

REPORT 2006



High-Level Group on Education for All Sixth Meeting

Cairo, Egypt
14-16 November 2006

2006

REPORT FOR THE SIXTH MEETING



High-Level Group on Education for All Sixth Meeting

Cairo, Egypt
14-16 November 2006

For further information, please contact:
Director, Division for the Coordination of United Nations Priorities in Education
Education Sector
UNESCO
7, place de Fontenoy
75352 Paris 07 SP
France
Telephone: +33 (0) 1 45 68 08 17
Fax: +33 (0) 1 45 68 56 27
email: efa@unesco.org
Web site: www.unesco.org

The draft of this Report was shared with all participants of the Sixth Meeting of the High-Level Group on Education for All
Text prepared by: Clinton Robinson and Erin Tanner

Preface

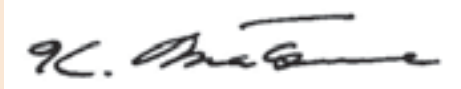
I am pleased to present the report of the Sixth Meeting of the High-Level Group on Education for All (EFA). Each year, this meeting is the high point on the EFA calendar as we gather together to assess progress, identify challenges, build greater momentum and partnership, and renew our resolve to achieve the EFA goals. I am sincerely grateful for the hospitality and support extended to us by the government and people of Egypt.

It is often said that learning begins at birth – and the theme of the 2006 meeting reflected this conviction. For the first time, the first EFA goal – that of early childhood care and education (ECCE) – received special attention from the High-Level Group and the *EFA Global Monitoring Report*. Participants expressed the firm view that ECCE is not only an essential basis for subsequent schooling, but that it also supports and is supported by efforts to achieve the other EFA goals.

Over the past year, pledges of increased aid to education have been a welcome sign that the international community is giving education the importance it deserves as a key factor in achieving sustainable human development. One of the clear messages of the Cairo meeting is that we must watch carefully to see that the pledges are turned into disbursements, and that aid reaches those countries and populations where the EFA challenges remain serious.

When we take a longer view, it is clear that we are making considerable progress in EFA, and I am especially heartened to know that progress is fastest in those countries that have the greatest distance to go. This should be a further incentive to the international community to sustain its firm commitment to EFA. The smile on the face of a girl who finally makes it to school reminds us that our deliberations and decisions make a real and lasting difference in the lives of individuals. This is both our vision and our reward.

Koïchiro Matsuura
Director-General of UNESCO



Contents

Key messages of the Sixth Meeting of the EFA High-Level Group	6	4. Resource mobilization and aid effectiveness for EFA: pledges are not enough	21
Introduction	8	■ BRAZIL: DOMESTIC AND EXTERNAL FINANCING .	21
■ EGYPT'S COMMITMENT TO EFA	8	■ WORLD BANK: PROGRESS AND CHALLENGES	21
■ EDUCATION PAST, PRESENT AND FUTURE	9	■ CANADA: GOOD DONOR BEHAVIOUR	22
■ 2006: GREAT CHANGE, GREAT CHALLENGE, GREAT POSSIBILITY	9	■ PERSPECTIVES	23
1. What will it take to accelerate progress towards the EFA goals? – the latest assessment	11	5. Resource mobilization and aid effectiveness for EFA: are there more options?	25
■ EFA GLOBAL MONITORING REPORT: STRONG FOUNDATIONS	11	■ FRANCE: INTENSIFY ACTION	25
■ PAKISTAN: IDEAS FOR THE FUTURE	12	■ NIGERIA: NEW FUNDS	25
■ QATAR: COORDINATION IS KEY	12	■ PERSPECTIVES	26
■ GLOBAL CAMPAIGN FOR EDUCATION: RIGHTS-BASED ACTION	13	6. Partnership in the context of the Global Action Plan to achieve the EFA goals	27
■ PERSPECTIVES	14	■ RUSSIAN FEDERATION: PARTNERSHIP FOR QUALITY	27
2. Policies and strategies to expand early childhood care and education: what makes a difference in countries?	15	■ UNITED KINGDOM: BUILDING ON COMPARATIVE ADVANTAGE	27
■ NORWAY: ECCE AND GIRLS	15	■ A NETWORK APPROACH	28
■ UNICEF: LOOKING TO THE FUTURE	15	■ PERSPECTIVES	29
■ CONSULTATIVE GROUP ON EARLY CHILDHOOD CARE AND DEVELOPMENT: LINKAGES	16	7. The way ahead	30
■ PERSPECTIVES	17	■ RESPONSES	30
3. Stronger, more comprehensive responses of the education sector to HIV & AIDS	18	Conclusion	32
■ GUYANA: GOVERNMENT ACTION	18	Appendices	33
■ KENYA: REVERSING THE TREND	18	APPENDIX I: COMMUNIQUÉ FROM THE SIXTH MEETING OF THE HIGH-LEVEL GROUP ON EDUCATION FOR ALL	33
■ INTERNATIONAL SUPPORT	19	APPENDIX II: OPENING ADDRESS OF THE DIRECTOR-GENERAL OF UNESCO	38
■ PERSPECTIVES	19	APPENDIX III: LIST OF PARTICIPANTS	41
		APPENDIX IV: AGENDA OF THE MEETING	51
		APPENDIX V: LIST OF BACK-TO-BACK EVENTS	55
		List of acronyms	56

Key messages of the Sixth Meeting of the EFA High-Level Group

■ On accelerating progress towards the EFA goals

- ▷ The EFA goals are intertwined. The achievement of each goal is dependent on progress towards the other goals. Comprehensive action will ensure that all the EFA goals receive their fair share of attention and support.
- ▷ Strong partnerships between all EFA partners ensure rapid progress. South-South exchanges on best practices are especially important for building capacity in EFA in developing countries.
- ▷ Qualified teachers are in short supply. The expansion of teacher-training programmes and teacher-recruitment mechanisms will improve access to and the quality of education.

■ On policies and strategies to expand ECCE

- ▷ ECCE is central to healthy child development. Investment in ECCE nationally and internationally will support progress across the full EFA agenda.
- ▷ ECCE demands a comprehensive approach across different sectors.
- ▷ Unreserved political commitment is essential to expanding access to and the quality of ECCE programmes at country level.
- ▷ ECCE programmes have the greatest impact in the most disadvantaged communities. Directing resources to these communities will optimize results.

■ On strengthening responses of the education sector to HIV & AIDS

- ▷ Raised awareness of the seriousness of HIV & AIDS is needed. Teachers, politicians, local media, civil society organizations and donors play key roles in encouraging dialogue and information sharing about HIV & AIDS.

- ▷ The HIV & AIDS epidemic is taking a devastating toll on teachers. Expanded teacher-training programmes and increased efforts to encourage teachers infected with HIV & AIDS to stay in school will help to reduce the epidemic's impact upon education systems.
- ▷ Youth, and particularly girls, are especially vulnerable to HIV & AIDS. Intensified attention to girls' access, retention and completion in school will reduce their vulnerability.
- ▷ The inclusion of school-based education on HIV & AIDS is a central strategy for preventing the spread of the epidemic, especially when it is linked with relevant teacher-training mechanisms.

■ On mobilizing resources for EFA and improving aid effectiveness

- ▷ The target of raising \$11 billion per annum for EFA will be realized only if new resources are mobilized. Debt swaps, long-term funding mechanisms, and increased foreign and domestic resources are some of the ways through which the target may be met.
- ▷ Optimizing the use of available domestic and international aid is essential to achieving the Dakar goals. South-South and triangular cooperation are powerful channels for improving aid effectiveness.

■ On strengthening partnerships in the context of the Global Action Plan (GAP)

- ▷ Partnerships are crucial to the implementation of the GAP. EFA needs multiple partners to maximize the movement's input and energy. The roles and responsibilities of each partner must be clearly defined.
- ▷ The achievement of the EFA goals depends on the support of national finance ministers.

MILLENNIUM DEVELOPMENT GOALS

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

EFA GOALS

1. Expanding and improving comprehensive early childhood care and education
2. Ensuring that by 2015 all children have access to and complete free and compulsory primary education of good quality
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015
6. Improving all aspects of the quality of education and ensuring excellence of all



Introduction

Six years after Dakar, leaders in education from 32 countries, 11 international organizations and 8 civil society networks joined together to again turn the world's attention to global progress in achieving EFA. The Sixth Meeting of the High-Level Group on EFA was held in Cairo, Egypt, from 14 to 16 November 2006. The meeting brought together representatives from developing countries, bilateral donors, multilateral agencies, civil society and the private sector.

Mr Yousri El Gamal, Minister of Education of Egypt, presiding over the opening ceremony of the meeting, enthusiastically welcomed participants in his introductory remarks, which were followed by speeches by the Prime Minister of Egypt, Mr Ahmed Nazif, and the Director-General of UNESCO, Mr Koïchiro Matsuura. The opening ceremony took place in the Mena House Oberoi Hotel and was followed by a reception hosted by the Minister of Education of Egypt.

The High-Level Group discussions were organized into seven main sessions on the following topics:

1. What will it take to accelerate progress towards the EFA goals? — the latest assessment
2. Policies and strategies to expand early childhood care and education: what makes a difference in countries?
3. Stronger, more comprehensive responses of the education sector to HIV & AIDS
4. Resource mobilization and aid effectiveness for EFA: pledges are not enough
5. Resource mobilization and aid effectiveness for EFA: are there more options?
6. Partnership in the context of the Global Action Plan to achieve the EFA goals
7. The way ahead

A final session was devoted to the approval of the Cairo Communiqué, which was drafted during the meeting by a 'sherpa group', with several observers in attendance, and was adopted unanimously by the High-Level Group (See Appendix I).

The Meeting was enriched by a number of side events that took place prior to the meeting to address specific aspects of EFA:

- ▷ The United Nations Girls' Education Initiative (UNGEI) Global Advisory Committee meeting;
- ▷ The annual Fast Track Initiative (FTI) Partnership Meeting, which included an Education Program Development Fund (EPDF) meeting and a Catalytic Fund meeting;
- ▷ An informal meeting of the Global Task Force on Child Labour.

These events were scheduled to strengthen collaboration between all EFA partners and ensure a unified agenda.

This report summarizes the meeting's events and discussions. The organization of the report follows the agenda of the meeting. Thus, the remainder of this section recounts the speeches made at the opening ceremony and the following seven sections recap the presentations and discussions of the subsequent working sessions. The concluding section reflects on the character of this particular meeting and its outcomes.

■ EGYPT'S COMMITMENT TO EFA Mr Yousri El Gamal, Minister of Education, Egypt

Mr Yousri El Gamal began by welcoming participants to Egypt and emphasizing the importance of high-level cooperation in achieving the EFA goals. Education, as stipulated in the Universal Declaration of Human Rights, is an essential human right and a foundation for ensuring all human rights. Egypt is firmly committed to realizing the EFA goals and making rapid progress toward them.

Egypt is fully convinced of the immense value of ECCE, recognizing that it has a critical impact on children's development and their subsequent performance in school. ECCE should comprehensively address all children's needs — from nutrition to academic studies — and should also respond to children's individual needs. Egypt has made major efforts to increase access and enrolment, and to improve the quality of

existing ECCE programmes. With its international partners, the Early Childhood Enhancing Project, reaching 152 towns and cities facing economic disadvantages, coordinates the construction of new kindergartens, the expansion of student enrolment, a school feeding programme, teacher-training and curriculum development initiatives, capacity-building for ECCE and administration.

Egypt is also advancing rapidly toward the achievement of the other EFA goals. Since 2000, the number of schools has increased by 18 per cent, the dropout rate has fallen to less than 1 per cent in primary education, e-learning and information technology training has been provided to 7,700 schools, the literacy rate has been significantly reduced and schools have nearly reached gender parity. The Ministry of Education has also established a national authority to monitor educational quality and to ensure that national standards are upheld. 'Shifting from an accessibility stage to a quality stage in education required collaboration of all efforts, local and international, and exchanging applied expertise for the benefit of our children and young people,' concluded Mr El Gamal.

■ EDUCATION PAST, PRESENT AND FUTURE Mr Ahmed Nazif, Prime Minister of Egypt

Egypt is proud of UNESCO's unique role in spreading peace through education, science and culture.

Mr Ahmed Nazif
Prime Minister of Egypt

...We meet at a time of great change, great challenge and great possibility.

Mr Koïchiro Matsuura
Director-General of
UNESCO

achieving the EFA goals. Education is instrumental in developing strong future leaders and generations,

overcoming poverty and enhancing economic growth. UNESCO, of which Egypt is a proud founding member, plays a vital role in encouraging tangible progress in education and in providing forums for countries to exchange their expertise and ideas.

To ensure that future generations embody good citizenship, honesty and kindness, children of today must be equipped to navigate modern culture and globalization. ECCE is a key foundation for this training. Politicians, scholars, experts and concerned citizens must promote national policies that support ECCE, standards for quality performance among governmental sectors, international bodies and civil society, and social awareness of the importance of quality ECCE programmes.

Egypt considers ECCE as a top priority in its national education development planning. Its three major objectives for the future in this area are to:

- ▷ Increase the capacity of kindergartens from 15.3 per cent in 2005 to 60 per cent in 2010
- ▷ Improve the quality of ECCE programmes through teacher training, curriculum development and school feeding services
- ▷ Build the institutional capacity for ECCE through performance standards and professional development.

Egypt is already on its way to achieving these objectives. Coordination and cooperation between all development partners are vital to achieving Egypt's goals for education and the EFA goals.

■ 2006: GREAT CHANGE, GREAT CHALLENGE, GREAT POSSIBILITY Mr Koïchiro Matsuura, Director-General of UNESCO

After welcoming participants and thanking Egypt for hosting the meeting, the Director-General began by reflecting on the advancement of the EFA agenda in 2006. He highlighted major international events of the year that contributed to furthering progress toward the achievement of the EFA goals: the Sixth E-9 Ministerial Review Meeting in Monterrey, Mexico, which revealed the increasing willingness

and capability of E-9 countries to tackle their own EFA challenges and to offer their expertise to countries with similar problems through South-South cooperation; the G8 Summit in St Petersburg, Russian Federation, where global leaders reaffirmed their support for and commitment to pursuing the EFA goals; the Development Committee Meetings of the World Bank and the International Monetary Fund (IMF) in Singapore which reminded the global community of the target of 0.7 per cent of gross national income for ODA and underlined the potential of the Fast Track Initiative to increase aid to education; and a series of regular meetings on the EFA Global Action Plan (GAP) that aimed to refine the plan, enhance coordination and move towards applying it at the national level.

