



**Final Report
of the Second
Meeting
of the Working
Group on
Education
for All**

UNESCO

Paris

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The draft report was shared with all participants in the second meeting of the Working Group on Education for All. Comments and reactions on the draft document are gratefully acknowledged.

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Preface

This second meeting of the EFA Working Group took place at a particularly crucial time. As the Director-General of UNESCO pointed out in his opening speech, the reforms of UNESCO structures are largely completed with EFA at the centre of our concerns and activities. In addition, this session prepared for the first meeting of the high-level group foreseen in the Dakar Framework for Action. The Working Group was therefore marked by a sense of urgency and expectation; if such meetings are to reach their full potential, they must not only maintain, but indeed reinforce the impetus of Dakar through our joint efforts.

During the Working Group we gave our attention to progress achieved since the last meeting ten months ago in November 2000, as well as looking forward to the meeting of the high-level group, 29 and 30 October 2001. We therefore looked at four topics:

- ▷ Progress towards EFA plans: at regional, subregional and national levels, and in a variety of geographical and institutional contexts
- ▷ Development of a comprehensive strategy for EFA: what needs to be done at international level to best ensure progress at regional and national levels?
- ▷ Nature and structure of the EFA Monitoring Report: how can this become a well-designed instrument to inspire and challenge us?
- ▷ Nature and content of the communiqué to be issued by the high-level group: how to express realistically and creatively what progress has been achieved and what urgent demands remain to be met?

These topics give this report its structure.

How did this meeting leave us feeling as professionals in EFA? We became aware again how education connects seamlessly with the rest of life, so that plans can never stay only inside an educational box. We realized that the outer edges of the EFA field of action – the unreached, countries in crisis, for instance – will require yet greater efforts proportionately than hitherto. We recognized that some issues – disability and teachers/quality education, to name just two – must move higher up our list of priorities. We sensed other issues increasing their claim on our attention, such as governance, links with local level implementation, the complexities of ICTs in the educational context, and many more.

Above all, this meeting, like the first, was about partnership – building the kind of synergy where the whole is greater than the sum of the parts, building the sort of relationships which enable action based on trust and transparency, engaging a wide range of entities: countries, civil society, bilateral agencies, regional groupings and international organizations. It is my firm conviction that the partnerships reinforced in the Working Group will lead to more effective work. Strengthened in our common resolve and commitment, we will spare no effort to meet the goal of **Education for All**.

John Daniel
Assistant Director-General for Education

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List of abbreviations

ADG/ED	UNESCO Assistant Director-General for Education
AIDS	Acquired Immuno-Deficiency Syndrome
ARABEFA	Arab regional EFA network
CCNGO	Collective Consultation of NGOs
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
EDSS	Educational Decision Support System
EFA	Education for All
EMIS	Education Management Information System
EU	European Union
FRESH	Focusing Resources on Effective School Health
GNP	Gross national product
HIV	Human Immunodeficiency Virus
ICT	Information and communication technologies
IGO	Intergovernmental organization
ILO	International Labour Office
MINEDAF	(VIII) Eighth Regional Conference of Ministers of Education of African Member States
NGO	Non-governmental organization
OECD	Organisation for Economic Co-operation and Development
PROMEDLAC	Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean
PRSP	Poverty Reduction Strategy Paper
SEE	South-East Europe
SWAP	Sector-Wide Approaches
UIE	UNESCO Institute for Education
UIS	UNESCO Institute for Statistics
UNDG	United Nations Development Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

I. Introduction

Following the first meeting of the Working Group in November 2000, the second meeting convened to continue to build momentum towards the Dakar EFA goals. Chief among its purposes, as an informal and advisory arrangement, is the cultivation and further development of partnership between all the actors committed to the Dakar Framework for Action.

The UNESCO Director-General, Mr Koïchiro Matsuura, stated in his opening speech that 'our attention needs to be centred on more task-oriented topics' and elaborated this by pointing to the need to put in place the necessary strategic frameworks; at national level this means urgent attention to meeting the 2002 deadline for the preparation of EFA plans, while at international level work must move swiftly forward on a comprehensive strategic framework and on the global initiative for generating the necessary resources. The Director-General further outlined the changes within UNESCO over the past year, noting that structures and people are now in place to ensure that EFA priorities are addressed throughout the organization. He also dwelt at some length on developments in partnership mechanisms, internationally and regionally, and among the wide range of EFA partners; he thus underlined partnership as the cornerstone of 'deeper, more sustained commitment between specific partners with the global EFA movement.'

The UNESCO Assistant Director-General for Education, Mr John Daniel, as Chair of the meeting, welcomed participants and called for fully integrated plans at the national level, government-led, coherent and sustainable. He called for reflection on possible cooperation with the private sector and on the role of information and communication technologies (ICTs) and distance education in EFA.

A total of 56 participants attended, with 6 observers. The constituencies and institutions represented were as follows:

▷ Countries	13
▷ Regional organizations	5
▷ Bilateral agencies	6
▷ Multilateral agencies	7
▷ NGOs	6
▷ Others	4
▷ UNESCO Secretariat	9
▷ UNESCO Regional Offices	4
▷ UNESCO Institutes (UIE, UIS)	2
▷ Observers	6

On the morning of 12 September the ADG/ED commented on the tragic events of the previous day in the United States, offered his condolences to those of the participants suffering personal loss and commented that such acts threaten international solidarity and all that bodies such as the Working Group hope to achieve. He led the group in a minute's silence.

The 2^{1/2}-day programme began with presentations in plenary, moved into 4 thematic groups for half a day and concluded in plenary discussion of the findings. The participants took part in the International Literacy Day celebration at UNESCO in the evening of 10 September and were offered a reception by the Director-General on the same occasion.

Structure and purpose of current report

This report follows the structure of the agenda; four items were under discussion:

- ▷ EFA plans and planning
- ▷ A comprehensive strategy for EFA
- ▷ Structure of the EFA monitoring report
- ▷ The communiqué of the high-level group meeting

Presentations, group outcomes and plenary discussion are all organized and reported on under these headings; the first two topics included most of the presentations, while the latter two topics consisted mostly of group work and discussion.

The opening speech of UNESCO's Director-General, the list of participants, the programme and a complete list of documents are appended to this report. □

II. Progress towards EFA plans

A central concern of the Working Group was to assess what progress has been made in the past twelve months in the development of national EFA plans, how regional efforts have supported this process and what role international agencies have played. This was set in the context of identifying areas of need and problems to be addressed. The five UNESCO regional offices, five countries, three multilateral agencies and one bilateral agency made presentations as input into the ensuing group work and discussion.

Progress at regional and subregional levels

Africa: working together for greater impact

A. Parsuramen, Director of the UNESCO Dakar office, reported on progress towards the development of national EFA plans in sub-Saharan Africa against the background of serious problems facing the region. Gender disparities affecting 75% of the countries, crisis situations, armed conflicts and the ravages of HIV/AIDS are all undermining the development of education in the region. An assessment of national EFA plan development is being undertaken, along with workshops in management and planning. Regional support has taken the shape of technical assistance and fund-raising activities. At national level, EFA coordinators have been appointed in 45 countries (out of 46) and national forums are being established. Technical and political bodies are envisaged at regional level as part of a coherent approach to developing a regional EFA action plan, to be ready for the Eighth Regional Conference of Ministers of Education of African Member States (MINEDAF VIII) in December 2002.

Countries are working towards to the 2002 deadline for completing plans, with 1 country having finished its plan, 19 aiming for July 2002 and the rest (26) aiming for September 2002. Mr Parsuramen emphasized that EFA plans are being developed in the context of existing education plans, where they are available. He also reported on strengthening contacts with NGOs. In conclusion, he stressed the central role of partnership at every level and expressed the desire to see an EFA working group and an EFA observatory established in sub-Saharan Africa.

Arab States: developing regional cooperation

The Director of the UNESCO Beirut office, V. Billeh, highlighted the role of the recently formed regional network, ARABEFA. This collaborative mechanism will facilitate the development of national EFA plans, as well as undertaking capacity-building, resource mobilization and advocacy. Based on a partnership between international, regional and civil society organizations, it has so far held two meetings to stimulate the development of national plans. ARABEFA conducted a survey in the region which indicated that 10 out of 21 countries have formed EFA forums. It further showed that most Arab states started education reforms in the 1990s, some of which will now be adapted to include EFA goals.

While it is clear that the EFA 2000 assessment improved countries' information on educational difficulties and priorities, there is a need to improve data collection, monitoring and evaluation. The quality of education is now a key concern in the region; past studies in monitoring learning achievement have shown that children's basic learning needs are not being adequately met. Some of these areas of concern will be addressed through a series of workshops and through the adoption in the region of four flagship programmes: girls' education initiative, school health (FRESH), early childhood (ECCE), management information and decision support (EMIS/EDSS). In conclusion, Mr Billeh noted a number of constraints: low level of participation in ARABEFA on the part of some regional partners, a staff of only one in the ARABEFA office and inadequate funding.

Asia and the Pacific: ready for action, but...

A key strategy in this huge region is the development of subregional mechanisms for EFA follow-up. Sheldon Shaeffer, Director of UNESCO's Bangkok office, noted progress in setting up subregional forums, coordinated by UNESCO cluster offices:

- ▷ formal and functioning in Southeast/East Asia (Bangkok)
- ▷ planned but not yet functioning in South Asia
- ▷ more informal mechanisms functioning in Central Asia (Almaty) and the Pacific (Apia)
- ▷ not functioning in West Asia

In terms of progress towards developing national EFA plans, the situation varies according to subregion:

- ▷ South Asia: draft national plans in most countries, but often with inadequate NGO involvement or active participation of EFA partners
- ▷ Central Asia/Caucasus: EFA roundtables have been held in most countries, in close collaboration with UNICEF and NGOs.
- ▷ Pacific: 13 countries have completed national plans, facilitated by a strong sense of regional cooperation. The involvement of the full range of EFA partners has not been adequate. However, governments are now awaiting the support promised at Dakar to begin implementing EFA plans.
- ▷ Southeast/East Asia: planning mechanisms are in place in most countries, though without strong civil society involvement. Many countries have existing plans for basic education, which they are now refining, including, in some countries, strong linkages with sector-wide plans.

