UNESCO and Education (Information folder, 2003)
- ◆ Education Today (The Newsletter of UNESCO's Education Sector)
- ◆ Education in a multilingual world, UNESCO Education Position Paper 2003
- ◆ Situation Analysis of Education in Iraq, UNESCO 2003
- ◆ Gender Equality in Basic Education, UNESCO 2002
- ◆ The Challenge of Achieving Gender Parity in Basic Education, A Statistical Review, 1990-1998, UNESCO 2002
- ◆ Asmara Declaration on Early Child Development: Framework for Action, 2002
- ◆ *Enfants de la rue ; drogues, VIH/SIDA: les réponses de l'éducation préventive*, UNESCO 2003
- ◆ Review of UNESCO's EFA Communication and Advocacy Strategy, UNESCO 2003
- ◆ List of UNESCO Policy Briefs on Early Childhood & Family Education
- ◆ Early Childhood and Family Policy Series, no 1-2002
- ◆ Literacy as Freedom (Folder on United Nations Literacy Decade 2003-2012)
- ◆ HIV/AIDS – A Strategic Approach, UNESCO 2003
- ◆ Education, work and the future (CD-Rom; UNESCO 2003)

The EFA Working Group is a key forum which brings together the major stakeholders of Education for All: governments, civil society, bilateral and multilateral agencies. Its fourth meeting in Paris in July 2003 provided an opportunity for substantive exchange – this time around the EFA flagships, the first occasion a specific theme has formed the essence of the agenda.

Drawing on their experience at national and international levels, participants examined the progress and challenges in EFA Flagships and the Fast-Track Initiative. The flagships were:

- ▶ The United Nations Girls' Education Initiative (UNGEI)
- ▶ HIV/AIDS and Education
- ▶ The United Nations Literacy Decade (UNLD)

The Working Group also examined civil society initiatives in EFA, learnt of plans for improved assessment and monitoring of literacy, supported new plans for disseminating the messages of the Global Monitoring Report, and proposed ways of enhancing the profile of the EFA High-Level Group.

This meeting of the Working Group demonstrated its usefulness as a place to build awareness and partnership across institutional boundaries and multiple agendas. It served to build the EFA movement into a more cohesive and responsive force – with the hope therefore of greater impact on educational opportunities for the most disadvantaged groups around the world.