The Director-General addressed the importance of taking stock of where we stand in our efforts to achieve the EFA goals. The findings of the 2007 *EFA Global Monitoring Report (GMR)* show that significant progress has been made. The number of children enrolled in primary school has risen, there is greater movement toward gender parity and international aid is on the increase. Notwithstanding this progress, challenges remain. Low school attendance and completion rates persist in some regions; on average the number of boys enrolled in school remains higher than the number of girls; and the percentage of domestic funding for education actually decreased in 41 countries between 1999 and 2004.

The focus on these figures is not to minimize the successes that have been made, but rather to accelerate the efforts required to meet the 2015 goals. Thus the themes of the meeting largely follow those of the 2007 Report, including its particular emphasis on Strong Foundations: Early Childhood Care and Education. ECCE, although not explicitly a Millennium Development Goal (MDG), is vital to the well-being of children, their subsequent performance in school, and the achievement of other EFA goals and MDGs. In recognizing the numerous social, psychological, physical and economic benefits of ECCE programmes to the lives of children and parents, development partners must seek to ensure that ECCE becomes a possibility for all children. In addition to ECCE, HIV & AIDS education and resource mobilization are two issues of crucial importance to the achievement of the EFA goals.

Coordination and cooperation between all EFA partners are vital. The United Nations reform aims to strengthen partnerships among multi-lateral agencies. The reform will reinforce the framework for coherent cooperation laid out in the GAP and lead to a more unified UN country programme.

In conclusion, this is a time of great change, great challenge and great possibility. All EFA partners and friends must work together to devote strong efforts to opening up new and real opportunities for quality basic education to those who are still without them. UNESCO is committed and honoured to take the lead in this movement.

1. What will it take to accelerate progress towards the EFA goals? – the latest assessment

The goal of this session was to assess recent progress toward achieving the EFA goals and to identify strategies for accelerating action. The evidence presented in the *2007 EFA Global Monitoring Report Strong Foundations: Early Childhood Care and Education* shows the global community has made some progress, but that it is imperative to intensify action on EFA in order to meet the 2015 goals. The session's chair, Mr Abba S. Ruma, Nigeria's Minister of State for Education, started off by welcoming participants and emphasizing the importance of the findings in the report. He then shared his thoughts on Nigeria's progress and challenges in achieving the EFA goals, and invited panellists and participants to do the same.

■ EFA GLOBAL MONITORING REPORT: STRONG FOUNDATIONS

As Director of the EFA Global Monitoring Report Team, Mr Nicholas Burnett laid the groundwork for this session and future discussions by presenting the report's findings on ECCE and on global progress toward meeting all the EFA goals:

Panellist Perspectives

EFA Global Monitoring Report: *Young children are under threat.*

Pakistan: *The number of children not in school has declined but remains much too high.*

Qatar: *Everyone is responsible for the fact that 77 million children are not enrolled in school.*

Global Campaign for Education: *We believe that the dream of Education for All is achievable.*

ECCE Imperative. 'Young children are under threat,' Mr Burnett stated. Some of the jarring realities are that each day 1,800 children are infected with HIV, 31 per cent of children in developing countries are moderately or severely stunted, and 10.5 million children under-5 die each year, most from preventable diseases. ECCE, encompassing nutrition, health and hygiene, physical and emotional development, social skills and education, can make children less vulnerable by comprehensively

addressing their needs. ECCE also contributes to the achievement of other EFA goals: acting early pays off through improved access, retention and achievement in primary schools, lower repetition

rates, improved language development, nutrition and psycho-social stimulation, early gender sensitization and increased enrolment of girls. Furthermore, ECCE programmes show the greatest returns for the poorest and most disadvantaged children. For example, a United States study of low-income African-American children showed that children who participated in ECCE programmes have higher IQs at age 5, enhanced success at school and higher earnings at age 40. Brazil, Colombia, Egypt and India were also mentioned as countries that have seen high returns on ECCE programmes.

Status of ECCE. The report shows mixed results on the global progress towards achieving EFA goal 1 (expanding and improving comprehensive ECCE). There has been a three-fold increase in pre-primary enrolments over 30 years and more than one in three children are now enrolled. In addition the gender gap in ECCE is small in most countries. However, many countries still lack programmes addressing health, nutrition, care and education for children under 3 years of age, and ECCE remains a low priority in many developing countries and among donors. Moreover, the report shows higher attendance in ECCE programmes for children from richer households and lower attendance among the poor.

The way forward. The report proposes a three-pronged approach to accelerating progress on ECCE, recommending increased focus on quality, policy and financing. First, the quality of the interactions between caregiver and child is the single most important determinant of ECCE programme success. Some potential emphases for improving quality are: training, positive parental involvement, continuity between home and school, staff training and establishment of standards. Second, national policy environments must support progress on ECCE. Steps toward a conducive policy environment include top level political endorsement, the creation of a lead ECCE coordinating agency and the integration of ECCE into national development plans. Third, more national and international funding is needed. In the meantime, limited available resources should be allocated to children most in need, such as those from the lowest income communities, those from remote areas and urban slums, and those who are disabled or affected by emergencies.

Where do we stand on EFA? Out of 125 countries, 47 have achieved the EFA goals. Countries that are farthest behind in achieving the goals are making the fastest progress. Notably, about two-thirds of countries (out of 181) have achieved gender parity in primary education, funding for basic education continues to increase — almost doubling between 2000 and 2004 — and school enrolment continues to increase, with sharp increases evident in sub-Saharan Africa, and South and West Asia. However, despite progress, challenges remain. There are still 77 million children not enrolled in school, one in five adults lacks basic literacy skills and secondary education is under severe strain due to increasing primary enrolments. Improving retention and school completion rates is vital. The *2007 EFA Global Monitoring Report* puts forward five words to guide future action: Comprehensiveness, Urgency, Inclusion, Financing and Early Childhood.

■ **PAKISTAN: IDEAS FOR THE FUTURE**

Lead Panellist Mr Javed Ashraf Qazi, Minister of Education of Pakistan, opened his presentation by expressing his support for the findings of the GMR and recognizing the need for accelerated progress toward

Prevalence of ECCE programmes for children less than 3 years old by region, c. 2005

	Countries in region with programmes for children less than age 3 (%) ¹	Number of countries with relevant information
World	53	198
Sub-Saharan Africa	42	45
Arab States	35	20
Central Asia	89	9
East Asia and the Pacific	43	30
South and West Asia	44	9
Latin America/Caribbean	61	41
N. America/W. Europe	92	24
Central and Eastern Europe	35	20

1. Proportion of countries within a region that identify a programme targeting a population that includes children less than 3 years old (e.g. a programme for children aged 2 to 6).

Source: UNESCO-IBE database (2006), *2007 EFA Global Monitoring Report. Strong Foundations: Early Childhood Care and Education*, Paris, UNESCO, p. 126.

the EFA goals. He maintained that there should be increased attention to the following areas:

- ▷ Sound planning based on feasible strategies and adequate funding;
- ▷ More reliable and more diverse funding;
- ▷ Coordination between national governments and international development partners;
- ▷ Debt relief opportunities;
- ▷ Capacity-building in the areas of financial governance, monitoring and evaluation, and ICT capabilities;
- ▷ Incentive programmes for out-of-school children;
- ▷ Teacher pre- and in-service training programmes and attractive pay packages.

■ **QATAR: COORDINATION IS KEY**

‘Everyone is responsible for the fact that 77 million children are not enrolled in school,’ said Ms Sheikah Al-Mahmoud, Minister of Education of Qatar. UNESCO cannot accomplish the EFA goals alone. Bilateral cooperation and political determination are the keys to achieving the EFA goals. Donors must strive to work as partners and participate in the implementation, follow-up and accountability stages of planning. UNESCO should continue to spread awareness of the urgency of the EFA goals and encourage countries to share their national experiences in education projects with the global community regularly. Qatar is making major strides to achieve the EFA goals and to encourage regional cooperation, especially with regard to ECCE. Qatar has built 7,000 literacy centres throughout the country which provide free services to marginalized groups and opportunities for young people to build useful skills; it has also established a comprehensive strategy for improving kindergartens. The first lady of Qatar, in cooperation with UNESCO, launched a programme to create academic opportunities for Iraqi students in Qatar, founded several task forces to build literacy

centres in Mauritania and will host a regional meeting on literacy in March 2007. Ms Al-Mahmood ended her presentation by inviting UNESCO to convene a meeting in Qatar in 2010 entitled 'From Dakar to Doha.'

■ GLOBAL CAMPAIGN FOR EDUCATION: RIGHTS-BASED ACTION

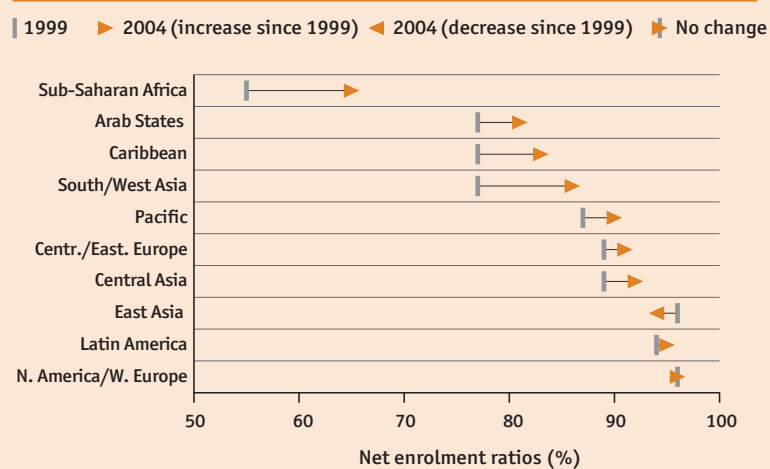
The third panellist, Mr Kailash Satyarthi, President of the Global Campaign for Education (GCE), began his presentation by applauding the progress made towards EFA since 2000: 40 to 50 million more children are enrolled in school, aid to education continues to grow, school fees have been eliminated in many countries, and EFA and the FTI continue to be politically endorsed. Despite progress, significant challenges remain. Some 80 million children remain out of school, almost 1 billion adults lack literacy skills and too many children start but do not complete school. The GCE 2007 campaign, 'Join up for Education Rights', calls for national education plans that target hard-to-reach children, incorporate long-term, context-specific strategies and aim to expand the pool of qualified teachers and caregivers. Rights-based plans include some of the following key components:

- ▷ Elimination of school fees;
- ▷ Income support for households dependent on child labour;
- ▷ Measures to include girls, special needs children, and over-age youth and adults;
- ▷ Improved teacher recruitment, remuneration and working conditions.
- ▷ Expansion of access to secondary schooling and ECCE programmes.

Both poor and rich countries have a part to play. Poor countries must demonstrate their political commitment by making available adequate domestic financing; government spending should be at least 6 per cent of gross domestic product (GDP), with at least half allocated to basic education, and education should account for 20 per cent of national budgets. Donor countries must ensure responsive, predictable and long-term funding. Donors should also use their political sway to guarantee fiscal support of investments and to minimize the negative effects of wage caps.

Mr Satyarthi ended his presentation by sharing the pertinent question of a Malawian schoolchild: 'Have you asked me what I need as a pupil?'

Net Enrolment ratios in primary education, 1999-2004



Source: 2007 EFA Global Monitoring Report. *Strong Foundations; Early Childhood Care and Education*, Paris, UNESCO, p. 1.

■ PERSPECTIVES

The chair opened up the discussion by noting the consensus in panellists' presentations about which issues are important. The global community wholeheartedly endorses the evidence presented in the *2007 EFA Global Monitoring Report* and recognizes that, although progress has been made toward achieving the EFA goals, there is still much work to be done. In a lively discussion following the panellists' presentations, three major themes emerged as important strategies for improving progress on EFA: comprehensiveness, partnerships and quality.

Comprehensive action. Participants expressed concern that, since Dakar, EFA programmes and funding patterns have narrowed, tending to focus on goals one at a time instead of as an interconnected whole. This contributes to the political and financial neglect of certain goals, particularly quality and adult literacy. Each of the EFA goals is important and the achievement of each goal is dependent on the successful pursuit of the others. Thus it is necessary to develop comprehensive national and international strategies that address all the goals together. Some suggested components for holistic education planning are: school feeding programmes, immunization services, material and uniform subsidy programmes, investment in teacher training, improvement of pedagogy and capacity-building. In addition, the comprehensive spirit must extend to population targeting. All populations, especially those who are marginalized or living in hard-to-reach areas, should be incorporated into development strategies.

Strengthened partnerships. Effective partnerships are vital to all stakeholders, at every level of planning.

- ▷ Partnerships between aid recipient countries, donors and development agencies need to be strengthened in order to ensure the availability of dependable, long-term funding and the fulfilment of commitments. Furthermore, the responsibilities of donors in country-level partnerships should include adequate follow-up and monitoring.
- ▷ Partnerships between national governments and civil society should be strengthened. Civil society and governments should work closely together to prioritize policy issues and enhance the effectiveness of high-level planning.
- ▷ South-South cooperation and best practice exchange are especially important for accelerating progress on EFA. Southern countries that have been successful in achieving the EFA goals are well situated to assist other countries by sharing their ideas, experiences and best practices. Countries with similar problems and mutual understanding should develop partnerships, and mechanisms should be established to facilitate South-South exchanges.

Teachers. One major issue hindering progress towards the EFA goals is the shortage of qualified teachers. Some of the factors contributing to the teacher shortage are increasing student enrolments, the expansion of education systems, frequent migration, AIDS and low teacher standards. The shortage is contributing to a decline in education quality. The situation is especially serious in rural areas. New and inexperienced teachers are often assigned to rural areas where teaching conditions are the most difficult and teacher resources the most sparse. Some potential remedies include: investing in teacher-training programmes through national and bilateral funding, introducing mobile libraries to assist rural teachers, improving teacher qualifications by raising education pre-requisites and instituting teacher recruitment standards.

2. Policies and strategies to expand early childhood care and education: what makes a difference in countries?

Panellist Perspectives

Norway: *Girls can change the world.*

UNICEF: *In the face of ... strong evidence-based arguments I submit that it is no longer a question of why we should invest in ECCD but how best to do so.*

Consultative Group: *Early childhood provides a strong foundation for success in education and good health. Investing in young children saves money and pays off in the long run.*

The purpose of session II was to discuss strategies for achieving the ECCE goal. The discussion focused on identifying strategies and policies that bolster ECCE programmes at the national and international levels. Participants also discussed the relative importance of ECCE in the context of the other EFA goals and how to provide sufficient resources

to meet ECCE objectives. Mr Yousri El Gamal, Minister of Education of Egypt, chaired the session.