Having noted that NGO and civil society involvement is patchy across the region, Mr Shaeffer remarked that civil society organizations and NGOs themselves increasingly desire to be involved. Some subregions are looking not only at primary education, but also at ECCD and non-formal education. In closing, he stressed the need for mechanisms and criteria to be put in place so that national plans can be assessed with a view to increased funding.

Europe: national and regional initiatives

The UNESCO Regional Education Adviser for Europe, Mr A. Sannikov, noted that there is broad cooperation in the European region with other bodies, such as the UNESCO institutes, the Council of Europe, OECD, EU, United Nations agencies and other IGOs and NGOs. Three European subregions, i.e. the South-East Europe (SEE), the Baltic States and the Caucasus, have been focus of EFA activity since Dakar:

- ▷ SEE: assistance was given to the Republic of Moldova in view of the preparation of an EFA plan, with a roundtable planned for December 2001. Discussions have been initiated in Serbia to move towards a national EFA forum and begin the EFA planning process. The UNICEF office will take the lead here.
- ▷ Baltic States: Lithuania has established a national EFA forum and is moving towards completing a national plan by the 2002 deadline. A subregional EFA meeting will be organized in January 2002 to move towards the creation of a subregional forum. Cooperation between the Baltic and Nordic states is being promoted.
- ▷ Caucasus: Georgia, Armenia and Azerbaijan have recommended the creation of a subregional EFA forum.

Other initiatives include discussions between the government of the Russian Federation and UNESCO-Moscow on including EFA in education modernization plans, a Nordic conference looking at the role of UNESCO national commissions, and a series of planned EFA seminars in the United Kingdom.

Latin America and the Caribbean: connecting with the context

Ms A. L. Machado, Director of UNESCO's Santiago office, reported that most Latin American countries already have their own education plans, often based on reforms undertaken during the 1990s. Thus, interest in developing specific EFA plans is very varied across the region – in some places Dakar follow-up is perceived as one of a number of competing international programmes. A strategic approach would call for integration of Dakar goals into existing region-specific frameworks, with UNESCO offices playing an advocacy role with governments. At a regional inter-agency coordination meeting in February 2001 agreement was reached on EFA coordination mechanisms; these include an EFA theme group among United Nations agencies in each country, three kinds of EFA kits for the public, politicians and technical staff, meetings between ministers and the World Bank to advocate for EFA funding, and a web-site.

Cooperation with civil society and NGOs was made more concrete through the first Latin American CCNGO (Collective Consultation of NGOs) meeting in August 2001, from which a strengthening of civil society and NGO participation in EFA planning should result. An earlier meeting, the Seventh Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean (PROMEDLAC VII – March 2001) issued the Cochabamba Declaration which called for, *inter alia*, effective national EFA forums and an ambitious 15-year project, organized with UNESCO, whose purpose is to 'obtain changes in education in order to make possible lifelong quality learning for all.' Vice-Ministers of Education together with regional UNESCO education specialists will examine it in November 2001.

Strengthening national plans according to the Dakar guidelines

One country from each region presented the current state of progress of EFA national planning and implementation.

Costa Rica: from access to quality

Ms E. Paniagua, Director General of the St Clare Education System, presented the educational situation in Costa Rica in the context of overall development. Access to the first year of schooling is close to 100%, but nearly one-third of students drop out of education by third cycle (junior high school). This is currently one of the most urgent problems. Increasing

access was not accompanied by attention to quality – this now places restrictions of people's possibilities of social achievement and mobility. Almost a quarter of the population lives in poverty. A further pressure on the education system is the number of immigrants.

Since 1992 education has received almost 25% of the government budget – 6% of GNP by law since 1997. A number of new programmes have been developed – in English teaching at primary level, use of ICTs, increasing teachers in rural areas and raising quality in urban priority schools. Costa Rica is working towards the Dakar goals, but within the framework of a national public policy system established 50 years ago. The current issues to tackle are: drop-out, relevant model for secondary school, quality services in areas of poverty and increasing the educational level of immigrants. A national EFA plan would help in setting a clear course towards solving these problems.

Jordan: learning as you go

Outlining elements of the EFA planning process, Mr Tayseer Al-Nahar, Vice-President of the National Centre for Human Resources Development, focused on seven lessons which Jordan learnt through EFA 2000 Assessment process:

- ▷ national plans were considered secondary and as a fulfilment to international commitment
- ▷ if prepared, plans were not integrated within the normal planning and budgeting processes
- ▷ plans were prepared by ad hoc committees with little policy influence and professional expertise
- ▷ the focus was on goals (unrealistic) with little attention to feasible and affordable measures to achieve these goals
- ▷ adopted methodologies and measures were largely unrelated to national sector reality
- ▷ basic education sector was treated in isolation and plans were not linked to national socio-economic development strategies
- ▷ EFA work did not create national capacity in sector analysis, planning and implementation.

In recommending measures to correct these imbalances, Mr Al-Nahar reported that a national EFA platform exists with the participation of all stakeholders including civil society. Sub-committees will work on each of the six Dakar goals.

Lithuania: what it's all about

Lithuania faces the double challenge of re-entry into the world community as an independent state and of moving positively forward into the new landscape of the twenty-first century – this is the context in which Ms V. Vėbraité, Vice-Minister of Education and Science, set her presentation.

Through the Dakar process the country has re-discovered the importance of quality basic education – this differs from the orientation of the education system hitherto, which aimed rather to feed the higher education institutions. After outlining Lithuania's process of reflection and self-questioning with regard to the purpose of education in today's world, Ms Vėbraité went on to explain the EFA mechanisms that are being put in place.

The proposed new education law in Lithuania states that the purpose of basic education is: *'...to lay the foundations for personal, social, cultural and civic maturity, to foster the skills for independent learning, choice and decision-making, to assure the basics of literacy.'*

The new education law (see box) will set the scene for increased emphasis on the quality of basic education and the preparation of students as active citizens in a democratic society. A national EFA plan is essential to bring all the strands together, and in that perspective a national EFA forum has been established, with wide-ranging participation. Lithuania is working towards sharing its experience and learning from others in the Baltic Sea region.

Philippines: moving to square two

The presentation made by Mr Ramon Bacani, Under-Secretary of the Department of Education, Culture and Sports, recalled that the Philippines had undertaken the assessment of their previous 10-year EFA plan (1991-2000) as part of the Dakar process. The implementation of that plan had brought together a wide range of actors in partnership. The assessment showed that access to schooling had increased and that there was a high basic literacy rate. It also revealed concerns about the levels of use of literacy and 'low levels of internal efficiency and learning outcomes.' The current EFA planning process will benefit from those lessons, and aim to sustain gains and expand the impact of EFA. Planning for basic education will take place in cooperation with departments for secondary and higher education, in a sector-wide approach.

Particular emphasis has been placed on civil society participation. An EFA Civil Society Forum has been formed by NGOs in basic education, as a way of assessing their own impact and as a platform for dialogue with government. The report notes that cooperation with civil society was not sustained at the implementation stage under the previous plan and that steps to correct this will be taken, by ensuring that cooperation is institutionalized at the local level. EFA planning will take place in the context of the Philippines'

overall development plan and will draw in experts from other disciplines since 'it solicits insights from economics, social, political as well as environmental disciplines.'

Uganda: getting it together

Mr Albert Byamugisha, Assistant Commissioner for Education, reported on the institutional arrangements and implementation of the EFA planning process. In Uganda a task force of 5-10 members has been set up for each of the Dakar goals, meeting twice a month. The chairs of these groups form a coordination group which reports to a national consultative EFA forum. The Ministry of Education, other ministries, civil society and funding partners are members of the forum.

An education plan up to 2003 already exists and has universal primary education as its priority. Within this, setting priorities and determining needs go along with a sequenced work programme. Early childhood education and adult literacy do not fall under the responsibility of the Ministry of Education and have not received as much attention as a result. The ministries responsible for those areas are now part of the consultative mechanism. Assessment of progress towards the 2015 goals should be integrated into a sector-wide approach.

ILO: teachers – critical to quality

ILO's Senior Specialist for Education, Mr Bill Ratteree, spoke about the potential of a flagship programme on teachers and the quality of education, following up on the introduction of this idea at the first Working Group meeting in November 2000. It had been proposed by Education International in consultation with UNESCO and UNICEF. He identified two areas requiring reflection and action:

- ▷ first, measures to ensure that the processes of recruiting, training, paying and placing teachers are sufficient to promote quality teaching;
- ▷ second, ensuring the full involvement of teachers and their organizations in educational planning, including the development of national EFA plans.

On the first point, the Dakar Framework spells out the critical role of teachers in the quality of basic education. Alongside the issues of equitable placement and mobility, and of payment, Mr Ratteree emphasized the need for lifelong professional development. International agreements could provide a checklist of standards against which to measure national performance. The impact of HIV/AIDS on teachers needs factoring in also.

On the second point, teachers will only have full ownership of EFA national plans if they and their unions are fully involved in their formulation. Thus appropriate national, district and even

school-based mechanisms must be put in place, drawing on best practice around the world.

Two other issues need stressing: addressing HIV/AIDS in education should make use of the ILO's *Code of practice on HIV/AIDS in the Workplace*; also, partnership should be developed between EFA planning groups and the International Programme on the Elimination of Child Labour, to promote the integration into education of children currently in work.