■ NORWAY: ECCE AND GIRLS

Lead panellist Ms Bente Nilson, Acting Director of the Education and Research Department at the Norwegian Agency for Development Cooperation (NORAD), emphasized the importance of ECCE in girls' education and identified recommendations for action in the future. She began by highlighting some positive impacts of ECCE. It can provide children with a strong foundation for learning, encourage on-time enrolment and improve caregivers' ability to give care. ECCE is especially important for girls because it increases girls' motivation, expectations and self-esteem, and equips them to better protect themselves against violence and HIV & AIDS and in emergencies. More broadly, ECCE facilitates girls' education because it increases girls' school enrolment and attendance by alleviating childcare responsibilities and encouraging gender sensitization at an early age. Ms Nilson proposed four components of effective ECCE planning: policy, expansion, strategies and measurement.

- i. Policy frameworks should address the needs of boys and girls from birth to age 8 and should encourage effective management and coordination by specifying the responsibilities

and financial commitments of government sectors.

- ii. ECCE programmes should be expanded at the national level to provide access to all children, especially those in disadvantaged groups or hard-to-reach locations. UNGEI and other international partners can help governments in promoting ECCE, mobilizing resources and empowering communities to expand ECCE at the local level.
- iii. ECCE programmes should aim to enhance gender-sensitive parenting education, increase children's school readiness through early learning activities and prepare schools for gender-sensitive instruction by emphasizing child-centred teaching methods.
- iv. The impact and effectiveness of ECCE programmes should be monitored by national standards, gender-sensitive evaluations and gender-disaggregated data on children's health, nutrition and education.

'Girls can change the world,' concluded Ms Nilson.

■ UNICEF: LOOKING TO THE FUTURE

'In the face of...strong evidence-based arguments, I submit that it is no longer a question of why we should invest in ECCE but how best to do so,' stated Ms Rima Salah, Deputy Executive Director of UNICEF, beginning her presentation by explaining that ECCE is a key priority in education and development. ECCE is imperative for the achievement of MDG 2 (universal primary school enrolment), MDG 3 (promotion of gender equality and women's empowerment), MDG 4 (reduction of child mortality), and MDG 5 (improvement of maternal health). Quality ECCE programmes ready children for school so that they are more likely to enrol and perform better in school and are less likely to drop out. ECCE also promotes early gender socialization, and bolsters child survival and maternal health. In looking to the future, Ms Salah suggested four strategies for strengthening ECCE initiatives at the national and international levels.

Comprehensive policy. ECCE is integrated by nature, incorporating parenting education, community-

based childcare, health, nutrition, hygiene and sanitation, protection from abuse and neglect, and psychosocial stimulation. Thus, countries must develop comprehensive, cross-sectoral policies and coordination mechanisms to address ECCE in all relevant sectors.

Targeted planning. UNICEF emphasizes the importance of targeting the most disadvantaged and marginalized children in ECCE programmes. Evidence shows that ECCE programmes for these children significantly benefit the country.

Strengthened partnerships. A new sense of urgency and honesty is called for when speaking about partnership; it should not be seen as a cliché. Effective partnerships are vital to achieving the EFA goals and the MDGs, and to overcoming challenges.

Hope. Children represent hope for the future. It is vital to keep this in mind when working toward the EFA goals.

Ms Salah concluded by describing images of children playing and attending school after the Asian Tsunami and the peace accord in Southern Sudan. There is a 'profound sense of hope that replaced trauma, hopelessness and fear in these same children... [our work] is to help generate that joy, that basic delight, that pride and hope for the future...for all our futures.'

■ CONSULTATIVE GROUP ON EARLY CHILDHOOD CARE AND DEVELOPMENT: LINKAGES

Ms Louise Zimanyi, Co-Director of the Consultative Group on Early Childhood Care and Development, highlighted links between ECCE and the achievement of the EFA goals and outlined recommendations for 'building strong foundations'. She began by expressing concern over the fact that many education systems are failing children at 'the very beginning'. Children are not ready for school and schools are not ready for children; in numerous countries, as many as half the children in Grade 1 repeat or drop out.

EFA goal 1 is vital to offsetting social and economic disadvantages, guaranteeing children's rights, reducing poverty and ensuring the achievement of all of the EFA goals. ECCE programmes act as a springboard for achieving other EFA goals. ECCE supports goal 2 (to provide all children with free and compulsory primary education) by facilitating primary school enrolment by encouraging a smooth transition to primary school, which leads to fewer drop-outs. ECCE supports EFA goals 3 (to ensure equitable access to appropriate learning) and 4 (to achieve 50 per cent improvement in adult literacy) by providing caregivers with access to parental and adult education programmes. ECCE supports EFA goal 5 (eliminating gender disparities) by promoting gender parity, which encourages equitable participation in primary school enrolment. ECCE supports EFA goal 6 (to improve all aspects of the quality of education) by improving children's participation and achievement throughout schools.

Ms Zimanyi identified the key characteristics of a quality ECCE programme, contending that programmes should:

- ▷ Be comprehensive, incorporating all of children's needs from age 0-8, including health, nutrition, hygiene, and cognitive and psychosocial development;
- ▷ Be provided in the child's mother tongue;
- ▷ Seek to enrich the care and education of children with special needs;
- ▷ Involve child-centred and family- and community-based activities;
- ▷ Coordinate closely with Grade 1 and 2 teachers;
- ▷ Reinforce national policies.

More attention and more investment should be allocated to ECCE programmes. In order to ensure strong foundations for all young children, it is essential to increase high-level political commitment, incorporate ECCE in national budgets, all sectoral

plans and PRSPs, and expand public funding and commitments from donors. She then laid out four cornerstones for future action.

1. **Start at the beginning.** Integrate child development, early stimulation and parenting information into prenatal, early health and education services.
2. **Get ready for success.** Ensure access to at least two years of quality early childhood development services prior to formal school entry, beginning with the most vulnerable and disadvantaged children.
3. **Improve primary school quality.** Increase investments and improve quality in Grades 1-3 of primary school by providing teachers with knowledge and training in early childhood development, supplying adequate teaching materials and working toward smaller classes.
4. **Promote early childhood policy development.** Include early childhood in all national policies, plans and instruments, including FTI and Poverty Reduction Strategy Papers (PRSPs), and ensure adequate resources and multi-sectoral coordination.

Through the strengths of its partners and building new alliances around the globe, the Consultative Group is in the process of developing a Global Early Childhood Advocacy Campaign built on the platform of the four cornerstones. This will raise public awareness around the globe that improved Early Childhood support is the essential 'Strong Foundation' for children's success in life and for achieving the EFA and Millennium Development Goals.

■ PERSPECTIVES

Following the panellists' presentations, a lively discussion affirmed the importance of ECCE, recognizing its centrality in boosting the quality of primary education, promoting and acting as an indicator for social and economic development,

improving care for children with special needs, providing parents and caregivers with extra support and training, and encouraging gender parity and social development. The debate yielded an exchange of national experiences which made evident the progress being made on ECCE around the world and the growing support of the donor community for ECCE. Japan was one example cited. Japan pledged \$2 billion over 5 years in 2002, 60 per cent of which was delivered in the first 3 years. Japan has also sent nurses and about 2,000 teachers to almost 60 countries to bolster mathematics, science and health education.

Participants agreed upon the comprehensive, cross-sectoral nature of ECCE, naming health, nutrition, sanitation and education as some of its components. The group stressed the need for effective cooperation between sectors and identified challenges for the future. One challenge is to ensure that increased attention to ECCE programmes does not detract from progress and initiatives in literacy, primary enrolment and secondary education. Other challenges will be to mobilize dependable resources in order to bridge the gap between designing and effectively implementing plans and to extend ECCE to hard-to-reach communities, especially in rural areas.

The High-Level Group affirmed UNESCO's lead role in fostering the growth of ECCE progress and presented the following suggestions for its future action:

- ▷ expand peer advocacy and South-South cooperation on ECCE and resource mobilization;
- ▷ investigate ways to increase domestic resources and revenue generation apart from international financing;
- ▷ establish a quantitative five-year goal for ECCE; and
- ▷ strengthen adult literacy programmes for women.

3. Stronger, more comprehensive responses of the education sector to HIV & AIDS

Five key components of an education sector response to HIV & AIDS:

- *Providing quality education*
- *Curriculum content and pedagogical tools*
- *Training and supporting teachers*
- *Policy implementation, management structures and monitoring*
- *Wider linkages – with health, nutrition, counselling and information*

The aim of this session was to put the spotlight on the role that education must play in addressing the HIV and AIDS epidemic. The international community recognizes that piecemeal responses are not enough: a comprehensive response on the part of the education sector as a whole is called for. With this in mind, the chair of the session, Mr Saidi Kibeya, Minister of National Education and Culture of Burundi, reminded participants that this topic had been referred to this forum from the July 2006 meeting of the EFA Working Group. He also noted how serious a

threat the epidemic has become, particularly in certain African countries, and recalled the essential elements of a response (see box). In introducing the panellists for this session, the Chair invited the participants to reflect on how efforts can be made more adequate in preventing the epidemic, observing that it has continued to spread despite our labours up to now.

■ GUYANA: GOVERNMENT ACTION

The first panellist, Mr Shaik Baksh, Minister of Education of Guyana, stated that although the country has a small population – under 1 million – HIV & AIDS have taken their toll. Guyana has achieved universal primary enrolment and is moving quickly to universal secondary education, with a five-year target to achieve this. Against this background of progress, HIV & AIDS bring the risk of declining enrolments and loss of family members, having an impact on the educational chances of children. Mr Baksh described

the measures that the country has taken to tackle HIV & AIDS: establishing a national AIDS secretariat, organizing an annual HIV & AIDS awareness week, finding substantial funding and engaging both the private sector and non-governmental organizations (NGOs). Key among the functions of the secretariat are inter-ministry and inter-agency cooperation. These initiatives were accompanied by intense political discussion. In education, the impact of the epidemic has been clearly felt – especially on school attendance and staffing levels. Along with outward migration, AIDS is a principal cause of the annual 20 per cent teacher attrition rate. The Minister went on to note, however, that the response thus far has been less than comprehensive and that the education sector must be more involved if all citizens are to be reached with the information they need. In addition to ensuring HIV & AIDS awareness at all levels of the education system – from primary to tertiary – there is a need for expansion of two kinds: integration of educational approaches into the workplace, hospitals and other social services, and a broadening of the curriculum to make links with other health, social and family issues. In order to achieve these aims, the panellist said that ‘the country has to make a fundamental shift’ if a specific education sector response is to be fully developed.

■ KENYA: REVERSING THE TREND

The second panellist, Mr Karega Mutahi, Permanent Secretary of the Ministry of Education, Science and Technology of Kenya, introduced his remarks with the statistics that HIV & AIDS prevalence declined from 14 per cent in 2000 to 5.9 per cent currently. However, this is no reason for complacency as the epidemic still presents a huge challenge to the country. HIV & AIDS were declared a national disaster in 1999, leading to new government initiatives, including a national strategic plan in 2000 and a specific education sector policy in 2004. Currently, the impact of the epidemic on the education sector may be summarized as follows:

- ▷ Increased orphan and dropout rates – an estimated 2 million orphans, half of whom are out of school;

- ▷ Absenteeism of teachers, other education staff and students;
- ▷ Reduced household income;
- ▷ Low student transition and graduation rates;
- ▷ Reduced productivity from chronically ill education sector staff;
- ▷ Loss of skills and expertise through the mortality of teachers, planners and administrators;
- ▷ Stigma and discrimination among the affected and infected teachers, learners and school communities.

The sector policy is based on partnership, and formalizes the rights and responsibilities of all those affected in any way in the education sector. A consultative process ensures the engagement of multilateral and bilateral partners, other ministries and civil society organizations such as teachers' unions, NGOs and faith-based organizations. These efforts have created a climate in which HIV & AIDS are addressed at all levels – through inclusion in the curriculum, as a mandatory topic on the agendas of all educational institutions and by requiring the establishment of counselling services at all levels. The final initiative includes peer counselling, which has become a key element in providing support.

Kenya's integrated approach to the HIV & AIDS epidemic led to significant innovation. One such initiative was the creation of a Voluntary Counselling and Testing (VCT) centre, which the government intends to extend into all the subsectors of education. Other measures include a steering committee bringing stakeholders together and integrating civil society into the overall strategy of reducing both prevalence and stigmatization. Advocacy through an annual drama and music festival, as well as an expansion of anti-retroviral therapy (ART) are further elements of an aggressive approach to the epidemic. Regarding the future, the panellist stated that it is critical to intensify prevention and teacher empowerment, with about 10 per cent of primary and secondary teachers infected. Further, a five-year capacity development programme has been initiated in the education sector, as a key pillar of the national strategy.

■ INTERNATIONAL SUPPORT

Two further contributions shed light on international cooperative efforts that address planning and girls' education respectively.

Inter-Agency Task Team (IATT) on Education:

This UNAIDS grouping brings together organizations working in HIV & AIDS and in education, with an emphasis on ensuring that the effects of the epidemic and measures to tackle it are included in education sector plans. A study of eight countries aimed to assess how far EFA-FTI plans were comprehensive found that this was the case in only three countries, with three making no mention of the epidemic at all in education sector plans. Moreover, diversity in assessment methods made appraisal all the more difficult; the EFA-FTI Secretariat should determine how it might best contribute to improving this aspect. There is a clear need for all stakeholders to 'up their game' in the fight against HIV & AIDS and to build on the experience of countries that have adopted a comprehensive sector approach.

Global Campaign for Education (GCE): This civil society coalition undertook a study of the link between issues of HIV & AIDS and girls' education. After a review of research in these areas, GCE came to the clear conclusion that 'there is incontrovertible evidence that girls' education saves lives'. There is thus a stronger link to be made between organizations active in HIV & AIDS and those addressing gender concerns, with a need to focus on the role and training of teachers. In this respect, GCE drew particular attention to the wage bill caps put in place as part of International Monetary Fund (IMF) policies, making it impossible for countries to hire the requisite number of teachers, even when the abolition of school fees leads to a huge increase in enrolment.

■ PERSPECTIVES

As an introduction to the broader debate, the chair noted that the contributions to the session highlighted that 'education is one of the most solid responses to the spread of the AIDS epidemic and expressed his satisfaction that there is a strong and growing partnership among stakeholders, particularly between international and national bodies. Four

issues emerged clearly from the ensuing debate: awareness, teachers, youth and curriculum.

Awareness: One of the problems in tackling the HIV & AIDS epidemic in all its aspects has been the reluctance on the part of some countries and communities to acknowledge it and to talk about it. However, a great deal of progress has been made, such that today there is stronger and near universal awareness of the seriousness of HIV & AIDS and of its impact on societies. Efforts continue to raise awareness – participants listed the following as examples:

- ▷ Teachers are agents of change and have an important role in spreading messages about HIV & AIDS;
- ▷ Parliamentarians have strong grassroots connections and influence – in Ghana their own awareness is being raised through visits to affected communities;
- ▷ Using the languages of local communities, in the media and in other ways, brings messages directly to people where they are and deepens awareness;
- ▷ In some contexts, faith-based organizations now integrate communication about HIV & AIDS into family life health education;
- ▷ In some contexts, the new integration of departments of health and education leads to a stronger focus on prevention.