UNICEF: priority to girls

Mary Joy Pigozzi, currently in charge of UNICEF's education sector, presented the United Nations Girls' Education Initiative (UNGEI) as a partnership with common goals and objectives. The partnership aims to ensure that the 2005 Dakar goal of gender parity in education is met – this is very close and there are still many challenges to address:

- ▷ At least 52 countries have a gender gap of 5 percentage points or more in enrolment data
- ▷ 47 of these countries have gender gaps negatively affecting girls
- ▷ Sub-Saharan Africa is particularly affected by gender gaps in enrolment

Ms Pigozzi linked these challenges with the need to include action on gender issues in national EFA plans – it is not enough merely to refer to gender, serious and committed action is now required, based on adequate gender analysis. In particular she called for affirmative actions with an awareness of the high numbers of out-of-school girls, the ever-present threat of HIV/AIDS and crisis situations. UNGEI is a mobilizing force which aims to mainstream gender issues throughout the education system. Egypt, Nigeria, Uganda and Pakistan are moving forward with specific plans to increase girls' enrolment. Ms Pigozzi concluded with a call to advocate for EFA and the gender targets, and to 'walk the talk'.

USAID: tackling the impact of HIV/AIDS on EFA

On the principle that global issues demand global responses, Mr Donald Mackenzie, Acting Deputy Administrator of USAID, addressed the issue of the impact of HIV/AIDS on EFA. Describing the ravages of AIDS as a 'slow-motion nightmare', particularly in Africa, he noted that deaths are beginning to hollow out institutions, including education systems. Zambia is already at a point where teacher losses due to AIDS are outstripping the rate of training and replacement. Education can be a powerful weapon in HIV/AIDS prevention and so this must be a component of national EFA plans, across the world. In every situation it is crucial to address HIV/AIDS before it reaches the critical threshold of 5% of the population. Many other sectors besides education also suffer and so only a multi-sectoral approach will be able to tackle the problem.

Two ideas from USAID:

- ▷ *'why not think of linking every single education institution, classroom, parent-teacher group and teacher in need and under threat with a similar support from both the north and the south?'*
- ▷ *'we are in uncharted territory but working together, perhaps through empowered EFA task groups in areas such as fund-raising, teaching methodologies, information technology and creating new partnerships, we can achieve the important goals agreed upon at Dakar.'*

Mr Mackenzie asked if current EFA plans factor in the increased cost of education because of HIV/AIDS and was concerned that economic forecasts fell woefully short of the real costs involved. Tackling the challenge of EFA in the light of HIV/AIDS requires fresh thinking – 'business unusual'.

World Bank: building up speed

Recognizing the heightened commitment to education on the part of the international community, Ms Claudia von Montbart, Senior Counsellor for External Affairs at the World Bank, stressed the need for accelerated progress towards EFA. As well as increasing access to education, attention must be given to quality which 'matters more in boosting economic growth'. Thus primary school completion rates rather than gross enrolment should be used as a measure of effectiveness in EFA.

'Universal primary completion, no matter how challenging the goal, is only a modest step towards the ultimate goal of lifelong learning for all citizens, which is as relevant for the low-income world as for OECD countries.'

Other elements, which EFA plans must include if accelerated progress is to be achieved, are the following:

- ▷ policy changes to address existing structural imbalances
- ▷ well-defined financing needs, established through country-by-country analysis, including tracking of expenditures from debt relief
- ▷ sharing what works and what doesn't with countries most in need
- ▷ improving the quality of data available for decision-making, in cooperation with UIS
- ▷ using education to fight the HIV/AIDS pandemic and its threat to EFA goals

The World Bank intends to work with its partners in the coming months to develop a firm and coherent framework for addressing these issues.

Reactions and recommendations

Following these presentations on progress in different geographical and institutional contexts, participants brought into the discussion their questions, perceptions and opinions on specific matters as well as on matters of more general import.

Regarding the **Africa region**, more information was requested on the EFA survey sent out by UNESCO Dakar: was this directed to all countries, or only to some? While this particular survey was adapted for use in Africa, a wider survey is being prepared for all countries. The North has its own EFA problems which also need survey and analysis.

With specific reference to the Uganda report, a concern was expressed that there could be some overlapping in the use of debt swap funding: how could it be ensured that funds are channelled to education? This problem is obviated by holding inter-sectoral consultations and the ear-marking of funds. In the case of Uganda, monitoring and planning processes were linked – not always the case in national EFA planning.

The **disability dimension** needs much greater integration into the EFA debate. The disabled are one of the largest minorities in the world, estimated at 600 million, and are often overlooked in the development agenda – whether through detachment, discouragement or fear. Within the Dakar Framework the establishment of a flagship programme on disability would recognize the increasing donor interest and commitment to placing disability issues squarely on the development agenda. Such a flagship would advance inclusive education as a primary approach, within the Dakar goals, of reaching children, youth and adults with disabilities. This suggestion was taken up by the Working Group with the recommendation that a flagship programme on disability should be set up.

In response to the ILO presentation, participants reinforced the essential role of **teachers** in ensuring quality. Emphasis must be placed on social dialogue – ILO can give assistance on how to do this and what sustainable mechanisms are required. Given the need for more teachers in many parts of the world, particularly sub-Saharan Africa, we need to look at innovative ways of recruiting and training them. In addition to the negative effects of HIV/AIDS on teacher

numbers, conflict and ageing will have an increased impact. Where teachers' unions are fragile, as in parts of sub-Saharan Africa, there is a need to build capacity, for example in tackling HIV/AIDS issues – it will be counterproductive to channel resources through teachers' organizations if the capacity is not being developed to handle such programmes. A participant noted that teachers' unions often work for improved teacher conditions, but do not equally promote professional development. In response, the point was made that unions should be promoting both teachers' rights and their responsibilities, for instance in improving professional practice. Quality training for teachers will be ineffective unless there is also training for education support staff and administrators. There was agreement that a new flagship programme on 'teachers and quality' should be launched.

...from an NGO perspective:

- ▷ civil society is not involved in EFA partnerships in many countries
- ▷ regional mechanisms do not include NGOs
- ▷ in Asia, some countries are only re-labelling existing plans
- ▷ what is the best way to support the national structures?
- ▷ real data on what is actually happening are essential
- ▷ where governments change, how can fresh commitment be obtained?
- ▷ how can we ensure funding is shared between government and NGOs?
- ▷ what is the role of NGOs, e.g. in flagship programmes?

(Remarks from the Chair 10 Sept: Mr Kazi Rafiqul Alam, Dhaka Ahsania Mission)

A number of participants emphasized the essential role of **civil society** in EFA and the need actively to promote engagement in the planning process. Some contexts demonstrate reluctance to do so and need encouragement. Civil society organizations are often the best vehicles to bring education to those outside the system, using non-formal approaches. In response to a comment that civil society participation in flagship programmes should receive special attention, it was noted that this is frequently already the case at national level. It is also crucial that civil society is adequately represented in the high-level group. A participant asked why there had been no presentation of the CCNGO meeting in Bangkok (July 2001) to the working group.

Most comments were reserved for the **assessment process for national EFA plans**. It was regretted that the

recommendation of the first Working Group had not been implemented on making operational guidelines available. Clear criteria must be rapidly drawn up so that plans can be recognized as credible and then provided with the necessary external funding. In discussion, a number of elements were suggested as essential parts of an EFA plan, as criteria against which plans might be assessed: HIV/AIDS issues, gender dimension, national ownership, addressing national priorities and realities, realistic goals, monitoring component with agreed indicators, detailed targets for enrolment and teacher needs, etc., flexibility to incorporate subsequent changes and institutionalized mechanisms. These suggestions fed into the recommendations below, developed in the thematic group. Full national ownership of EFA plans, elaborated using participatory processes, was emphasized, along with repeated calls for inclusion of early childhood education, adult education and lifelong learning.

It was stressed once again that **early childhood care and development (ECCD)** is often under-funded by governments, with too much emphasis on schooling, not on home and community. Much ECCD is delivered by civil society and needs better integration. Work with the under-3's is almost invisible and the impact of HIV/AIDS on under-5's is neglected. The problem of children affected by violence is also often overlooked. Participants felt that there is an absence of the totality of education from early childhood to adult education – the lifelong learning perspective of the expanded vision of education from Jomtien must be kept firmly and centrally in view.

There was broad-based re-affirmation in the Working Group that national EFA plans should be integrated into poverty reduction and the wider development agenda, based on a strong commitment to partnership approaches. These partnerships need developing also at local (sub-national) level, as part of a focus on decentralisation and the processes of governance which best promote EFA.

Given the complexity of the problems and challenges associated with implementing EFA, any list of criteria must be used with flexibility and openness. UNESCO should take responsibility for drawing up a list of the ingredients of what makes a credible plan. Any plan must take a coordinated approach, with assured financing over the whole period; it is useless to take a 'bits and pieces' approach which is dependent on the vagaries of national annual budget processes.

Following the plenary discussion the topic of formulating, assessing and funding national EFA plans was taken up by a thematic group. Their conclusions are presented below.

In formulating national EFA plans process and content are equally important, with the following elements:

Process of planning

- Involvement of all stakeholders
- Advocacy
- National situation analysis
- Capacity-building for sustainability

Content of plan

- Measurable objectives
- Indicators
- Outcomes in phases
- Activities
- Implementation plan
- Timeline
- Country specific, prioritizing their goals
- Financial plan

Within these broad parameters, the formulation of national EFA plans should be based on the following considerations:

- ▷ Plans should be based on what already exists at country level and be coherent with broader initiatives such as SWAP or PRSPs.
- ▷ It is crucial that all EFA partners agree that EFA is a collective product, not just UNESCO's. This should be communicated to heads of agencies and to donors and be passed on to their field offices.
- ▷ Countries need to be convinced that donors and international organizations are all stakeholders in the EFA effort in order to facilitate teamwork and to make sure that the plans are reviewed with the country.
- ▷ The support team to the country should formulate a mechanism for action.
- ▷ Teachers should be involved in the development of the plan. This is based on the ILO/UNESCO recommendation concerning the status of teachers which states that teachers must participate and be consulted in any major educational reform.
- ▷ The importance of UNESCO's action in capacity-building of civil society should be re-emphasized. Undertakings such as the Bamako UNESCO/World Bank initiative and the Collective Consultation of NGOs on EFA are good initiatives which help stakeholders at national level and should be commended.