Teachers: All the participants in the debate drew attention to teachers. The devastating impact of HIV & AIDS on the education system through the loss of teachers is affecting the learning opportunities of millions of children. Teachers may be absent or, in some circumstances, simply resign when diagnosed

as HIV-positive; there must be some encouragement and support given so that infected teachers continue to work. The training of teachers is also crucial – with full integration of approaches to HIV & AIDS that enable teachers to present the issues with confidence in the classroom. Education International has a large programme of training which thus far has reached 70,000 teachers, with the aim of creating a multiplier effect.

Youth: The high vulnerability of young people and adolescents was a concern for many participants. Echoing input from the panellists, the vulnerability of girls was especially highlighted, leading to a plea for continued attention by the donor community to issues of girls' access, retention and completion. The age group with the highest prevalence in Nigeria, for example, is that 15- to 29- year-olds, many of whom are in the education system.

Curriculum: In developing responses to HIV & AIDS in the education sector, the inclusion of relevant material in the curriculum is a central strategy. Linked with the training of teachers in delivering the curriculum, participants reported that HIV & AIDS figure in curricula at all levels, with standardization of approaches and the use of checklists to ensure that messages are put across effectively. In addition to appropriate content, HIV & AIDS curricula must be accompanied by good pedagogical practice in the classroom, and adequate teaching and learning resources.

The Chair ended the session by stressing that the EFA community has the responsibility to find answers for those affected and infected by the epidemic of HIV & AIDS, and he singled out girls and orphans for particular attention. The human dimension of the issue, he concluded, calls for efforts to strengthen the relations between school and community.

4. Resource mobilization and aid effectiveness for EFA: pledges are not enough

Panellist perspectives

Brazil: *Exploring new innovative forms of increasing financing ... can respond to our commitment to universal quality primary education for all children, essential to assure democratic citizenry, fight poverty and achieve greater social inclusion.*

World Bank: *The focus ... should be on ensuring that all resources available to education irrespective of source of funding are effectively utilized.*

Canada: *We need to think out of our development box.*

'Pledges are not enough,' was the theme of this session, which sought to identify strategies for mobilizing greater domestic and external financial support for EFA and to discuss the roles of donors. Mr Bambang Sudibyo, Minister of National Education of Indonesia, presided as chair. He started off the session with a discussion of Indonesia's progress and challenges in achieving the EFA goals. His remarks reaffirmed the importance of increased funding and effective policy

frameworks for advancing the EFA agenda and called upon participants to think creatively about new strategies for resource mobilization and strengthening partnerships.

■ BRAZIL: DOMESTIC AND EXTERNAL FINANCING

Lead panellist, Mr Ricardo Henriques, Vice-Minister for Literacy, Continuous Education and Diversity of Brazil, argued that new financing mechanisms are needed to support higher domestic and external investments, and thus to accelerate education programming and reform. Such mechanisms as matching grant schemes, capitation grants and debt swaps might support higher availability of resources, as well as expansion of capacity-building and the implementation of a more steady development policy for the education sector. Many middle-income countries have carried out innovative domestic and external financing plans.

Brazil provides an example of increased domestic resource mobilization. It has developed an array

of new financing mechanisms to increase domestic investments in education. Two such programmes are the Basic Education National Fund, which provided \$30.4 billion (in Public-Private Partnership (PPP)) to the financing of education for 47.2 million students in 2005, and the Family Grant Programme, which is a cash transfer programme with social development conditions that allocated \$6.8 billion (in PPP) to benefit 11 million families living in poverty. Chile, China and India are among other middle-income countries that have developed innovative ways to increase domestic spending. These types of initiatives are especially important for vulnerable populations.

Brazil also encourages new innovations for increasing external investments in education. One such initiative is debt conversion modelling, which has the potential to increase the proportion of national income devoted to education. In LDCs, debt conversion encourages technical quality, transparency, accountability in the implementation process and incentives for enhanced financial commitments. Similarly, triangular cooperation can contribute to a closer connection between FTI and EFA agendas by proposing the strengthening of partnerships between donor countries, beneficiary countries and middle-income countries with recognized expertise in educational policy and planning. Exploring new ways to increase financing for education both nationally and internationally is the challenge for the future.

■ WORLD BANK: PROGRESS AND CHALLENGES

Ms Ruth Kagia, Sector Director for Education at the World Bank, began by presenting evidence of global progress in resource mobilization. Official Development Assistance (ODA) for education is on the increase: between 1999 and 2004, flows to education doubled and education as a share of ODA increased from 6 to 9 per cent. Also, major strides have been made in donor harmonization and alignment. For example, in Burkina Faso 100 per cent of donors use shared progress indicators, 100 per cent of donors conduct joint evaluations and 60 per cent of donors have aligned their financing with the country's budget cycle. Notwithstanding progress in these areas, there is more work to be done, especially in the following areas.

Flexibility. An increase in the flexibility of aid is needed. Currently, a significant share of ODA for health and education is transferred in forms that cannot be applied to core budgetary expenditures. For example, a recent study of 14 countries receiving poverty reduction support credits found that only 20 per cent of donor commitments were labelled as general or sectoral budget support. Furthermore, donors' reports to the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD) indicate that at least 30 per cent of all education funding is spent on consultants, studies or training. Although aid allocated for technical assistance can provide needed support when well-targeted, in some cases it could also be used in more cost-effective or beneficial ways. For example, aid that could support technical assistance for 100 days may also be used to pay the salaries of 100 teachers for 1 year. These trade-offs must be considered.

Predictability. ODA must be predictable in order for countries to develop effective long-term plans in education. Studies of overall aid flows to education show that aid commitments are highly volatile; delivery of aid is poorly correlated with and generally lower than original commitments. Future work should focus on developing new systems of aid allocation that respond to performance or service delivery, and ensure long-term stable flows of support. Long-term framework agreements may be one way to ease the tension between predictability and political risk.

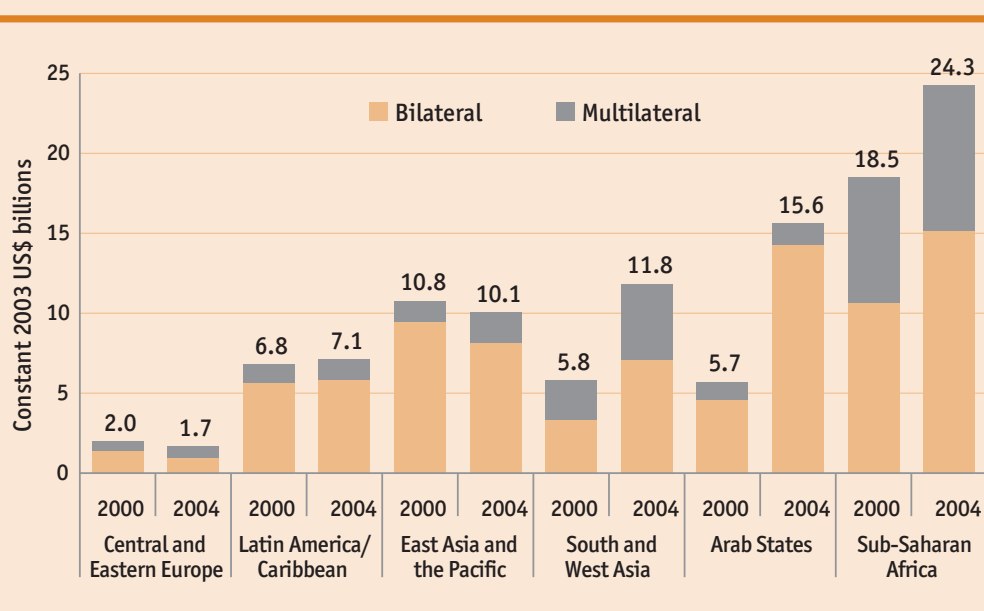
Utilization. Future work should also focus on ensuring that all available resources for national education programmes are effectively utilized, irrespective of their source. Often, additional

resources for education fail to lead to a net increase for the sector or to improved educational outputs because of internal factors, such as increases in unit costs and leakage of resources. Also, resources earmarked for education often are used for alternative purposes, thereby diminishing the sector's net budget. More strategies need to be developed to ensure that these factors do not hinder educational growth.

■ **CANADA: GOOD DONOR BEHAVIOUR**

High-level gatherings inspire engagement and leadership regarding issues of international importance, stated Mr Richard Cameron, Senior Vice-President of the Canadian International Development Agency (CIDA), citing the G8 summit in St Petersburg and the recent World Bank Development Committee Meeting in Singapore as two examples. Pledging is not enough; donors have the responsibility to ensure that aid is effective, efficient and being used to achieve concrete results; this is especially important for countries, like Canada, with modest aid budgets. The following practices of good donor behaviour contribute to aid effectiveness:

Distribution of total ODA disbursements, selected regions, 2000 and 2004 (constant 2003 US\$ billions)



Source: 2007 EFA Global Monitoring Report. *Strong Foundations: Early Childhood Care and Education*, Paris, UNESCO, p. 87.

- ▷ forging strong alliances with developing country and donor partners;
- ▷ harmonization and collaboration between donor and recipients at country level;
- ▷ ensuring that civil society is given the space to engage; and
- ▷ reinforcing mechanisms, such as FTI, that encourage concrete action on the ground.

Mr Cameron concluded his presentation by providing the group with the following thought: 'We need to think out of our development box and consider where and how we might broaden our reach.'

■ PERSPECTIVES

The panellists' presentations set the stage for a wide-ranging debate in which 17 participants proposed strategies for increasing the effectiveness of aid and ideas for innovating resource mobilization.

The members of the High-Level Group, recalling the strength of donors' initial commitments to EFA in Dakar, affirmed the urgent need to fill the existing funding gap. Reinforcing the urgency of resource mobilization, participants expressed concern that the size of the funding gap may be underestimated, bearing in mind the price tag attached to the successful pursuit of all six EFA goals, the impending need for expansion of secondary schooling and the unreliable data on the size of the funding gap itself. The dialogue focused on devising ways to enhance the impact of available resources and mobilize new resources; the future role of FTI was also discussed.

Aid effectiveness. One prominent problem impeding the achievement of the EFA goals is poor resource management. In many cases, aid is not sufficiently reaching the countries, populations and issues most in need. In order to ensure the achievement of the EFA goals, it is necessary to optimize existing resources and improve the effectiveness of aid disbursement. Participants emphasized the importance of coordination between development partners in promoting clear objectives and policy coherence in education reform. Triangular and South-South cooperation are especially important in encouraging aid effectiveness and country-level

capacity-building. Also, strategic investment is vital to ensure that available resources reach those most in need; spending should be targeted at countries and populations farthest from achieving the EFA goals. Attention should also be paid to improving the outputs of education systems in order to ensure that increased funding leads to improved educational outputs. Reducing wage caps and improving the quality of education are two important priorities for action.

Resource mobilization is vital to accelerate progress on EFA. Participants voiced their perspectives on the best route to increasing aid and funding to education. Thus, a diverse list of strategies emerged from the debate as to how the global community can close the funding gap. The major ideas can be summarized as follows:

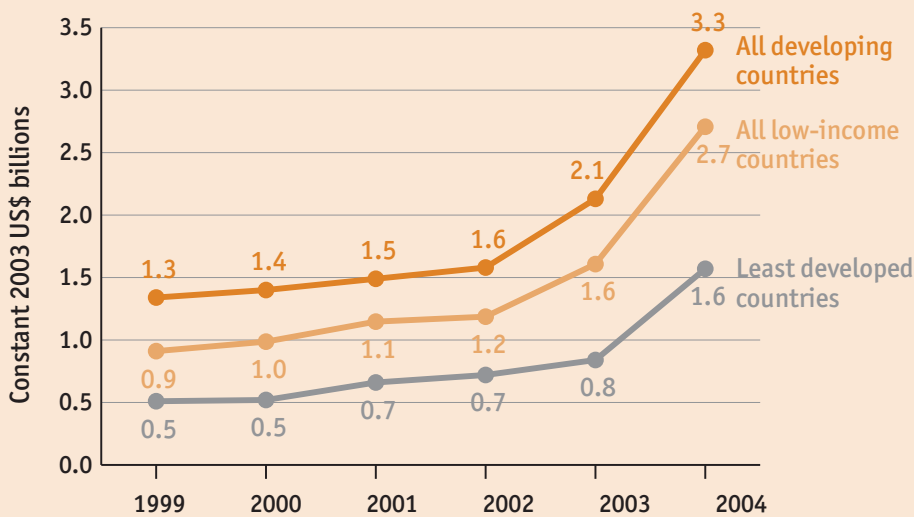
- ▷ Development partners should create mechanisms to minimize donors' risk in investing in fragile states in order to boost aid flows to countries most in need.
- ▷ Keeping in mind that a major concern for donors is the loss of credibility through failed projects, development partners must ensure accountability at all levels.
- ▷ Funding patterns must become more predictable and less volatile, perhaps through long-term funding mechanisms.
- ▷ Financing must be sought from all possible sources; aside from governments, funding can be found in foundations, the private sector and large NGOs.
- ▷ Domestic resources should be optimized and increased.
- ▷ Non-financial resources, such as expertise, need to be considered and utilized.
- ▷ Triangular and South-South cooperation are two important avenues for resource mobilization and capacity- building.
- ▷ Debt swaps for education can relieve debt and generate education spending at the same time;

there have been several successful experiments involving debt swaps.

- ▷ Transaction costs should be diminished. This has been a useful strategy in OECD countries.
- ▷ UNESCO should continue to promote comprehensive data collection and information sharing between countries.

The Fast Track Initiative, whose annual Partnership Meeting was held back-to-back with the Sixth Meeting of the High-Level Group, was a recurring topic of conversation in High-Level Group conversations. FTI is an important vehicle for mobilizing and allocating funds, although it is acknowledged that it is not the only way to channel aid. Participants suggested that in the future FTI should focus on expansion, delivery and country-led processes, especially concerning fragile states. A meeting of education donors is planned for the first half 2007.

Distribution of aid commitments to basic education by income group, 1999–2004



Source: CRS Online database (OECD-DAC, 2006), Table 2 Reproduced in 2007 EFA Global Monitoring Report, *Strong Foundations: Early Childhood Care and Education*, Paris, UNESCO, p. 89.