Concerning the assessment and funding of national plans, the thematic group made the following recommendations:

- ▷ By the end of the year a mechanism should be in place, including all partners, to review their plans as they are being drafted. The plan could be submitted to a subregional mechanism of peers. This subregional mechanism will provide recommendations and comments that would go back to the countries. Certain donors who receive these 'vetted' plans may feel more comfortable with funding them.
- ▷ UNESCO should draw up a listing of criteria for 'credible' EFA plans and circulate it to field offices and national commissions after consulting with its partners.
- ▷ The high-level group should develop a strategy to make available funds for countries which are in great need, but which are not 'popular' or are politically difficult for donors. A mechanism needs to be set up now to help these countries; it is critical to talk about funding now.
- ▷ Recognition and strengthening of the role of civil society:
 - Official sign off by civil society organizations of plans (if this is politically acceptable)
 - Channelling of funds through existing initiatives of civil society
 - Capacity-building of civil society

□

III. Comprehensive EFA strategy

Presentations

Presentation of a comprehensive EFA strategy consisted of two parts:

- ▷ 'Towards a Global EFA Strategy', presented by Mark Richmond of UNESCO
- ▷ an update on the global initiative by Lene Buchert of UNESCO

Although the paper used the terms 'global strategy' it was agreed in the debate to use the terms 'comprehensive strategy' in order to avoid the sense that a strategy is being planned globally into which regional and national plans would have to fit. It is rather the other way round. Further comments on the terminology were made during the group work (see below).

Towards a comprehensive EFA strategy

Mark Richmond explained that the rationale for a comprehensive EFA strategy 'rests on the argument that a global strategic framework for EFA will serve to enhance the coordination, relevance, and effectiveness of multi-partner action at all levels'. Such a strategy must offer an operational framework which is concrete, goal-oriented, problem-oriented and time-bound, and which provides a clear view of where, how and when the EFA partners can best make their respective contributions. Mr Richmond proposed five key objective requirements of the global EFA process:

- ▷ **Drive:** particularly political will and consensus at the national level.
- ▷ **Coherence:** parts fitting together in a unified whole; reconciliation of agendas and interests, not competition.
- ▷ **Knowledge:** whose knowledge in EFA processes? Includes both knowledge-building and knowledge-sharing.
- ▷ **Resources:** the global initiative looks at human and organizational as well as financial resources.
- ▷ **Implementation:** putting policy into practice, empowering stakeholders, finding new modalities of delivery.

In submitting the paper to the appreciation of the Working Group, Mr Richmond noted that 'the way a [comprehensive] strategy is developed will largely determine its acceptability to the EFA movement' and asked that the group make recommendations about a process of consultation.

Update on the global initiative

Work on the global initiative has moved forward over the past year with consultations with a number of stakeholders, including civil society and donors. Lene Buchert's presentation reflected this move towards a common understanding of the initiative, and she asked the Working Group to consider whether the initiative should specify financial targets and mechanisms, and to agree on the next steps within the context of a comprehensive EFA strategy. Ms Buchert outlined six areas of interpretation of the global initiative, agreed in recent consultations:

- ▷ national governments and international agencies are partners
- ▷ it is more than a financial mechanism, it is a means to achieve poverty reduction, wider development and an enabling environment in which education has a key role
- ▷ it includes financial, human and material support, and human and institutional capacity-building
- ▷ it depends on an enabling macro-economic and political environment
- ▷ political will in North and South is crucial
- ▷ since it is broader than merely financing, it connects with other dimensions – monitoring, coordination, knowledge-creation, information-sharing

In terms of financing EFA, Ms Buchert recalled the 0.7% of GNP official development assistance target and the 20:20 proposal for budget and aid allocation agreed at the World Summit for Social Development (Copenhagen, 1995), appealing for the international community to take them seriously. She also called for better targeting of aid to the poorest countries and to sub-Saharan Africa. International aid flows need to serve as a catalyst to national resource mobilization. Monitoring and scrutiny of financial commitments to education must be part of the picture at national and international levels. She made recommendations:

- ▷ to strengthen private financing
- ▷ to increase grant aid
- ▷ to develop the potential of debt swaps
- ▷ to define criteria for inclusion rather than exclusion in allocating aid
- ▷ to engage civil society more, based on decentralized approaches
- ▷ to identify the impacts of globalization on EFA
- ▷ to look at the question of a global fund for EFA

Ms Buchert concluded by asking three questions:

- ▷ how should the global initiative be operated in practical terms – financial mechanisms, global fund, specified targets, eligibility criteria, etc.?
- ▷ how can the global initiative be better linked with discussions on financing growth and development?
- ▷ what should be the respective role of UNESCO and other partners in advocacy, securing funds, information clearing-house?

Reactions and recommendations

The plenary discussion focused on the comprehensive strategy, and participants asked hard questions: was it necessary? Does it put adequate focus on countries and the national level? Does it reflect a partnership approach? As the Working Group mulled over these questions, participants first expressed concern that a comprehensive strategy must reflect the diversity of partners and promote real partnership. It is a great challenge to involve all partners in the drafting of the EFA comprehensive strategy and therefore effective collaboration among partners is vital. Because of the crucial need to ensure country-level leadership in strategy development and implementation, efforts need to be devoted to maximizing linkages between international discussions and national ownership.

The United Nations Girls' Education Initiative and FRESH were cited as examples of the kind of interagency partnerships that work well. In addition, the role of regional institutions, in particular regional banks, should not be neglected, especially since similar mechanisms exist already, e.g. policy groups, etc. The comprehensive strategy document clearly points to interdependence between institutions and between sectors if EFA is to be implemented. The ADG/ED commented on why development of this strategy had not happened earlier and pointed out that the initial expectation was that EFA strategy globally would be the sum of the national action plans; however, the whole is greater than the parts and the need for over-arching strategies is now clearly evident.

The issue of a comprehensive strategy was taken up in group work with the aim of arriving at a proposal for further development. Having questioned the need for a such a strategy, the group agreed that it should address issues which cannot be resolved by country-led processes, but which

require international action. The term 'comprehensive strategy' was preferred to 'global strategy' for the reasons mentioned above and because 'comprehensive' also carries the idea of a holistic approach. The strategy needs to be time-bound and take an evolving and flexible approach.

The group felt it is rather late to be developing a strategy, but 'better late than never' in view of the need to map elements of EFA, define the roles of the various partners and set priorities. Out of this discussion there emerged a mapping in order to identify what issues a comprehensive strategy should address so that an environment is created for success at national level.

Starting from the overarching framework of the 6 Dakar goals and 12 operational strategies, the following underlying principles were affirmed as a basis for developing a comprehensive strategy:

- ▷ **Poverty reduction:** this is an intended outcome of EFA.
- ▷ **Country-based:** a comprehensive strategy is rooted in and facilitates national leadership in EFA.
- ▷ **Root causes:** reflecting national realities.
- ▷ **Interactive dialogue:** the basis of the development and implementation of a comprehensive strategy – between all partners and stakeholders at all levels.
- ▷ **Ownership:** being so involved in developing the strategy that each partner claims it as theirs.
- ▷ **Commitment:** political will and engagement on the part of all partners.
- ▷ **Inter-sectoral:** a multi-disciplinary approach which engages stakeholders across departmental (e.g. ministerial) boundaries and connects with the wider development agenda.
- ▷ **Multi-donor:** funding coordinated from national and international sources; clear understanding of who is contributing to what.
- ▷ **Voices** (from grassroots and all other stakeholders): space for expression of real people's concerns and avoidance of top-down planning and pontificating.
- ▷ **Sustainability:** a long-term perspective where building capacity is basic.
- ▷ **Division of roles/responsibilities:** recognizing who is doing what and building on each partner's strengths and comparative advantage.

The group went on to spell out the elements of a comprehensive strategy with brief comments on each (see table). A list was drawn up of those agencies that might be involved in elaborating part of the strategy relating to each element. This proposal has been left with UNESCO for further consultation and negotiation.

Elements	Comments
Planning of strategy	Encompasses all the other elements; Need to watch out for the unreached.
Policy dialogue	Linkages between practice and research; Generation of dialogue across all levels to include all stakeholders; Link educational policy dialogue to other policy dialogues.
Communication strategy	Public consumption and mobilization.
Mobilization of financial resources	Global initiative and UNESCO paper <i>Development Partner Co-operation in Support of Education for All: Rationale and Strategies</i> ; User fees should be addressed.
Monitoring and evaluation	Standardizing and data collection must be centralized by a lead agency; Key is to support country capacity to produce data; Principle: Broad stakeholders' participation.
Coordination and networking	UNESCO's role (see paper <i>Towards a Global EFA Strategy</i>); UNDG mechanism.
Generation and exchange/ sharing of knowledge	see paper <i>Towards a Global EFA Strategy</i> .
Advocacy	Putting pressure on governments; No single strategy fits all.
Capacity-building	Already some action on this; Strengthening capacities of governments and NGOs.
Flagships	Need to map and better define the criteria, the what, who and the relation/contribution to EFA.

With regard to drafting the comprehensive strategy the group also proposed that the following timetable be adopted:

- ▷ UNESCO paper on global initiative/financing should be ready for the HLG meeting.
- ▷ UNESCO tables a summary of progress on the comprehensive strategy during the HLG meeting.
- ▷ With respect to every element on the list, each lead agency and task team to produce a draft by end of December 2001.
- ▷ Comments on the drafts to be returned by end of February 2002.
- ▷ Final draft of the strategy submitted for approval by all partners, end of April 2002.
- ▷ Also, whenever possible, membership of the drafting groups to be drawn from among the present participants to ensure continuity.

These proposals will be taken forward by UNESCO as a matter of priority in the coming months and in full consultation with all EFA partners. □

IV. Monitoring of EFA

Update on the EFA Observatory

Established in October 2000 within the UNESCO Institute for Statistics (UIS) the EFA Observatory will work to 'collect, analyse and disseminate up-to-date information' on progress in EFA. Ms Alison Kennedy of UIS went on to note that, in addition to collecting the necessary data, the Observatory will develop appropriate new methodologies, build capacity in the collection and use of statistics, and analyse/interpret cross-national data. This is with the aim of facilitating evidence-based policy-making. It will be a priority to do methodological work on indicators and difficult topics, such as literacy.

Survey 2000 was launched immediately after the Dakar World Education Forum and aims to collect core data – leading to a data set that will not only enable assessment of existing EFA indicators, but the development of new ones. Currently the focus is on formal education, but it is expected to expand. As well as working with UNESCO regional offices, UIS is seeking to build links with other partners such as UNICEF, the World Bank and bilateral agencies, and wants – 'and needs', according to Ms Kennedy – to develop closer ties with civil society. The *Survey 2000* initiative includes a major component of capacity-building, focusing on countries where statistical capacity is currently weak. Annual regional workshops are planned – to include civil society staff as well as statisticians and government planners. Meetings of experts have also been held, with another planned on the financing of education. Quality of data is also a key area of focus, including consistent disaggregation by gender.

Monitoring report

Mr Edward Fiske, education journalist charged with drafting the report, presented an outline of the report for discussion. This focused on the nature of the report and the uses to which it will be put. An extensive discussion ensued in plenary, including the following points:

- ▷ The report must serve to generate political will through the high-level group. This will depend to a large extent on how strong the ownership of the report process has been. Thus the report must include key areas of action for the coming year, which the high-level group will endorse.

- ▷ Is the current outline a model for the format of future reports? While there was a feeling that a model format is needed quickly, there was also a sense that the lessons of the first report should be learnt before longer term decisions are made. For input for the second report, the possibility of contacting countries was raised in order to ask what they would want to see in a report. In any case, the urgency of starting work on the second report right after this high-level group meeting was underlined.
- ▷ There was large agreement that the report should focus on the Dakar goals – **all** the Dakar goals – and progress towards them. Also, reference must be made to the wider poverty reduction targets to which EFA contributes. Reporting on progress in countries of special difficulty or under special constraints must be included.
- ▷ Progress in developing national plans and in the process of doing so must be at the heart of the report, in accordance with the emphasis in Dakar.
- ▷ Engagement with civil society in the formulation and implementation of plans should be an area of particular attention.
- ▷ As well as reporting on progress, the report should draw attention to issues that emerge in the process of EFA, such as those raised at this meeting: credibility of national plans, financing and monitoring.
- ▷ The report should not focus only on past progress, but also identify challenges for future action.

Building on this discussion the Working Group proposed the following recommendations:

- ▷ The monitoring report should be directed at all stakeholders not only the members of the high-level group. It should convey a sense of urgency.
- ▷ The high-level group meeting should enable a renewal of commitment and ensure that the EFA impetus is maintained. The high-level group represents a powerful lobby for countries lagging behind in fulfilling the EFA obligations.
- ▷ The monitoring report needs to consider closely the question of credibility of national plans. It should also consider how the process of development of national plans is working. The credibility of national action plans is the priority. However they should not be a static instrument. Flagship projects should serve to enrich these action plans and not compete with them.

In addition a number of detailed suggestions were made regarding the structure of the monitoring report; these will be taken into consideration by the Dakar Follow-up Unit. □

V. High-level group communiqué

A draft of the high-level group communiqué was distributed to all the Working Group participants and examined by a thematic group, whose brief was to propose, within the short space of time available to them, what they would like the high-level group to say. The group based its recommendations on three principles:

- ▷ ensuring a balance between the financial constraint and the human and moral aspects (education as a human right)
- ▷ ensuring coherence, detailed and correct references
- ▷ amending the document to heighten the sense of political will.

Specific recommendations for wording changes were made by the thematic group; plenary comments focused on the overall aims and nature of the communiqué. Inspirational, punchy, short, holistic, factual, coherent, positive and constructive – these words capture the hopes of the Working Group for the communiqué. It should avoid bureaucratic language and be aimed at a broad public, (re-)endorsing all the Dakar goals, recognizing progress made and stressing the current urgent needs of EFA. An improved text was given to the Dakar Follow-up Unit for processing prior to the high-level group meeting on 29 and 30 October 2001. □

VI. Further issues raised by the Working Group

Some issue surfaced in discussion or were mentioned repeatedly which were not on the agenda or the subject of specific debate. They are listed here because they were noticeable and because they may need further debate in this or another forum.

Partnership

This was a constant theme, acknowledged where it is working and urged where it is not. It is also a central means of developing a comprehensive EFA strategy. In countries where mechanisms for dialogue among United Nations agencies and other actors exist, full use should be made of them to strengthen links between EFA and the broader development agenda. UNESCO's role as coordinating agency in EFA still needs clarification – it is through the interaction of such meetings as the Working Group that its role becomes clearer. The meeting demonstrated partnership in action and also underlined the need for all actors – national, regional and international – continually to strive to improve it.

Adult literacy and lifelong learning

This is a Dakar goal, but was hardly addressed in the meeting. It was raised by several participants, but did not figure as a central concern in the discussions. The size of the problem would merit not only further attention, but active development of plans – the envisaged United Nations literacy decade, fully integrated into EFA, should take this forward, in full inter-agency partnership.

Partnership with the private sector

This was mentioned several times in the hope of generating financial and other cooperation, and was proposed as a

flagship programme, but no specific ideas, examples or approaches were mentioned.

Use of ICTs in EFA

Again, this was a concern repeated a number of times and was proposed as flagship programme. The theme merits greater discussion, particularly how to move from a concern for resource-poor environments to concerted efforts to understand better how ICTs will practically benefit learners, child and adult, in the poorest countries and in culturally and linguistically diverse contexts.

Governance issues

Issues such as decentralization, engagement with civil society, ministerial boundaries, community involvement and others underlay much of the discussion about the development, ownership and implementation of national action plans. How can these be better addressed, where effective EFA depends on changes in governance? Although the Director-General suggested governance as a further flagship programme, the meeting did not take this up in discussion.

Sub-national or local level

There were scattered references to this topic, in terms of governance, implementation of national plans and participatory processes. However, the topic needs further attention, perhaps as a component of national plans which should show how the EFA process will be carried out and eventually down to the level of the school. □

VII. Conclusion

Key recommended actions

EFA national plans

Peer review processes (including criteria and mechanisms) of EFA national plans at regional level should be put in place by the end of 2001. Funding mechanisms need to be settled as a matter of urgency.

EFA comprehensive strategy

A task group will be constituted (UNESCO, one multilateral agency, one bilateral agency, one NGO and a country representative) to draft an outline of the comprehensive strategy. UNESCO will present a summary of progress on the drafting to the high-level group. The task group will assemble the sections prepared by each lead agency with their task team and forward a complete draft to stakeholders for consultation. The collaborative process of drafting the strategy will aim to produce the final draft by the end of April 2002 (second anniversary of Dakar).

Flagship programmes

Two new flagship programmes are proposed: 'teachers and quality' and 'disability'.

Monitoring report

The report should be aimed at all stakeholders and convey a sense of urgency; it should enable the high-level group to maintain the impetus of EFA.

Final remarks

The ADG/ED summed up the tone and outcomes of the meeting by making the following remarks:

- ▷ the meeting was an expression of partnership, through its frank, open, committed and productive approach, characterized by good will.
- ▷ progress is never as fast as we would like.
- ▷ in EFA partnership it is not important who gets the credit.
- ▷ the heart of EFA lies at national level.
- ▷ there is firm engagement with and of civil society.
- ▷ EFA crosses sectors: how to engage other relevant ministries in some national contexts?
- ▷ work on the comprehensive strategy will be a priority for UNESCO over the next months.
- ▷ we have made progress on assessing EFA plans.
- ▷ issues remain: involvement of the private sector, inclusion and disability, ICTs in EFA.
- ▷ flagship programmes: their focus needs clarifying, additional programmes to be added (e.g. disability, teachers and quality).
- ▷ the monitoring report will be a forerunner of a punchier version.
- ▷ more thought is needed on reaching the unreached, countries in crisis, etc.
- ▷ final question and challenge: how can UNESCO take forward the EFA agenda fast, effectively and professionally?

Appendices

1. Address by Mr Koïchiro Matsuura

Director-General of UNESCO

Colleagues,
Ladies and Gentlemen,

It is a pleasure to welcome you to the second meeting of the Working Group on Education for All. As you know, the Working Group is conceived as an informal advisory arrangement, not as an element within a permanent, rigid, formal EFA structure. The composition of the Working Group is made up of leading professionals drawn from a representative range of EFA partners. Above all, the Working Group must be a place where we can talk seriously about serious issues and seek to identify positive steps forward that will take us closer to fulfilling the EFA goals. From UNESCO's perspective, moreover, the Working Group is an important mechanism for cultivating and developing partnership, a theme which I will take up further in my presentation today.

Some of you were here in November last year when we convened the first meeting of the Working Group. That meeting was both timely and productive. Last year's meeting concluded by highlighting a number of pressing issues and offering several recommendations to UNESCO, notably on the national EFA plans, the financing of education, the role of information and communication technologies (ICTs) and cooperation with civil society. The meeting also deliberated on UNESCO's role in the EFA process; it was stressed that UNESCO should act as a 'broker of knowledge' and as a 'facilitator and coordinator' for EFA.

The broad discussion that was launched last year now needs to be brought more sharply into focus. Our attention needs to be centred on more task-oriented topics. This meeting, therefore, will endeavour to advance further towards an agreed global strategy for the EFA movement, a strategy which will include the global initiative on resource mobilization and will help to clarify the roles that the various EFA partners must play. This meeting of the Working Group will also consider the progress made by countries in planning for EFA, especially in the perspective of the 2002 deadline set in Dakar; in this regard, the identification of resource gaps, country-by-country, is especially important.