5. Resource mobilization and aid effectiveness for EFA: are there more options?

Panellist perspectives

France: *Aid is weakest where needs are the highest ... low-income countries should be the priority.*

Nigeria: *The critical roles of monitoring and evaluation as well as transparency have been highlighted. Above all, the need to be innovative and carry all stakeholders along is a pre-requisite to success.*

Building on the suggestions presented in session IV, session V aimed to explore the specific features of financing innovations, such as debt swaps, and answer questions surrounding aid, such as: should financial assistance to middle-income countries be a priority? Mr Khaled Toukan, Minister of Education and Higher Education of Jordan, began the session by recalling that to fulfil the EFA objectives, total annual aid needs to be tripled – raised from \$3.4 billion to the target amount of \$11 billion.

Thus, new mechanisms for

providing funding must be developed at the local, national and international levels.

■ FRANCE: INTENSIFY ACTION

Lead panellist Mr Pierre-André Wiltzer, Special Envoy of the French Government and former *Ministre de la coopération, du Développement et de la Francophonie*, began his presentation by reaffirming the need for more funding for EFA and expressing the urgency of scaling up efforts towards resource mobilization. The donor community should uphold commitments to funding EFA, step up efforts to harmonize aid, increase attention to education in sub-saharan Africa and work through FTI to provide expertise to countries with struggling education systems. Most important, the donor community must scale up contributions to global funds for EFA. Accordingly, France will contribute 20 million euros to the EFA-FTI catalytic fund and to the FTI-EPDF between 2007 and 2009.

Aid is weakest where needs are the highest. Two consequences must be drawn from this statement.

(i) Aid to low income-countries should be the priority. (ii) The global community must develop new approaches to resource mobilization in order to reach the goal of \$11 billion dollars per annum. Debt-related mechanisms are a promising avenue for the global community. Debt swap programmes empower low-income countries to fund development projects and

allow for debt to be cancelled with a specific objective in mind, such as education. This is a productive way to increase funds for education. France has entered into debt cancellation agreements with nine indebted countries since 2001 and freed 130 million euros for education. To strengthen future debt swap policies, the global community should launch a comparative study of existing debt swap programmes.

Other mechanisms must be explored in order to secure more sustainable and long-term financing for education. One innovative avenue for procuring funds could be to look to ordinary citizens for funding through special taxation; 'UNITAID' is one example of the use of a tax applied to airline tickets for the purchase of medicines for poor countries.

■ NIGERIA: NEW FUNDS

In the spirit of sharing best practices, Mr Abba S. Ruma, Nigeria's Minister of State for Education, relayed to the High-Level Group his country's experiences with three innovative mechanisms for financing EFA: debt relief, the Universal Basic Education Fund and the Education Trust Fund. The success of these programmes is underpinned by high-level political support, a dynamic reform agenda, transparency, accountability, and monitoring and evaluation.

Debt relief can be a boon to EFA financing when the appropriate transparency and accountability instruments are in place. Nigeria's experience with debt cancellation is telling. In September 2005, Nigeria negotiated \$1 billion in annual debt relief. The government channelled the gains into the national budget through the Virtual Poverty Fund (VPF), which facilitates spending on poor communities in an effort to move toward achieving the MDGs. The largest share of gains from debt relief targeted basic education and EFA-related activities, such as teacher training and HIV & AIDS education. Nigeria's programme ensures transparency and accountability. VPF expenditures and impact are closely monitored by a Presidential Committee on Assessment and Monitoring of MDG Funds and the Monitoring and Evaluation Framework. The IMF also periodically evaluated Nigeria's economic policy framework. Furthermore, the government invites feedback from citizens and civil society by regularly publishing financial records in the media.

Universal Basic Education Fund. In striving for universal primary school enrolment (UPE), it is necessary to allocate sufficient funds to support the expansion of the school system. Nigeria shows a steady increase in allocations to education. For example, the government allots 2 per cent of consolidated funds to the states for improving access to education and provides two different kinds of grants that specifically target EFA goals and UPE. Examples of projects funded through these mechanisms are school feeding, provision of teaching materials, and primary and secondary school expansion.

Education Trust Fund. In an attempt to further mobilize domestic resources, Nigeria developed the innovative Education Trust Fund. The fund is fed by a mandatory 2 per cent tax paid by all private companies. The contents of the fund are disbursed to basic and secondary education (40 per cent), polytechnics (30 per cent) and tertiary education (30 per cent).

■ PERSPECTIVES

In the concluding debate, participants reflected on potential innovative mechanisms for closing the funding gap and increasing resources for EFA. The High-Level Group's discussion began by recognizing that increased resources have indeed led to progress toward achieving the EFA goals. For example, in Burundi in 2003, only 30 per cent of children were enrolled in school. With the help of debt cancellation schemes, the government put forward major efforts to achieve its sectoral plan, abolishing school fees and investing heavily in new classrooms, teacher recruitment and textbooks. During the past two years, there has been a 50 per cent increase in enrolment.

Notwithstanding this progress, participants expressed concern about existing challenges surrounding resources: there is still a shortage of financing and not enough funding is being channelled to basic education. In brainstorming and sharing best practices, the group generated a list of innovative ideas for increasing resources to EFA and improving the distribution of resources at the national and international levels. A summary of the major ideas is as follows:

- ▷ Implement a 2 per cent tax on all businesses and use the revenue to fund EFA programmes, as has been done successfully in India and Nigeria;
- ▷ Trans-national companies, which are frequently given large subsidies, could be taxed or required to contribute to education in their area;
- ▷ Ease the transfer of resources from the government to the schools;
- ▷ Mobilize public citizens' resources by introducing a small tax on airline tickets and dedicating the revenue to EFA;
- ▷ Look to wealthy industries, such as the oil and weapons, for funding;
- ▷ Increase access to debt cancellation programmes;
- ▷ Encourage more cross-sectoral and long-term investment from donors.

Debt cancellation was a pervasive topic throughout the discussion. A particularly energetic debate emerged concerning the benefits and challenges associated with debt cancellation. Those speaking in favour of debt cancellation mentioned that it can provide much more long-term assistance than traditional aid and can be used to target specific areas for development, such as education. Also, the programmes are becoming more feasible for low-income countries as political and technical problems are resolved through experience. For example, Norway has just cancelled debt in low- to middle-income countries where its development projects have previously failed.

Those more sceptical of debt cancellation pointed out that it is not the only innovative resource mobilization scheme and suggested some potential challenges in debt swap programmes. First, middle-income countries have the most debt and are better situated to participate in debt swap programmes. Thus, debt swaps are not reaching the lowest-income countries. Second, debt cancellation programmes require a conducive political climate that may not always prevail. Third, it is difficult to ensure that gains from debt cancellation will be used for the intended purposes.

6. Partnership in the context of the Global Action Plan to achieve the EFA goals

The future of our children is always today.

Gabriela Mistral
Chile

Nobel Prize for
Literature

Setting the theme of the session in the context of the challenges of the future, Ms Yasna Provoste, Minister of Education of Chile, cited a Chilean Nobel Laureate (see box) and placed the responsibility for future progress squarely in

front of participants. She stated that, based on firm resolve, actors in EFA must each take on their share of responsibility and together find ways to distribute the tasks involved. Moreover, the challenge of education requires reform and thus a change of behaviour on the part of stakeholders; acting, questioning, debating, innovating – these are essential elements of the reform process.

Drawing on Chile's experience over recent years, Ms Provoste laid stress on two key principles: quality and equity. Focusing on the low-income families, which make up 40 per cent of the population, Chile has achieved primary level enrolment of 100 per cent and 90 per cent at secondary level. However, only education of high quality leads to real opportunities and fulfils children's right to education. Thus the education system must give learners the necessary competences for living based on well-defined outcomes at each level. A lifelong learning perspective – from birth to adult life – informs Chilean policy, with a current initiative to extend pre-school opportunities. Fundamentally, progress in EFA will depend, nationally and internationally, on a strong conviction translated into a firm and sustained political commitment.

■ RUSSIAN FEDERATION: PARTNERSHIP FOR QUALITY

The Deputy Minister of Education and Science of the Russian Federation, Mr Dimitry Livanov, introduced his remarks by highlighting education, particularly basic education, as a key component of sustainable development. In this perspective, the Russian Federation made education and development a central theme of the 2006 G8 Summit held in St Petersburg. Mr Livanov was pleased to recall that 'the G8 leaders reaffirmed their commitment to achieving the education-related Millennium Development Goals and

the objectives of Education for All, including good quality basic education, literacy and gender equality'. As part of efforts to reach these goals, the Summit also welcomed the EFA Global Action Plan, and the Deputy Minister expressed the strong backing of the Russian Federation for the Plan as a means to enhance support to country-level action.

Focusing on the goal of universal primary completion, it is essential to give adequate attention to quality learning outcomes. Mr Livanov explained that this is the reason why Russian Federation has launched a programme of basic education quality assessment, with the establishment of an International Centre for Education Development Support. It will aim to monitor the quality of education in some of the FTI-endorsed countries. Based on triangular cooperation, it will enable developing countries to share experience with one another.

■ UNITED KINGDOM: BUILDING ON COMPARATIVE ADVANTAGE

DFID: As EFA partners we strongly welcome the considerable progress made by all key UN agencies concerned with EFA in coordinating their plans and activities into one Global Action Plan.

Stronger coordination among UN agencies in support of EFA was the key concern of Mr Richard Arden, Senior Education Advisor at the United Kingdom's Department for International Development (DFID). In welcoming the Global Action Plan (see box), he stressed that much

progress has been made in donor coordination, in partnership with government and civil society. The same was not true, Mr Arden argued, of UN agencies. Where increased coordination has taken place among them, at country level, it has depended more on individual initiatives than on a deliberate strategy. However, the UN reform process provides a larger umbrella for new efforts in this regard.

Mr Arden called on four of the EFA convening agencies, as key actors in elaborating the Global Action Plan, to contribute according to their comparative advantages, which he laid out as follows:

World Bank: Research, analysis and strategy development of high quality, support to the Fast Track Initiative and leadership of education reform programmes – these are some of the World Bank’s contributions to EFA, although further integration into local management systems would lead to more sustainable local capacity.

UNDP: With a leading role in UN reform, the coordinating role of UNDP will facilitate alignment and harmonization in strengthened dialogue with government.

UNESCO: Support to government in policy and planning, improving data-gathering, monitoring and evaluation, and setting standards for educational quality and its assessment – these are areas where UNESCO can further harness its technical and professional strengths.

UNICEF: The capacity to respond to situations of fragility and emergency is a particular strength of UNICEF, which also often provides a link between education and the provision of other basic services. Supporting civil society engagement and maintaining attention on girls’ education are areas where UNICEF should continue to focus.

In conclusion, the United Kingdom representative noted a decline of technical support to policy development on the part of donor agencies; he therefore called upon multilaterals to ensure that they can play this role. Commenting on the role of the High-Level Group in EFA coordination, he urged that its impact should be strengthened by attracting donor finance and development cooperation ministers to the forum – the global review of EFA progress in 2007 offers an opportunity for this to happen.

■ A NETWORK APPROACH

Establishing networks so that the right of children to quality education may be better fulfilled – such was the central theme of Ms Seham Negm, Secretary-General of the Arab Network for Literacy and Adult Education, who represented the Collective Consultation of NGOs on EFA (CCNGO). She recalled the function of the CCNGO as a mechanism for dialogue

with UNESCO with a two-fold purpose. On the one hand, it enables UNESCO to draw on the perspectives and experiences of a wide range of civil society partners while, on the other, it provides a basis for increased regional and international networking among civil society organizations engaged in EFA. However, civil society must take its experience into wider networks, at national, regional and global levels. These include a wide range of stakeholders including:

- ▷ Government departments
- ▷ Political leaders
- ▷ Religious leaders
- ▷ Members of Parliament and other elected representatives
- ▷ NGOs working in poverty reduction
- ▷ UN agencies
- ▷ Donor agencies
- ▷ International initiatives such as the Literacy Initiative for Empowerment (LIFE)
- ▷ The World Social Forum
- ▷ Regional coalitions

Developing the capacity of civil society to engage more pro-actively in these partnerships will raise its impact, enabling NGOs and others to monitor the implementation of EFA policies, to provide input to the policy debate and to provide up-to-date information based on this work. In terms of interaction with UNESCO, stronger civil society networks at regional level will lead to an expanding circle of debate and permit more focused follow-up and monitoring of the actions of UN agencies.

In EFA, as in other aspects of development, civil society will keep a fundamental focus on building a culture based on just and lasting peace. Raising the quality of basic education remains a central element of strategies to this effect.

■ PERSPECTIVES

Partnership and the dialogue that sustains it are not the goal; they are a means. The chair asked that the debate address the opportunities for better achieving the EFA goals in countries through strategic partnerships.

Multiple partners: EFA needs the input and energies of multiple partners. This can make partnerships more complex and demanding. As the Global Action Plan proposes, it is critical to spell out the role and responsibilities of each partner, so that the sum of effort becomes greater than that of its individual parts. In the UN system, this will mean the ‘lowering of individual flags’ in favour of the collective endeavour.

The Global Action Plan should not be seen as a UNESCO document, but one to which all UN agencies are equally committed; it must be used as a dynamic tool that advances the global effort. The aim is to provide the best possible joint support to countries in achieving EFA – a seamless effort to promote robust and sustainable education systems.

Partnership within government: Participants echoed the call for the full involvement of finance ministers in pushing the EFA agenda forward: education and finance departments must share the same vision. Spain’s adoption of a debt swap mechanism for education was possible only through the full commitment of the Finance Ministry. Indeed, the High-Level Group discussions on EFA are of the utmost interest to Ministers of Finance, since they address the vital national question of the development of human resources.

An optimistic outlook: Looking back over the road travelled so far, participants recognized great progress, noting that many elements are coming together: increasing allocation of resources at national and international level, growing coordination and deepening experience of what works. The EFA goals are clear – the vision also must be large and vigorous, and adequate to face the challenges of which partners are increasingly aware.

7. The way ahead

The final working session was an opportunity to draw out from the previous presentations and debates the directions for future action in support of the EFA goals. Mr Peter Smith, UNESCO Assistant Director-General for Education, led the session and laid out some priority areas of focus. He asked for the guidance of the High-Level Group in positing a common set of assumptions as the basis for defining a work programme and for ensuring accountability among partners.

Mr Smith stated that, as the EFA Global Action Plan is further refined and then applied at country level, it will serve as an umbrella framework for joint action in priorities that are identified. He laid out the following priority areas of focus.

Capacity development: As the Global Action Plan proposes, one of the first steps in capacity development is to come to a common understanding of what the areas of need are and what the best ways of meeting them in a lasting and effective manner are. A network for capacity development in EFA may be a way forward, with the strong engagement of the Education Programme Development Fund (EPDF) of EFA-FTI, Germany, the International Institute for Educational Planning (IIEP) and the UNESCO Institute for Statistics (UIS). Alongside common definitions of what is required, there must also be full understanding of the different approaches that individual partners can take.