Last but not least, we will examine the draft monitoring report in preparation for the High-Level Group, which will meet here at UNESCO headquarters in Paris on 29-30 October 2001 during the 31st Session of UNESCO's General Conference. The preparation of the monitoring report, which is being orchestrated by UNESCO's Dakar Follow-up Unit, is itself a commendable example of collaboration with major EFA partners. Further collaboration among EFA partners will be engendered through our meeting this week. I would like to emphasize the importance of this task for the Working Group. Its consideration of the outline of the monitoring report is vital in order that the High-Level Group can receive the best possible guidance in its search for solutions. The monitoring report, after all, will serve as the key reference point for assessing EFA progress, identifying the difficulties being faced generally and in specific countries, and proposing the most suitable forms of support that meet known needs. It should be noted that another important task for the Working Group is its careful scrutiny of the draft of the communiqué that the High-Level Group is expected to issue.

To orient the activities of the Working Group during the days ahead, I would like to outline certain key developments that have taken place since the inaugural meeting last November. I will first address the changes that have taken place within UNESCO in order to show how UNESCO has tried to organize and position itself so that it is able to perform its EFA roles effectively and to the benefit of its EFA partners. Second, I will outline the main ways through which EFA partnership and collaboration have been strengthened. Third, I will conclude with some thoughts about certain dimensions of EFA that, to my mind, have yet to receive the attention they deserve.

Turning first to the changes occurring within UNESCO, it is clear that, at the time of the last meeting, much remained to be done. Many aspects of the reform process were in motion but had yet to be completed. Today, however, I am pleased to say that the main elements are now securely in place. As a result, UNESCO is a more stable, cohesive and purposive organization. I will not go into details. Suffice it to say that the

processes of structural change, managerial reorganization, decentralization, and human resources planning have been finalized and are being implemented. My new senior management team is now in position, including the new Assistant-Director General for Education, Sir John Daniel, who has joined us from the United Kingdom's Open University. The structure of the Education Sector has been re-designed with EFA in mind and corresponding personnel changes have been effected, including the appointment of Mr Abhimanyu Singh as the Lead Manager of the Dakar Follow-up Unit.

To improve internal coordination, an intersectoral Strategic Group meets regularly to ensure that all sectors and institutes address EFA priorities and goals in a well-coordinated way and that interdisciplinary approaches are particularly attuned to the EFA agenda.

With regard to decentralization, a new network of field offices has been designed, with a careful balance of regional, cluster and country offices. UNESCO's field office network is fully mobilized towards EFA goals and activities; to serve this purpose, each field office will work closely with EFA partners and other organizations within its operating environment, particularly with reference to the United Nations frameworks of development strategy and anti-poverty programmes. Many efforts are being made to improve UNESCO's field-level effectiveness in support of EFA, mainly through better networking and communication. With a view to securing these improvements as rapidly and widely as possible, a working meeting on Dakar Follow-up for UNESCO field offices and institutes was held recently at Headquarters. Particular emphasis has been placed on the adoption by UNESCO field offices of a realistic, flexible approach towards facilitating and coordinating partner relations at country level, where the context for EFA activities is highly variable.

Another significant development has been the design of a new programmatic vision for UNESCO and the related preparation of a new Medium-Term Strategy (2002-2007) and Biennial Plan (2002-2003). The Medium-Term Strategy takes as its unifying theme the need for all of UNESCO's programmes to contribute to humanizing the globalization process. Education has been accorded a key role in this task, above all through the prioritization of EFA within the programme and budget of UNESCO's Education Sector. UNESCO has sought conscientiously to fulfil the requirement in the Dakar Framework for Action that it should 'refocus its education programme in order to place the outcomes and priorities of Dakar at the heart of its work' (para 20). The next Biennial Plan includes a 41.7 per cent increase in the budgetary allocation for basic education.

Thus, UNESCO has done much to reform, restructure and revitalize itself. Without question, the main lines of the reform agenda pre-dated the meeting in Dakar but, especially in programmatic terms, the requirements of EFA have been incorporated into the framing and substance of UNESCO's

work. Some matters, of course, are still in motion (most notably the transfer to Montreal of the UNESCO Institute for Statistics, which hosts the EFA Observatory), and these will temporarily affect the conduct of EFA activities by UNESCO. Moreover, UNESCO's decentralization and field office policy will be enacted over a period of time. In general, however, it is clear that UNESCO's main task is no longer the design of reform but its effective implementation.

I hope that the foregoing remarks are not interpreted as a sign that I conceive of EFA as an inherently UNESCO-centric process. I most categorically do not. UNESCO has been given an important role to play in the EFA movement, and I want it to perform that role as effectively and successfully as possible. The EFA challenge, however, is far too wide, deep and diverse for it to be driven or shaped by one organization or one constituency of opinion. The drive for EFA will stand or fall on the galvanization of effective collaboration among all partners, focused on countries' actual needs and pressing requirements. It was most heartening to see this recognized through the issuance, on the first anniversary of Dakar, of a Joint Statement signed by the Heads of UNESCO, the World Bank, UNFPA, UNICEF and UNDP. The Joint Statement reaffirmed our commitment not only to the Dakar agenda but also to partnership as the way to achieve EFA.

In the light of these remarks, I would like to turn next to my second main concern: the strengthening of EFA partnership and collaboration. I understand the term 'partnership' to connote those forms of collaboration which rest upon a deeper, more sustained commitment between specific partners within the global EFA movement. Furthermore, my assumption is that, while deserving equal respect, different partners bring different resources, capacities and emphases to their EFA-related activities. I see two of UNESCO's key tasks to be those of, first, facilitating the building and development of EFA partnerships and, second, ensuring, to the maximum extent possible, that the activities of all EFA partners are compatible with one another and consistent with the EFA agenda.

Despite the abundant evidence of commitment and goodwill, I am under no illusion that the achievement of these tasks will be easy. Indeed, it is largely due to the difficulties and problems involved that UNESCO has been giving thought to the idea of a global EFA strategy. This should be understood not as a prescriptive master plan, which would have no basis in reality, but as an indicative strategic framework within which the relationships of partnership and collaboration would become clearer and better understood. It would help us to see how all the major elements fit together and what needs to be done, by whom, when and where for that coherence and sense of direction to continue.

On the question of partnership, let me first address the main EFA partnership mechanisms. As mentioned earlier, this Working Group is one such mechanism, part of whose

function is to support the wider development of EFA partnership at all levels. In this perspective, the timing of our gathering is clearly related to the first meeting in seven weeks' time of the other main global-level partnership mechanism, the High-Level Group. Timed to occur during the General Conference of UNESCO, the meeting of the High-Level Group will be a significant moment in the post-Dakar process and will serve as a powerful vehicle for stimulating further collaborative momentum. I have invited 29 leaders of governments, bilateral and United Nations agencies, and civil society organizations. Keynote speakers will include Heads of State, Heads of Agencies, and Heads of civil society organizations. As stated in the Dakar Framework for Action, the High-Level group will act as 'a lever for political commitment and technical and financial resource mobilization' (para. 19, DFA). The specific focus of the meeting in late October will be upon three main issues:

First, maintaining high political commitment for EFA internationally, regionally and nationally, including building on civil society in global advocacy action and in the formulation of national EFA strategies.

Second, mobilizing international financial support for EFA, including the role of debt relief and the role of the corporate sector.

Third, defining strategies for progress based on the Monitoring Report.

The preparations for the meeting of the High-Level Group are well-advanced. It promises to be a most interesting and important event, especially for galvanizing further commitment, resources and partnership in support of EFA.

Though not conceived as a meeting or forum as such, another global-level partnership mechanism is the Global Initiative for resource mobilization for EFA, which I first outlined last year at the meeting of the Development Assistance Committee (DAC) of OECD. Since then, a draft paper (entitled *Development Partner Co-operation in Support of Education for All: Rationale and Strategies*) has been elaborated and widely circulated. The Global Initiative was directly addressed at last November's meeting of the Working Group and then at a specially-convened meeting of bilateral and multilateral development agencies and civil society organizations (UNESCO Paris, 28 February – 2 March 2001). In light of these consultations, the paper is being revised and will be the basis for further discussion during our deliberations this week. We need to consider what is the most promising way forward for the Global Initiative and how best the High-Level Group might be advised for its deliberations concerning resource mobilization and the management and utilization of resources for EFA.

Partnership mechanisms are also being built or strengthened at the regional and subregional levels, as required by the Dakar

Framework for Action. In some cases, it is possible to use existing mechanisms. However, where these are inadequate or do not exist, new mechanisms are being established; this is particularly important in the pursuit of a subregional approach to building EFA partnerships. To date, the following mechanisms at these levels are in place or in formation:

- ▷ ARABEFA, the EFA Forum for the Arab States.
- ▷ The Subregional Forum for East and South-East Asia.
- ▷ The utilization of existing regional mechanisms in the Pacific.
- ▷ The country-driven subregional forum for South Asia (decided at the South Asia meeting of ministers, Kathmandu, 10-12 April 2001).
- ▷ The Central Asia Education Forum, which will be established later this year by UNESCO and UNICEF in the wake of national EFA roundtables in five countries of the subregion.
- ▷ The existing ADEA and MINEDAF frameworks are serving as the main regional EFA mechanisms in sub-Saharan Africa. A subregional approach towards EFA among the Sahelian countries has been initiated and may develop further. Additional coordination activities include the signing of a Memorandum of Understanding by UNESCO and UNICEF aimed at supporting the generation of national EFA plans, encouraging civil society participation and strengthening donor coordination. In collaboration with education development partners, UNESCO Dakar has convened a meeting of African EFA National Coordinators, which will be held in Paris later this month (17-19 September 2001).
- ▷ In February 2001, the Inter-Agency Regional Group on EFA in Latin America and the Caribbean was established. In its capacity as the Regional Group's technical secretariat, UNESCO Santiago has undertaken a mapping of agencies' competencies and activities in order to ensure better DFU coordination; in addition, a website for the Regional Group is being prepared. Other region-wide initiatives are in preparation regarding health-promoting schools and a regional network on educational innovations.

An important area for future development is that of inter-regional partnership and collaboration, through which we might secure greater South-South cooperation on EFA and wider sharing of viable innovations and good practices. Perhaps the closest approximation we currently have of inter-regional partnership is the E-9 Initiative. A successful E-9 Ministerial Review meeting has just been held in Beijing (21-24 August 2001) which covers more than half of the world population: 3-2 billion. As well as consolidating the resolve of

the E-9 countries to support equal access to quality basic education for all, the Beijing meeting generated two significant new developments. First, the E-9 Ministers recognized the importance of distance education and the appropriate and effective use of information and communication technologies (ICTs) for reinforcing all aspects of basic education. In particular, they called for the creation of a network on the use of ICTs for the purpose of fostering interactions and sharing experiences and resources (human and material) in regard to EFA. Second, the Ministers urged the sponsorship by UNESCO together with other agencies of a special initiative for holistic early childhood care and education programmes, seen as an essential foundation for ensuring that each child realizes his or her full potential. The next E-9 Ministerial Review meeting will take place in Egypt in 2003.

Partnership mechanisms at the national level are quite variable in character. National EFA Forums, or their equivalent, are being strengthened or established in many countries and the generation of national EFA plans is stimulating collaboration among key actors, though there is no uniform trend regarding participation. Frankly, it is at the national level where we are most in need of accurate, up-to-date information. To this end, in May 2001 UNESCO launched a questionnaire-based survey aimed at appraising the status of national EFA plans and ascertaining the needs for technical support for the preparation of plans at the country level. To date, over 60 countries and territories have responded. UNESCO is analyzing the responses and is alerting other EFA partners about important findings, especially in regard to countries' expressed needs for technical assistance to help them prepare their national EFA plans.

I am concerned about the patchy and uneven character of the information available from many country contexts, not only regarding the action plans but also the infrastructure of partnership and collaboration at national level. We must remember that each country-level mechanism serving as the national EFA forum is intended to be a mechanism of coordination not only for the preparation of EFA action plans but also for the longer-term processes of implementation and monitoring. Moreover, each forum should foster partnership and consensus focused on the achievement of EFA goals and related information-sharing.

In addition, it is vital that the preparation, implementation, monitoring and evaluation of national EFA plans are harmonized with such country-level mechanisms as the United Nations Common Country Assessment (CCA), the United Nations Development Assistance Framework (UNDAF), Poverty Reduction Strategy Papers (PRSPs), and, in the case of countries in emergency or crisis situations, the United Nations Consolidated Inter-Agency Appeals. Such harmonization may prove quite difficult, for many kinds of reasons, but the effort needs to be made not for the sake of formalities but for the practical, beneficial advantages of

doing so in terms of increased resources for basic education and a higher profile for all dimensions of EFA within national strategic planning mechanisms.

The cultivation of EFA partnership and collaboration has not been undertaken only through mechanisms explicitly connected to EFA. To illustrate this, I shall next outline some developments regarding two main categories of EFA partner: civil society organizations and donors or development partners.

One of the strongest recommendations emerging from Dakar was that civil society must be integrated into the EFA movement at all levels, but especially at the national level. This was strongly re-emphasized in the *Country Guidelines* published by UNESCO last year. To encourage and facilitate this, a number of initiatives have been taken since the first meeting of the Working Group. The meeting on the Global Initiative held in Paris in February/March 2001 provided an opportunity to consult with a large number of civil society representatives in conjunction with senior officials from bilateral and multilateral development partners and United Nations agencies. For its part, UNESCO has sought to build constructive relations with the Global Campaign and, in March 2001, I visited Oxfam's headquarters in London with a view to reaching a better mutual understanding of certain EFA issues. One outcome of this meeting was the collaboration between UNESCO and Oxfam to influence the agenda of the Spring meeting of the Development Committee of the World Bank. I am pleased to see, by the way, that the follow-up to Dakar will figure on the agenda of the Autumn meeting of the World Bank this September.

An important development of recent months has been the reform of the Collective Consultation of NGOs on EFA. UNESCO and the UNESCO/NGO Liaison Committee organized the Annual Meeting of the Collective Consultation, which was held in Bangkok in July 2001. UNESCO and some 100 NGOs from around the world agreed on a new partnership mechanism to facilitate and accelerate dialogue, joint reflection, research and capacity-building as well as monitoring and evaluation. One of main decisions taken was to create a more dynamic regionalized network of NGOs active in education. The need to promote partnerships between national NGOs and governments was one of the key themes of the Bangkok meeting, as was the need to build civil society coalitions for EFA at the national level. Note should also be made of various multi-partner efforts to set up and consolidate regional NGO networks on EFA in sub-Saharan Africa, Asia and the Pacific, and Latin America and the Caribbean.

Most recently, UNESCO took the initiative to include a Special Session on the involvement of civil society in EFA within the 46th Session of the International Conference on Education (ICE), organized by UNESCO's International Bureau of Education (IBE). The ICE was devoted to the theme of

'Education for All for learning to live together'. The Special Session, which took place in Geneva on Saturday, provided a unique opportunity for civil society representatives to have a high-level meeting with Ministers of Education. One purpose of the Special Session was to highlight examples of successful partnership between civil society and government in national contexts, especially in terms of EFA-related policy formulation, planning and action. I used this occasion to advocate for a new culture of policy dialogue on EFA at the national level and for the building of an enduring national consensus on the goals, strategies and modalities for achieving EFA.

Turning now to the role of development partners or donors in EFA partnership, I would like to draw particular attention to the importance of the G-8 meetings. Building on our success in Okinawa last year, when a strong endorsement of the Dakar Framework for Action, especially the promise of financial support, was secured, the meeting in Genoa in July provided another boost for EFA. The report of the G-7 Finance Ministers included a long passage on education in which education as a human right and as an obligation of all governments was endorsed, as was UNESCO's role in the follow-up to Dakar. In the final communiqué of the Summit in Genoa, the G-8 leaders reaffirmed their support for education and agreed on the need to improve the effectiveness of development assistance in support of locally-owned strategies. The leaders also expressed their support for UNESCO's key role regarding universal education. In addition, they decided to establish a task force of senior G-8 officials to advise the next meeting, to be held in Canada in June 2002, on how best the G-8 countries can support the Dakar goals. It should be noted that the final communiqué gave pointed emphasis to universal primary education and equal access to education at all levels to girls as elements of anti-poverty strategies and development programmes. Also receiving special emphasis for support were assessment systems, teacher training (with particular encouragement of the use of ICTs), private sector engagement with education, and incentives to increase school enrolment (as part of the fight against child labour).

There is every likelihood, therefore, that the next meeting of the G-8, in Canada, will be crucial for the way major development partners will address EFA in the years ahead. Consequently, it is imperative that the EFA movement prepares itself as thoroughly as possible for this occasion. We must ensure that that preparation will be not only a test but also a celebration of EFA partnership.

In the third and concluding part of my presentation, I would like to briefly consider some dimensions of EFA that merit further attention. I hope that, during the days ahead, the

Working Group will cover these issues and concerns in its deliberations.

First, the role within EFA of the private or corporate sector and private foundations is a subject that is long overdue. In particular, what kinds of partnership arrangements might be developed and implemented? I would like to propose that a task team be set up under auspices of the Working Group to review this area and report at its next meeting. It may be useful for position papers to be generated and workshops convened so that our thinking on these matters may advance.

Second, the Dakar Framework for Action contains the pledge that EFA partners will 'harness new information and communication technologies to help achieve EFA goals' (para. 8). This question of ICTs now requires urgent action and concerted attention, particularly in light of the pronouncements emanating from the Genoa G-8 Summit and E-9 meeting in Beijing. I would like the Working Group to consider the most appropriate lines of action that might be taken in the matter of ICTs and EFA.

Third, the question of early childhood care and education – one of the six EFA goals adopted at Dakar – has been highlighted by the E-9 meeting in Beijing. UNESCO will certainly be giving serious consideration to this recommendation and will be in close communication with relevant EFA partners on this matter. The advice of the Working Group on how best to proceed would be appreciated.

Fourth, you will have noticed that I have not accorded specific attention to the inter-agency flagship programmes during my presentation. This should not be construed negatively; it has arisen from my attempt to focus more attention on other issues. I do believe that the flagships are an important dimension of the EFA movement, especially for inter-agency partnership and collaboration. I understand that proposals will be made that additional flagships should be created: for teacher training, for governance, and for disability. It would be useful to hear the views of the Working Group on these proposals.

I hope that my requests are not too demanding. I make them not on behalf of UNESCO alone but as matters of interest and concern to many, if not all, EFA partners. I know that the agenda of the Working Group meeting is already quite full but these matters would benefit from your scrutiny. I wish you to have a highly productive and stimulating meeting and I look forward to its outcomes with keen interest.

Thank you.

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3. Agenda

Rationale:

This meeting of the Working Group has been organized taking into consideration the importance of preparing the meeting of the high-level group on EFA that will be held 29-30 October 2001 at UNESCO Headquarters, Paris. In preparation for this meeting, the group will deliberate on four substantive matters of particular concern: (1) the formulation, assessment and funding of national EFA plans, (2) a comprehensive strategy for EFA, (3) the monitoring report for the high-level group and (4) a communiqué for the high-level group.

Expected outcomes:

Consensus on the substantive matters and the formulation of specific recommendations to the high-level group, including a draft communiqué.