Quality: A clear indication of achieving quality basic education will be when the least developed countries demonstrate sustained increases in enrolment and attendance, and in completion and graduation rates. The 'highest quality education for everyone' will only come about if EFA partners keep a close eye on key factors – healthy children, good pedagogy and more. Promoting quality assurance requires improved databases and information management systems, using good and reliable technology.

Financing: The road to a robust high-quality education system is long – there is a need to keep in mind that 2015 is not the end of the road and that resource mobilization must include planning for a longer-term horizon. In this light, regular re-examination of the financing gap will inform both domestic budgeting and the provision of external support to EFA.

Country-level coordination: The Global Action Plan aims at improved support to EFA at country level, and

a key element of this is clearer and better distribution of roles and responsibilities. This process is based on common commitment and transparent negotiation among EFA partners. UN reform now focuses on a unified programme of action among UN agencies at country level – a process that has thus far been developed in parallel with GAP discussions. The time has come to move forward together, with, for example, application of the Global Action Plan in the same countries selected for piloting the UN reform. Implementing and tracking an integrated plan in these countries will provide a model to apply in other places.

As agencies contribute as a function of their comparative advantages and bring their relative strengths to the table in complementary ways, it is desirable to develop a portfolio of country data, using common databases and containing agreed items of information, including documented best practices.

Global engagement: As EFA partners continue to sharpen their ongoing agenda of complementary action, there will be increasing need and opportunity to deepen cooperation with other global bodies and networks that conduct their own dialogue on education and other global issues. Such entities include the G8 group of countries, the Bretton Woods Institutions, the World Economic Forum, the OECD, the European Commission and others. In the course of 2006, the profile of EFA was raised through the G8 Summit and among the Heads of UN agencies through the UN Development Group Principals' meeting. This positive exposure and support gave a basis for greater engagement at a global level.

■ RESPONSES

The discussion that followed Mr Smith's presentation provided an opportunity for comments on the functioning of the High-Level Group as a whole, as well as on some issues in EFA which participants felt should receive attention over the coming year.

Reinvigorating the High-Level Group

A wide range of participants wished to see a reinvigoration of the High-Level Group as a body with real authority in moving the EFA agenda forward. To do this will require a broader spectrum of representation at

ministerial level, particularly from the donor countries. This plea was bolstered by a strong endorsement from the UNESCO Director-General, as Chairperson of the High-Level Group. He laid special emphasis on the staunch support from developing countries at ministerial level and called for an equivalent demonstration of commitment from the donor countries. Other members of the Group echoed this call and wished to see both Ministers of Education and Ministers of Finance taking part, so that decisions on policy and on resources may be made in tandem. Others intervened to voice the need for the heads of multilateral agencies to take part in the High-Level Group.

The 2007 meeting represents a particular opportunity to raise the profile of EFA as it will address progress across the six goals and provide an overall review of achievements since 2000. Planning and preparation for the 2007 meeting should take these promptings seriously and start early.

Monitoring progress in EFA

Looking forward to the review of EFA progress in 2007, participants suggested that the *EFA Global Monitoring Report* and subsequent High-Level Group Meeting should take up a number of themes.

Acknowledgement of progress achieved: It is particularly important for those agencies and countries that support education to be able to demonstrate that their resources have been spent effectively and are making a difference. Thus, the *EFA Global Monitoring Report* and its follow-up should clearly stress the major progress that has been made on the ground, before turning to the remaining challenges. As the provisions and targets of the Paris Declaration on Aid Effectiveness and Donor Harmonization are put into practice, and if Ministers of Finance are invited in 2007, it is especially important to demonstrate the links between positive progress and funding commitments.

Expanded concepts of basic education: Since Dakar, some countries have re-examined what constitutes a basic education of quality and have reached the conclusion that up to 10 years of schooling are required. This is a topic the *EFA Global Monitoring Report* should examine and that could figure usefully on the High-Level Group agenda.

Partnerships in EFA: A general review of progress should look again at the nature and strength of partnerships, at national and global levels. The role of civil society in such partnerships, highlighted in the Dakar Framework for Action, merits attention, with a focus on how UNESCO can support NGO coalitions. The *EFA Global Monitoring Report* might also look at how EFA thematic or flagship programmes have operated and where they have succeeded.

As a closing comment, the Global Monitoring Report Team Director, Mr Nicholas Burnett, noted that work is in progress on the 2008 Report and includes many of the issues raised. He will take account of the views of the High-Level Group as the Report takes shape. He announced that the theme of the 2009 Report would be governance and finance.

Conclusion

Each of the six meetings of the High-Level Group that have taken place since 2000 has taken up a different aspect of the EFA agenda, while at the same time emphasizing critical and ongoing concerns, such as the need for political will and increased resources. In many ways, the 2006 meeting was no different. Interestingly, however, another perspective emerged, precisely because of the principal theme.

As participants discussed the theme of ECCE – the first EFA goal – multiple links emerged with all of the other five goals. ECCE was described as the best preparation for primary schooling and the *EFA Global Monitoring Report* data made plain the links with gender equality. However, further connections were identified – with adult literacy, for example. Children coming from households where their parents, particularly their mothers, are literate stand a much better chance of participating in pre-school programmes and benefiting from them. So close were these links felt to be that some participants called for female literacy work to form part of an integral approach to ECCE provision. ECCE also provides a foundation for completing and being successful in quality basic education – enhancing not only learning outcomes directly, but also the application of knowledge to daily life by young people and their chances of using it to gain productive paid employment.

In this way, the 2006 meeting demonstrated the holistic nature of the Dakar goals – achieving one of

them helps to achieve all of them. This is not news, of course. It is, however, an important aspect of the EFA movement that merits emphasis and repetition.

Another important feature of the Cairo Meeting of the High-Level Group was the repeated reference to the links between education and other areas of development, particularly those embodied in the MDGs. Once again, the evidence of the *EFA Global Monitoring Report* provided the starting point, stating quite unequivocally that ECCE programmes result in better life chances later on, in higher economic capacity for individuals and, in the end, for poverty reduction and socio-economic progress. Thus the holistic educational agenda of the EFA goals has reciprocal and organic links with the wider agendas of sustainable human development.

Finally, the Cairo Meeting was particularly noteworthy for certain emphases that were not so pronounced in previous meetings – the stress on predictable, long-term support (especially in relation to financing); the importance of comprehensive approaches (as in the case of HIV & AIDS and education); the need for innovation and fresh thinking; and the call for a revitalization of EFA partnerships, not just a clarification of roles and responsibilities. It is too soon to tell but, in the future, a major shift in the development of EFA may be traced to the Sixth Meeting of the High-Level Group in Cairo in 2006.

Appendices

Appendix I: Communiqué from the Sixth Meeting of the High-Level Group on Education for All

1. *We, Ministers, heads and top officials of multilateral and bilateral agencies, and leaders of civil society organizations, met in Cairo from 14 to 16 November 2006, at the invitation of the Director-General of UNESCO, for the Sixth Meeting of the High-Level Group on Education For All, whose central theme was Early Childhood Care and Education (ECCE). We extend our sincere gratitude to our host, the Government of Egypt, for its warm hospitality and support.*
2. *Our meeting takes place towards the end of another significant year for development and for education. Education is higher on the political agenda, and many countries have made efforts to raise educational budgets and accelerate progress towards EFA. We welcome the explicit support of the G8 Summit in St Petersburg for EFA, the inclusion of the EFA-FTI in the G7 Finance Ministers' communiqué and by the World Bank Development Committee, and the new initiatives for financing education over the next ten years announced at the Abuja Finance for Development Conference. We further acknowledge the increased interaction among the five original EFA convening agencies with a view to enhancing coordinated action in support of EFA efforts at the country level.*
3. *We acknowledge the more integrated agendas of the UN Girls' Education Initiative (UNGEI) and the EFA Fast Track Initiative (FTI), whose meetings prior to the High-Level Group provided substantive input into our deliberations.*
4. *The 2007 EFA Global Monitoring Report indicates that further progress has been made in EFA, with over 37 million more children in primary school from 1999 to 2004. More countries have abolished school fees and aid to education is on the rise. Increases in adult literacy rates are real but slow – of 781 million adult illiterates, only 100 million will achieve literacy by 2015 at current rates of progress. Two-thirds of the 181 countries with data have now achieved gender parity at primary level. Post-conflict and post-emergency situations require country-specific solutions to bring learning opportunities to children and adults. The remaining EFA challenge is large and urgent; for example, with increases in enrolment, the quality of education and the assessment of learning outcomes remain essential priorities to be simultaneously addressed.*
5. *We draw renewed attention to challenges that we addressed last year, but which require sustained efforts from all of us:*
 - ▷ *Education is key to achieving the Millennium Development Goals (MDGs); we call for stronger integration of education-sector planning with that for broader development objectives, at both national and international levels.*
 - ▷ *The six EFA goals constitute an integrated educational agenda, in support of which we once again commit ourselves to a **comprehensive approach**.*
 - ▷ *Progress towards gender parity in basic education is too slow. Gender equality in education remains an even more challenging goal. We commit ourselves to more targeted efforts to remove barriers to girls' access to school, through UNGEI and every possible means, as well as to address girls' and boys' performance within school at both primary and secondary levels.*
 - ▷ *One in five adults is without **literacy** skills, and most of these are women – an unacceptable situation and a shameful loss of potential. We commit ourselves to address this challenge through innovation and new investment.*
 - ▷ *Drawing upon the 2005 EFA Global Monitoring Report. The Quality Imperative and other studies, governments and EFA partners will design an integrated approach at national level that ensures that all dimensions of the **quality of education** are factored into monitoring and evaluation, and related planning and policy-making processes.*
 - ▷ *Accurate and concise data are essential for **monitoring** progress towards EFA and we welcome the 2007 EFA Global Monitoring Report analysis of educational statistics and financing of education. We commit ourselves to accelerating efforts to secure data on those countries not included, particularly those affected by conflict, as well as on sub-national realities.*

- ▷ *The multiple economic, social, cultural and educational issues behind **child labour** call for context-specific solutions – we commit ourselves to working transparently with communities and providing resources to eliminate child labour and ensure equitable access to quality learning opportunities.*
- ▷ *For every child to be taught by a qualified teacher in a class of no more than 40 will require 18 million new **teachers** by 2015. In working towards that goal, we commit ourselves to strategies and innovation to improve the quality of teachers of all levels and in all circumstances. This will include attention to well-designed and relevant curricula to facilitate learning and improve teacher effectiveness, and help in filling pedagogical gaps while teaching quality is raised.*
- ▷ *As EFA partners, we will continue to identify appropriate ways of supporting and resourcing education in **post-conflict and post-disaster situations**, and in **fragile states**, effectively and in a sustained manner, as part of a focus on addressing the EFA needs of the most disadvantaged groups.*
- ▷ ***South-South cooperation** has more potential for EFA than is currently being realized, particularly regarding capacity-building and institutional development. Moreover, it is a key means of coordinating action in addressing similar challenges.*
- ▷ *develop clear and comprehensive national policies on ECCE, in consultation with relevant stakeholders, especially parents, and as part of a national education sector plan;*
- ▷ *increase the range and depth of partnerships in ECCE, particularly between government, local communities, NGOs and the private sector;*
- ▷ *foster inclusive ECCE programmes take a holistic approach to the needs of the child, comprising education, health, nutrition, social services and protection, and that are respectful of cultural and linguistic diversity, including the use of the mother tongue;*
- ▷ *strengthen literacy and non-formal education, particularly for women, as part of an integrated approach to ECCE;*
- ▷ *address gender issues in the early years as a crucial part of efforts to reach the gender parity and equality goals;*
- ▷ *upgrade the qualifications and status of ECCE staff in order to enhance the quality of their interaction with children.*

EARLY CHILDHOOD CARE AND EDUCATION

6. *We welcome the evidence of the 2007 EFA Global Monitoring Report on the benefits of early childhood care and education to children, to the possibility of achieving universal primary completion and to national socio-economic development. Within the framework of all the EFA goals, we commit ourselves to work together to:*
 - ▷ *expand enrolment in early childhood education programmes, targeting particularly the most disadvantaged groups in society;*

SUPPORT AND FINANCING

7. *We recognize the urgent need to increase funding from national and external sources if the EFA goals are to be achieved by 2015 and we note the 2007 EFA Global Monitoring Report estimate of an annual external funding requirement of US\$11 billion for Universal Primary Enrolment, with provision for adult literacy and ECCE. We welcome the growing role of the EFA-FTI as a catalyst for harmonization and alignment, and increased flow of funds to basic education.*
8. *In particular, we recommend that:*
 - ▷ *further in-depth analysis of the financing gap be undertaken, taking into consideration the projected long-term financing implications of addressing the six EFA goals, and that a report be presented to the 2007 High-Level Group meeting;*

- ▷ EFA partners engage in dialogue with Ministers of Finance and the IMF to encourage countries to develop the fiscal space to increase investments in EFA and enable them to remove constraints such as public sector wage-bill caps;
 - ▷ all EFA partners make increased efforts to generate adequate resources for achieving the EFA goals by 2015, in the context of increased ODA pledges:
 - developing country governments will continue to increase the proportion of national budgets allocated to education, seeking to reach 4 to 6 per cent of GNP for education;
 - external funding partners will raise levels of predictable and long-term financing to education in general and to basic education in particular, including adult literacy, ECCE and life-skills education for adolescents. External financing should pay particular attention to the timely flow of resources and to filling the funding gap of FTI endorsed education sector plans;
 - ▷ governments and aid agencies should urgently identify financing goals for ECCE substantially above current levels in order to achieve coverage for the most disadvantaged groups in society;
 - ▷ innovative financing mechanisms, including debt swaps, public-private partnerships and other financing possibilities, should be further developed in feasible and appropriate ways for supporting EFA;
 - ▷ if countries choose to abolish school fees, then external funding partners should urgently consider measures to help close the resulting funding gap.
- enabling learners to protect themselves and others from HIV.*
10. Recognizing that HIV & AIDS are of importance globally, we commit ourselves specifically in all countries to:
- ▷ linking education sector planning with the commitment to achieve universal access to prevention, care, treatment and support by 2010;
 - ▷ using educational strategies and drawing on the full potential of the education sector to reduce the stigma and discrimination associated with HIV & AIDS;
 - ▷ addressing the impact of the epidemic on the education sector, including expanded training and support for educators, and replacement of teachers lost to AIDS;
 - ▷ adopting supportive and anti-discriminatory workplace policies in education systems, such as the ILO code of practice;
 - ▷ developing and strengthening life-skills-based education and similar programmes to promote awareness and prevention of HIV & AIDS;
 - ▷ ensuring that orphans and other vulnerable children have equitable access to, and complete, quality basic education;
 - ▷ ensuring that education systems provide access to care, support and treatment for teachers and other staff infected or affected by HIV & AIDS;
 - ▷ fostering strategic cross-sectoral partnerships to strengthen and support a comprehensive education sector response.