MONDAY 10 SEPTEMBER

Chair: Mr John Daniel, ADG/ED

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| 9.30-10 am | Education for All after Dakar: global overview
Koïchiro Matsuura, Director-General of UNESCO |
| 10-10.20 am | The issues at stake: objectives and expected outcomes of the second meeting of the working group
ADG/ED |

Chair: Mr Henri Lebreton, France

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|----------------|---|
| 10.20-11 am | EFA national plans: Progress at regional and subregional levels:
Africa, Arab States, Asia, Europe and Latin America and the Caribbean
Presentations: UNESCO Regional Directors |
| 11-11.30 am | Coffee |
| 11.30-11.50 am | Progress at regional and subregional levels (contd.) |

Chair: Mr John Morris, Canada

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|-------------------|--|
| 11.50 am-12.40 pm | How can the national plans be developed or strengthened according to the Dakar guidelines and how can they best be assessed?
Five country presentations: Costa Rica, Jordan, Lithuania, Philippines, Uganda |
| 12.40-1.10 pm | Discussion |
| 1.10-2.30 pm | Lunch |

Chair: Ms Delia Barcelona, UNFPA

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|--------------|--|
| 2.30-3.30 pm | How do inter-agency flagships and other thematic initiatives fit into the national EFA plans?
Up-date by agency: ILO/UNICEF |
| 3.30-4 pm | Assessment and funding of EFA plans
Bilateral and multilateral agency: USAID/World Bank |
| 4-4.30 pm | Coffee |

Chair: Mr Kazi Rafiqul Alam, Dhaka Ahsania Mission

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|-----------|-------------------------------------|
| 4.30-6 pm | General discussion of major issues |
| 6 pm | International Literacy Day Ceremony |
| 7.30 pm | Reception |

TUESDAY 11 SEPTEMBER*Chair: Mr Paul Isenman, OECD*

- 9-9.45 am Towards a comprehensive strategy for the follow-up to Dakar including progress on the global initiative for mobilizing technical and financial resources
Presentation: Mark Richmond and Lene Buchert, UNESCO
- 9.45-10.30 am Discussion
- 10.30-11 am Monitoring of EFA goals and targets: progress on the EFA Observatory since Dakar
Presentation: Alison Kennedy, UNESCO Institute for Statistics
- 11-11.30 am Coffee

Chair: Ms Jennifer Chiwela, People's Action Forum, Zambia

- 11.30 am-12 noon Monitoring report for the high-level group
Presentation: Edward Fiske, consultant
- 12 noon-1 pm Discussion
- 1-2.30 pm Lunch
- 2.30-4 pm Four groups to make concrete proposals on a) formulation, assessment and funding of EFA plans, b) comprehensive strategy for EFA, c) monitoring report for the high-level group and d) a communiqué for the high-level group
- 4-4.30 pm Coffee
- 4.30-6 pm Group work (contd.)

WEDNESDAY 12 SEPTEMBER*Chair: Mr John Daniel, ADG/ED*

- 9-10.15 am Groups report back to plenary
- 10.15-11 am Discussion
- 11-11.30 am Coffee
- 11.30 am-12 noon Presentation of major conclusions and recommendations of the meeting and their implications for the high-level group
ADG/ED
- 12 noon-1 pm Where do we go from here? General discussion

4. List of documents

Meeting presentations

Language	Title	Author/Presenter
E	Progress of EFA Follow-up in Europe	Presented by Mr Alexander Sannikov UNESCO Europe Desk
E/F	EFA Follow-up: Asia and the Pacific/ Suivi de l'EPT : Asie et Pacifique	Presented by Mr Sheldon Shaeffer UNESCO Bangkok
E	EFA Update Status in the Arab States	Presented by Mr Victor Billeh, UNESCO Beirut
E	Progress of EFA Follow-up in Sub-Saharan Africa	Presented by Mr A. Parsuramen, UNESCO Dakar
E	Appraisal of EFA National Plan Preparation	Presented by Ms Ana Luiza Machado UNESCO Santiago
E	Monitoring Report for the High-level Group (11 September 2001)	Presented by Mr Edward Fiske
E	Monitoring Report for the High-level Group: DFID Commentary	Submitted by DFID
E	Monitoring Report for the High-level Group: Some Comments from IIEP	Submitted by IIEP
Sp/E	Plan de Acción para Todos: Innovaciones en Costa Rica/EFA: Costa Rica Initiatives	Presented by Ms Maria E. Paniagua Costa Rica
E	Planning for EFA	Presented by Dr Tayseer Al-Nahar Jordan
E	EFA National Plans and their Assessment: One Response to the Challenges of Dakar	Presented by Ms Vaiva Vėbraité Lithuania
E	Planning to Plan. The Philippines' EFA Plan 2015 Formulation	Presented by Mr Ramón Bacani Philippines
E	Planning to Plan. EFA Plan 2015 Indicative Workplan 2001-2002 (Annex)	Presented by Mr Ramón Bacani Philippines
E	How Can National Plans be Developed or Strengthened according to the Dakar Guidelines and How Can they be Assessed	Presented by Mr Albert Byamugisha Uganda
E	Integrating inter-agency flagships into national EFA plans: Teachers and the quality of education	Presented by Mr Bill Ratteree International Labour Office (ILO)
E	How do inter-agency flagships and other thematic initiatives fit into the national EFA plans	Presented by Ms Mary Joy Pigozzi United Nations Children's Fund (UNICEF)
E	Assessment and funding of EFA plans	Presented by Ms Claudia Von Monbart World Bank
E	Towards a Global EFA Strategy	Presented by Mr Mark Richmond, UNESCO
E	Monitoring of EFA goals and targets: progress on the EFA Observatory since Dakar	Presented by Ms Alison Kennedy UNESCO Institute for Statistics (UIS)
E	EFA: Strategies and problems of their implementation	Submitted by Ms Larisa Miroshnichenco Kyrgystan
E	EFA - The Dakar Framework for Action Efforts of Dhaka Ahsania Mission	Submitted by Mr Kazi Rafiqul Alam Dhaka Ahsania Mission (DAM) Bangladesh
E	EFA – A Cause for Urgency in Africa	Submitted by Ms Jennifer Chiwela People's Action Forum, Zambia

Other Contributions

Contribution from the Netherlands to EFA Meeting by Ms Jeannette Vogelaar, Basic Education Expert,
Ministry of Foreign Affairs, Department for Culture and Education, The Hague, Netherlands

Report of Group A: 'Formulation, Assessment and Funding of EFA Plans'

Report of Group B: 'Comprehensive Strategy for EFA'

Report of Group C: 'Monitoring Report for the High-level Group'

Report of Group D: 'Communiqué for the High-level Group'

Other Documents Papers distributed during the meeting

Report of the Meeting of the Working Group on Education for All held at UNESCO Headquarters, 22-24 November 2000

Rapport de la réunion du Groupe de travail sur l'éducation pour tous, Siège de l'UNESCO, 22 - 24 novembre 2000

Address by Mr Koïchiro Matsuura, Director-General UNESCO, at the 46th Session of the International Conference on Education: 'Special Session on the Involvement of Civil Society in Education for All'

IBE, Geneva, 8 September 2001

Discussion paper for a potential inter-agency flagship programme on 'Teachers and Quality' by R. Halperin, ED/HED, at the DFU Correspondents' Group Meeting of 9 March 2001

The 10-Year UN Girls' Education Initiative (UNGEI)

UNESCO in Literacy: A Brief on the occasion of the Meeting of ADG/ED with Field Offices and Institutes for Dakar follow-up, 18-20 June 2001, Paris

Initiative en faveur de l'Éducation en Situation d'Urgence et de Crise

AIDS, School and Education

FRESH (Focusing Resources on Effective School Health) – Update on actions, June 2001

Global Campaign for Education – Realising children's right to education: Why we need a "global initiative"

Early Childhood/Petite Enfance

Update Report on Early Childhood Care and Development for the Second Meeting of the Working Group on Education for All – Submitted by the Consultative Group on Early Childhood Care and Development (CGECCD), 17 August 2001

Taking Stock of Education for All – One year after Dakar World Education Forum

Premier Bilan de l'Éducation pour Tous – Un an après le Forum de Dakar

Brief Survey of Country Progress Toward the Preparation and Execution of Education for All National Action Plan (EFA-NAP) by UNESCO Dakar

Enquête rapide sur l'état d'avancement de la préparation et de l'exécution du Plan d'Action National Education pour Tous (PNA-EPT) par UNESCO Dakar

World Bank 'Education for Dynamic Economies: Accelerating Progress Towards Education for All (EFA)' for discussion on Tuesday, 11 September 2001

Provisional Programme (Rev. 23 August 2001) of the High-level Group on Education for All (EFA), First Meeting, UNESCO Paris, Room X, 29-30 October 2001

Programme Provisoire (Rév. 1, 25 juillet 2001) du Groupe de Haut Niveau sur l'Éducation pour Tous (EFA), Première réunion, UNESCO Paris, Salle X, 29-30 octobre 2001

Declaration – Meeting WHO-UNESCO within the framework of FRESH/E-9, 18 July 2001, Paris, France



The Working Group on Education for All (EFA) met for the second time in September 2001 to build momentum towards the goals of the Dakar Framework for Action. Chief among its purposes, as a technical advisory group, was the cultivation and further development of partnership between all the actors committed to education for all.

With this in view, it brought together sixty-two experienced professionals from countries, regions, non-governmental organisations and international agencies to provide technical guidance and facilitate coordination among the multiple actors and aspects of EFA efforts.

Four topics formed the heart of the agenda for the meeting:

- EFA plans and planning
- A comprehensive strategy for EFA
- Structure of the EFA monitoring report
- The communiqué of the High-Level Group meeting

The Working Group emphasised the urgency of moving forward on these aspects of EFA by adopting practical recommendations which the High-level Group will consider and the EFA partners will implement in the coming months.

This report outlines summaries of the presentations and background papers which provided input and seeks to give a flavour of the lively debates from which the concrete outcomes emerged.