HIV & AIDS

9. We reaffirm the central role of education in enabling individuals, communities and nations to respond effectively to the challenges of HIV & AIDS, and in

OTHER MAJOR CONCERNS

11. We underline that poverty and social exclusion remain the major barriers to achieving the EFA goals and commit ourselves to further measures in

support of the poorest populations, such as school fee abolition and cash transfers, as well as policies to promote inclusion.

12. *We commit ourselves to address gender inequality in all its forms, both where girls continue to be disadvantaged, and where boys are marginalized, addressing obstacles to access, retention, performance and quality learning outcomes.*
13. *We will address the specific educational needs of adolescents, both girls and boys, through appropriate programmes, within or outside the school system, with an emphasis on life skills.*

COOPERATION AND THE EFA GLOBAL ACTION PLAN

14. *We recognize the central importance of increased cooperation and coordination in our collective efforts to achieve the EFA goals. Thus, we welcome the improved version of the EFA Global Action Plan: Improving Support to Countries in Achieving the EFA Goals, as well as the support given to the process by the heads of the EFA convening agencies and the 2006 G8 Summit. We wish to highlight the emphasis that the Plan puts on 'one country / one education sector plan' as the pivot for better coordination. Mindful that the Plan seeks to enhance coordination among multilateral agencies, in conformity with the Paris Declaration and as a significant part of improved country-level coordination among all stakeholders, we make the following recommendations for action in four areas during the next year and wish to receive a report on them at the 2007 High-Level Group meeting:*

a) Application of the Plan

- *EFA partners should move expeditiously to apply the Plan at country level, including in the UN Reform pilot countries, in order to demonstrate more effective coordination on the ground.*
- *The Plan should utilize and extend the scope of existing coordination mechanisms with a documented process and model at national level.*
- *UNESCO should monitor the process of implementation in selected countries closely*

in order to learn the lessons of experience and adapt the Plan accordingly.

b) Capacity development

- *Globally, as well as in national education sector planning processes, the EFA convening agencies should facilitate a coordinated and systematic approach to supporting country-led capacity development strategies in and beyond the education sector. This will include approaches identified in the EFA-FTI partnership meeting.*

c) South-South and triangular cooperation

- *UNESCO should, by the 2007 High-Level Group meeting, develop a specific plan in cooperation with the E-9 countries, the Group of 77 and China, and aid agencies, to increase South-South and South-South-North (triangular) cooperation.*

d) Monitoring and evaluation

- *Building on the reviews of EFA progress at national level and complementary to the 2008 EFA Global Monitoring Report global review of progress, EFA partners should design a longer-term review and research process for monitoring and evaluation that will inform national policies and programmes, in close collaboration with the EFA-FTI proposals for strengthening monitoring systems through increased collaboration.*

15. *We also expect that the EFA convening agencies will maintain regular consultations at international level so that the Plan remains a dynamic instrument of coordination, particularly reaching out to other EFA partners, beyond the original five EFA convening agencies.*

THE WAY FORWARD

16. *We look forward to the 2008 EFA Global Monitoring Report and its review of EFA progress, as outlined in the 2005 Beijing High-Level Group Communiqué.*

We welcome the plans to adopt a new sequence of EFA mechanisms – EFA Global Monitoring Report publication / Working Group / High-Level Group – with a view to making greater use of the evidence of the EFA Global Monitoring Report in shaping ongoing collective efforts.

- 17. We also recommend that additional efforts be made to reinvigorate the High-Level Group meeting and attract representation at ministerial and head-of agency level in order to demonstrate commitment and to enhance the impact of the meeting.*
- 18. We further welcome the regional efforts to undertake in 2007 a Review and Stocktaking of EFA Progress. These complementary processes will not only measure progress since 2000, but also serve to shape efforts up to 2015. We commit ourselves collectively to do all in our power to respond robustly to the outcomes of these reviews.*
- 19. We commit ourselves to promoting EFA and fostering the integration of the EFA goals into wider development agendas through events in 2007, such as: the G8 Summit, the World Bank and IMF annual meetings, the regional literacy conferences, the General Conference of UNESCO, and meetings of the African Union (AU), ALECSO and COMEDAF, among others.*
- 20. We welcome the invitation of the Government of Senegal to host the next High-Level Group meeting on Education for All from 11 to 13 December 2007, which will focus on an overall review of EFA progress.*

Appendix II: Opening Address of the Director-General of UNESCO

*Mr Prime Minister,
Honourable Ministers,
Distinguished Participants,
Ladies and Gentlemen,*

It gives me great pleasure to welcome you to the sixth meeting of the EFA High-Level Group. It is a particular privilege to meet in Egypt, a country whose rich traditions of scholarship and science have nourished the pursuit of learning over many centuries.

I would like to begin by expressing my sincere thanks to His Excellency President Hosni Mubarak for having agreed to host this meeting of the High-Level Group. Let me also express my gratitude to the government and people of Egypt for the warm welcome they have extended to us. We are particularly honoured by the presence of His Excellency the Prime Minister of Egypt, Mr Ahmed Mohamed Nazif, and by his kind remarks. Clearly, Egypt's long-standing custom of generous hospitality continues to thrive.

Furthermore, my special thanks go to my co-chairman of this meeting, Mr Yousri El Gamal, with whom it has been a pleasure to collaborate.

When the High-Level Group met last November in Beijing, we looked forward to a year that offered good prospects for advancing the EFA agenda. And indeed, over the past twelve months some significant progress has been made. Let me mention four key developments.

First, in February of this year, we held the Sixth Ministerial Review Meeting of the E-9 countries in Monterrey, Mexico. As you may recall, the previous E-9 meeting was held in this very hotel almost three years ago.

The Monterrey meeting demonstrated the increasing capacity and willingness of the E-9 countries not only to tackle their own EFA challenges but also to share their growing experience and expertise with other developing countries. The success of E-9 countries is indispensable for achieving EFA. For this reason, UNESCO remains strongly committed to supporting the E-9 initiative. This includes encouraging new partnerships, including triangular cooperation on a North-South-South basis.

Second, and as called for in the Beijing Communiqué, the past year has seen closer cooperation among the

five EFA convening agencies in support of the EFA Global Action Plan. This process has involved a series of regular meetings of senior officials aimed at refining the Plan, building greater joint ownership of it and moving towards its application at country level. This is crucial within the context of the current drive to achieve more coherent UN action on the ground. We will have the opportunity to address this subject more fully over the next two days.

Third, the G8 Summit in St Petersburg, Russian Federation, in July welcomed the EFA Global Action Plan as a means of strengthening collaboration, improving coordination, and delivering more effective and efficient multilateral support to countries in their EFA efforts.

Indeed, education was high on this year's G8 agenda. I personally addressed a special session of the Summit, devoted to this and other key issues. The session included not only G8 leaders, but also many Heads of State of developing countries.

The G8 Summit emphasized the importance of education in fostering the spirit of innovation needed by today's knowledge societies. The Summit also lent particular support to EFA and to the crucial need for learning of good quality throughout life. In this regard, G8 leaders spelled out the necessity for all partners to fulfil their commitment to pursue and achieve the Dakar goals.

These positive statements on the key role of education in today's world are of particular relevance to our deliberations. They show that the EFA goals apply everywhere and are everyone's concern. In a globalized and inter-connected world, education must be FOR ALL.

Fourth, the Singapore meetings of the Development Committee of the World Bank and the International Monetary Fund reminded the world of the UN target of 0.7 per cent of gross national income for overseas development assistance. This will be critical to accelerating progress towards achieving not only the Millennium Development Goals (MDGs), but also other international development objectives, including EFA.

I was particularly pleased to note the Development Committee's recognition of the potential of the EFA Fast Track Initiative (FTI) to scale up aid to the education sector. The statement echoed the principles of aid

effectiveness enshrined in the Paris Declaration. As part of that process, it is important to continue pushing for greater harmonization among donors of aid to education and for clearer alignment to national priorities as expressed in an education sector plan.

*Excellencies,
Ladies and Gentlemen,*

As is customary at this meeting, we will examine the findings of the newly published EFA Global Monitoring Report 2007, whose principal theme is the first EFA goal, namely, early childhood care and education (ECCE). ECCE is not included in the MDGs. Nevertheless, the two agendas are integrally linked. As the Report argues, ECCE provides strong foundations on which efforts to eradicate poverty and improve health and nutrition may be built.

As usual, the Report also gives an overview of progress across all six Dakar goals. It is gratifying, on the one hand, to note significant progress in EFA – for example, through further reductions in out-of-school children, greater movement towards gender parity and increasing international aid.

On the other hand, these achievements are not unreserved successes. The Report notes that the figures on out-of-school children do not reveal how many children fail to attend school regularly; that on average only 94 girls are in school for every 100 boys; and that the percentage of domestic spending on education actually decreased in 41 countries between 1999 and 2004. Furthermore, the numbers of adult illiterates are decreasing only slowly and in some regions teacher numbers are still too few to ensure that children in school receive good quality education.

My purpose is not to diminish the important and steady progress that we are making in EFA, but rather to underline the need to accelerate the efforts required to meet the 2015 targets. Indeed, the Report itself challenges us to return to the comprehensive agenda of the Dakar Framework for Action and to pay urgent attention to those of all ages for whom quality basic education still remains a distant dream.

With regard to the Report's major theme – that of early childhood care and education – the evidence is clear. ECCE contributes significantly to the well-being of young children and to their subsequent performance in school. The impact of ECCE on the social and psychological development of the child, its contribution to economic progress and poverty reduction, and its social function of enabling parents, particularly mothers, to work outside the home – these are all universally recognized benefits. As we work together on the whole of the EFA agenda, it is important that all of us – governments, aid agencies, civil society organizations, multilateral partners and the private sector – re-examine our priorities. We must seek to ensure that the 'strong foundations' which the Report advocates become a possibility for all young children.

Our discussions will also focus on HIV & AIDS, and in particular on how education can fashion a more comprehensive response to the epidemic. We are all aware of the devastating impact of HIV & AIDS in certain regions and countries, an impact that is changing demographic patterns, reducing life expectancy in drastic ways, and affecting entire generations of the population. The impact on education is equally dramatic, especially on the prospects for achieving EFA.

Yet, at the same time, education is a key means of addressing the epidemic. This is true both in terms of prevention, and in regard to treatment, care and support. Recognizing the seriousness and urgency of the situation, the EFA Working Group at its seventh meeting in Paris last July strongly recommended that the issue be taken up by the High-Level Group. It is vital that top-level political backing is given to the design and implementation of a truly comprehensive educational response to HIV & AIDS.

In this forum, we must also address the question of resources for EFA. This is a recurrent item on our agenda because we still have a long way to go before resource needs are fully met.

This is not to deny that real progress has been made in boosting external aid to EFA. The allocation of resources is an expression of priorities and education, in particular basic education, has been moving up the development agenda – as indeed it should.

However, even if new aid commitments are met, the expected increase will still leave half of the estimated annual gap of 11 billion US dollars unmet. Consequently, donors will need to double their efforts. At the same time, developing countries themselves must increase and sustain their investment in education. Therefore, as I mentioned earlier, it is disturbing to note that domestic budget allocations have decreased in percentage terms in some countries.

We must therefore address, once again, the financing gap, looking at the full range of sources of funds, asking what it will take to meet long-term needs on a sustainable basis and assessing the potential of innovative financing mechanisms. We must spell out what the implications are of longer-term planning, up to 2015, both for government budgeting and international support. The recent United Kingdom commitment to provide US \$15 billion over the next ten years to education is an encouraging step in that direction. With regard to innovative financing mechanisms, please note that UNESCO has set up a Working Group on Debt Swaps for Education. Its first meeting will take place later this month, under the chairmanship of Mr Daniel Filmus, Minister of Education of Argentina.

*Excellencies,
Ladies and Gentlemen,*

Before drawing my remarks to a close, I would like to refer to the changing multilateral environment in which our EFA efforts will henceforth be pursued.

UN reform is proceeding quickly, not only through ongoing changes and adaptations at country level, but also in light of the findings and recommendations of the High-Level Panel on UN System-wide Coherence, which published its final report last week. The UN reform process will impact significantly on how the five EFA convening agencies – and other multilateral stakeholders such as the ILO, FAO, WFP and UNAIDS – work together in support of EFA. This is particularly true at the country level. With the move towards a unified UN country programme, it is vital that we act together to ensure that key sectoral issues for development – like education – are adequately taken into account. UNESCO, I know, is not alone in wanting this.

The Global Action Plan already provides a framework for achieving more coherent action among multilateral agencies in support of EFA. The challenge is to ensure that this framework is translated into practical cooperation in the field. The aim of UNESCO's current Education Sector reform is to clarify the Organization's role in EFA so that we can work more effectively with other partners, both on the ground and at the global level.

In conclusion, it is evident that we meet at a time of great change, great challenge and great possibility. We must work together to shape this environment in ways that enable us all to devote our best efforts to the task at hand – opening up new and real opportunities for quality basic education to those who are still without them. As the EFA High-Level Group, we have a particular responsibility to make that happen.

Thank you.

Appendix III: List of Participants

Heads of State/ Government

- Mr Ahmed Nazif
Prime Minister
Cairo, Egypt

Ministers

MINISTERS OF EDUCATION

BRAZIL

- Mr Ricardo Henriques
Vice-Minister for Literacy, Continuous
Education and Diversity
Ministry of Education Esplanada dos
Ministerios, bloco L, sala 824
Brasilia D.F. – cep: 70047-900, Brazil
Tel: +556121048432
Fax: +556121049229
email: ricardohenriques@mec.gov.br

- Ms Arruda Benjamin Diplomat
Permanent Delegation of Brazil to
UNESCO
1, Rue Miollis, Paris, France
Tel: +33145516067
Fax: +33147832840
email: d.benjamin@unesco.org

- Mrs. Claudia Maria Paes de Carvalho
Baena Soares
Deputy Head of the International Affairs
Unit of the Minister's Cabinet
Ministry of Education
Esplanada dos Ministerios, bloco L, sala
824 – Brasilia D.F. – cep: 70047-900,
Brazil
Tel: +556121049527
Fax: +556121049229
email: claudiasoares@mec.gov.br

BURUNDI

- Mr Saidi Kibeya
Minister of National Education and
Culture
Fax: +257228477

- Mr Oscar Bazikamwe
Director of Education Planning
Ministry of National Education and
Culture
Tel: +257228976

CAMEROON

- Ms Haman Adama
Minister of Basic Education
Yaoundé, Cameroon

CHILE

- Ms Yasna Provoste
Minister of Education
Santiago, Chile

CHINA

- Mr Tian Xiaogang
Secretary-General
Chinese National Commission for
UNESCO,
Ministry of Education
37 Damucang Hutong, Xidan, Beijing
100816 China
Tel: +861066096989
Fax: +861066017912
email: tianxg@moe.edu.cn

Accompanied by:

- Mr Gong Wan
Assistant to Chairman of Executive
Board,
Chinese National Commission for
UNESCO
37, Damucang Hutong, Xidan,
Beijing, 100816 China
Tel: +861066097761
Fax: +861066017912
email: gongwan@moe.edu.cn

- Mr Yang Jin
Deputy Director-General
Department of Basic Education, Ministry
of Education
37 Damucang Hutong, Xidan, Beijing
100816 China
Tel: +861066096369
Fax: +861066017346
email: yangjin@moe.edu.cn

- Mr Ai Hongge
Director
Ministry of Education
No. 35 Damucang Hutong, Xidan,
Beijing, 100816 China
Tel: +861066097706
Fax: +861066013647
email: ahong@moe.edu.cn

- Ms Dong Jianhong
Division Director in Education
Chinese National Commission for
UNESCO,
37 Damucang Hutong, Xidan, Beijing
100816 China
Tel: +861066096249
Fax: +861066017912
email: jhd@moe.edu.cn

- Ms Tian Lulu
Programme Officer
Ministry of Education
35 Damucang Hutong, Xidan, Beijing,
100816 China
Tel: +861066097654
Fax: +861066013647
email: tianll@moe.edu.cn

EGYPT

- Mr Yousri El Gamal
Minister of Education
Ministry of Education, Silver Tower, 12

- Waked Street Z.
Code 836 Cairo, Egypt
Tel : +2025787644
Fax : +2027962952

- Mr Hany Helal
Minister of Higher Education and State
for Scientific Research
101 Kasr El Einy St.
Cairo, Egypt

Accompanied by:

- Mr Ahmad Abd El-Mouti
First Undersecretary, Head of Book
Sector

- Dr Mustafa Abd El-Samie
Head, National Center for Educational
Research and Development

- Dr Hassan El Bilawi
Minister's Advisor

- Dr Rada Abu Seriea
First Undersecretary, Head of General
Education Sector

- Mr Mohamed Safwat Salem
Head of UNESCO National Commission

- Dr Naguib Khozam
Head, National Center for Examinations
and Educational Evaluation

- Dr Mohamed Abo Rezka
Head, Supporting and Financing
Educational Projects Fund

- Dr Yousry Affi
Head, Center for Curriculum and
Instructional Material Development

- Ms Farida Alwakil
General Secretary, Member of Board of
Directors: Integrated Care Society

- Dr Gamal Sami Ali
Dean of Institute of Higher Studies in
Childhood, Ain Shmas University

- Dr Hanem Mohamed Fawzi
Dean of Kindergarten Faculty, Cairo
University

- Dr Faten Abd Allatif
Dean of Kindergarten Faculty, Ale

- Dr Nadia Sherif
Director of Education Enhancement
Project in Early Childhood

- Dr Mai Mahmoud Shehab
Professor, National Center for
Educational Research and Development

- Dr Abd Allah Baiumi
Professor, National Center for
Examinations and Educational
Evaluation

- Dr Amin Abu Bakr
Undersecretary for Basic Education

- Mr Mohamed Yousry
Undersecretary for Security
- Mr Amgad Mohamed Ateya
Director-General, General Directorate
for the Kindergarten
- Mr Mahmoud Saleh
Director-General, General Directorate
for 'The One Classroom Schools'

■ Dr Shadia Kenawy
Ambassador Extraordinary and
Plenipotentiary,
Permanent Delegate to UNESCO
1, rue Miollis
75732 Paris, France Cedex 15
email: dl.egypte@unesco.org

GHANA

- Ms Angelina Baiden-Amissah
Deputy Minister
Ministry of Education
P. O. Box M45
Accra, Ghana
Tel: +23321665610
Fax: +23321665610
- Ms Margaret Amponsah
Head, Early Childhood Development Unit
Ghana Education Service
P. O. Box M45
Accra, Ghana
Tel: +233244238355
Fax: +23321663045

GUYANA

- Mr Shaik Baksh
Minister of Education
26 Brickdam, Georgetown, Guyana
Tel: +5922263094
Fax: +5922255570

INDIA

- Ms D. Purandeswari
Minister of State
Ministry of Human Resource
Development
Government of India
Room no.125, 'C' Wing, Shastri Bhavan
New Delhi 110001
Tel: +911123381567
Fax: +911123387771
email: d.puran@nic.in

Accompanied by:

- Ms Bhaswati Mukherjee
Ambassador, Permanent Representative
Permanent Delegation of India to
UNESCO
1, rue Miollis, 75732 Paris, France
Tel: +33145682988
Fax: +33147345188
email: dl.India1@unesco.org

- Dr V. Sraman
Private Secretary to Minister of State
Ministry of Human Resource
Development
Government of India
Room 115, 'C' Wing, Shastri Bhavan, New
Delhi 110001, India
Tel: +911123384073
Fax: +911123387771

■ Ms Anita Kaul
Joint Secretary, Ministry of Human
Resource Development
Government of India
Room 111, 'C' Wing, Shastri Bhavan, New
Delhi 110001, India
Tel: +911123383451
Fax: +911123382052
email: anitakaul.edu@nic.in

■ Mr Keshav Desiraju
Joint Secretary
Department of Higher Education
314-C, Shastri Bhavan, New Delhi
110001, India
Tel: +911123384359
Fax: +911123382689
email: kdesiraju@rediffmail.com

■ Mr A. Gopinathan
Ambassador
Embassy of India to Egypt
5, Aziz Abaza Street, Zamalek
Cairo, Egypt
Tel: +2027356168
email: ambassador@indoembcairo.com

■ Mr Rahul Kulshreshtha
Deputy Chief of Mission
Embassy of India to Egypt
5, Aziz Abaza Street, Zamalek
Cairo, Egypt
Tel: +2027364941
email: dcm@indoembcairo.com

■ Mr. Ajay Kumar
Second Secretary Information
Embassy of India to Egypt
5, Aziz Abaza Street, Zamalek
Cairo, Egypt
Tel: +2023927702
email: infoemb@indoembcairo.com

INDONESIA

■ Mr Bambang Sudibyo
Minister of National Education
Jalan Jenderal Sudirman, Senayan
Jakarta, Indonesia
Tel: +622157333352
Fax: +622157366870
email: mdiknas@indosat.net.id

Accompanied by:

- Ms Retno Sunarminingsih Sudibyo
Lecturer / Vice Rector
University of Gadjah Mada
Bulak Sumur, Yogyakarta Indonesia

Tel: +62274901904/
+62274560137
Fax: +62274901831

■ Mr Ace Suryadi
Director-General of Non Formal
Education
Ministry of National Education
Jalan Jenderal Sudirman, Senayan
Jakarta, Indonesia
Tel: +62215725033
Fax: +62215725484
email: drace@cbn.net.id

■ Mr Fasli Jalal
Director-General for Quality
Improvement of Teachers and Education
Personel
Ministry of National Education
Jalan Jenderal Sudirman, Senayan
Jakarta Indonesia
Tel: +622157901004
Fax: +622157851730

■ Mr Ir Gatot Hari Priowirjanto
Head, Bureau for Planning and
International Cooperation
Ministry of National Education
Jalan Jenderal Sudirman, Senayan
Jakarta, Indonesia
Tel: +62215709445
Fax: +62215709446

■ Mr Joko Pratomo
Bureau for Planning and International
Cooperation
Ministry of National Education
Jalan Jenderal Sudirman, Senayan
Jakarta, Indonesia
Tel: +62215711144, ext 2712
Fax: +62215733127

■ Mr Mohammad Thohari
Bureau of General Affairs
Ministry of National Education
Jalan Jenderal Sudirman, Senayan
Jakarta, Indonesia

■ Mr Wirakarta Kusumah
Ambassador, Permanent Delegate of
the Republic of Indonesia to UNESCO
1, Rue Miollis
Paris, France
Tel: +33145682972
Fax: +33145660237
email: del.Indonesia@unesco.org

■ Mr Muhammil Basyuni
Charge D' Affairs
Indonesian Embassy to Egypt
Cairo, Egypt
Tel: +2027947200

■ Mr Mohammad Salim Afandi
Indonesian Embassy to Egypt
Cairo, Egypt
Tel: +2023903625

JORDAN

■ Mr Khaled Toukan
Minister of Education and Higher
Education
Amman, Jordan
Tel: +96265665461
Fax: +96265673540
Email: moffice@moe.gov.jo

KENYA

■ Mr Karega Mutahi
Permanent Secretary
Ministry of Education, Science and
Technology
PO Box 30040-00100, Nairobi, Kenya
Tel: +25420318581, ext 30460
Fax: +25420214287
email: ps@education.go.ke

Accompanied by:

- Mr George I. Godia Education
Secretary
Ministry of Education, Science and
Technology
PO Box 30040-00100 Nairobi, Kenya
Tel: + 254 20 341852
Fax: +254 20 341875
- Mr Laban Peter Ayiro Senior Deputy
Director of Education
Ministry of Education, Science and
Technology
PO Box 30040-00100 Nairobi, Kenya
Tel: + 254 20 318581
Fax: +254 20 213025
- Ms Leah K. Rotich
Deputy Director of Education
Ministry of Education, Science and
Technology
PO Box 30040-00100 Nairobi, Kenya
Tel: +25420318581,
ext 30536
Fax: +25420214287
- Ms Mary Mbiro Khimulu
Ambassador, Permanent Delegate of the
Republic of Kenya to UNESCO
1, Rue Miollis, 75732 Paris Cedex 15
France
Tel: +33145683281
Fax: +33144490858
email: dl.kenya@unesco.org
m.khimulu@unesco.org
- Mr Symon Karanja
Principal Economist
Ministry of Education, Science and
Technology
PO Box 30040-00100 Nairobi, Kenya
Tel: +25420318581
Fax: +254020213025

MEXICO

■ Mr Daniel Gonzalez-Spencer
Secretary General for NATCOM Mexico

Ministry of Public Education
Donceles 100, Centro, Mexico D.F.
Tel: +525530036940
Fax: +525530036943
email: dgri@sep.gob.mx

Accompanied by:

■ Ms Isabel Farha
Deputy Secretary General for NATCOM
Mexico
Ministry of Public Education
Donceles 100, Centro, Mexico D.F.
Tel: +525530036948
Fax: +525530036947
email: ifarha@sep.gob.mx

MOZAMBIQUE

■ Mr Jao Assale
Deputy Director of Primary Education
Ministry of Education and Culture
24th July Ave.
Maputo 167, Mozambique
Tel: +258824363820

■ Ms. Albertina Bila
Principal Secretary
Ministry of Education and Culture
24th July Ave.
Maputo 167, Mozambique
Tel: +25821491748
Fax: +25821492196
email: abila@moe.gov.mz

■ Mr. Manuel Lobo
Adviser
Ministry of Education and Culture
24th July Ave.
Maputo 167, Mozambique Tel:
+25821491748
Fax: +25821490979
email: Lobo@mec.gor.mz

NIGERIA

■ Mr Abba S. Ruma
Minister of State for Education

Accompanied by:

- Ms Amina Ibrahim,
SSAP/MDGs,
The Presidency, Abuja, Nigeria
- Mr A. Abdulkadir
Special Assistant to HMSE
- Prof. G. Obioma,
Executive Secretary, NERDC, Sheda
- Prof. Gidado Tahir
Executive Secretary, UBEC, Abuja,
Nigeria
- Dr N. Muhammad,
Executive Secretary, NCNE, Kaduna,
Nigeria

■ Dr K. Isyaku,
Coordinator, TTISSA, UBEC, Abuja,
Nigeria

■ Ms M. Y. Katagum,
Secretary-General,
Nigerian National Commission for
UNESCO

■ Dr R. Ukpong,
PRS Department, FME, Abuja, Nigeria

■ Ms B. O. Momah
EFA Office, FME, Abuja Nigeria

■ Mr M. Omolewa
Ambassador, Permanent Delegate to
UNESCO
1, rue Miollis, 75732 Paris France
Tel: +33145682727
Fax: +33147675941

■ Ms Fatima Othman
Senior Counsellor, Permanent
Delegation to UNESCO
1, rue Miollis, 75732 Paris France
Tel: +33145682727
Fax: +33147675941

■ Mr Alexander Teonitope
Diplomat
Embassy of Nigeria
13, Gabalaya Road
Zamarek
Cairo, Egypt

■ Mr Dayo Olagumju
Education Expert
MDGs Office
Suite 201, Block A Poulet Building,
Federal Secretariat
Abuja, Nigeria
Tel: +2348033105903

PAKISTAN

■ Lt. Gen. (R) Javed Ashraf Qazi
Minister of Education
Government of Pakistan
Block-D Pak Secretariat,
Islamabad, Pakistan
Tel: +92519212020
Fax: +92519201392 / +92519203245

Accompanied by:

- Mr Brig Tariq Mahmood
Secretary General
Pakistan National Commission for
UNESCO
Ministry of Education, Government of
Pakistan, Islamabad, Pakistan
Tel: +92519257226
Fax: +92519257519
email: pncuibd@comsats.net.pk
- Mr Saqib Ali Khan
Joint Education Adviser
Ministry of Education, Government of
Pakistan

Islamabad, Pakistan
Tel: +92519261393
Fax: +92519261394

■ Mr Habib -ur- Rehman
Senior Research Officer
Ministry of Education, Government of
Pakistan
Islamabad, Pakistan
Tel: +92519261396
Fax: +92519261396/ +92519260945

PHILLIPINES

■ Ms Teresita Inciong
Director IV of the Bureau of Elementary
Education of the Department of
Education
Tel: +6366540
Fax: +6337270
email: tginciong@deped.gov.ph

QATAR

■ Ms Sheikha Al-Mahmoud
Minister of Education
P. O. Box 80 Doha, Qatar
Tel: +9744933115
Fax: +9744930337

Accompanied by:

■ Ms Hamda Al-Sulaiti
Deputy Director of Evaluation Institute
Supreme Council for Education
PO Box 80, Doha
Qatar
Tel: +9744941114
Fax: +9744941116

■ Mr Abdulla Al-Mehaize
Director of the office of H.E. Minister of
Education
Ministry of Education
PO Box 80, Doha, Qatar
Tel: +9744933115
Fax: +9744930337

■ Mr Sultan Al-Mansoori
Deputy Cultural Attaché
Embassy of Qatar in Egypt
10 El-Themar St.
PO Box 12311, Cairo, Egypt
Tel: +2027604693/ +2047604312
Fax: +2027603618/ +207610901

■ Mr Ali Zainal
Permanent Delegate of Qatar to UNESCO
1, Rue Miollis, 75732
Paris, France
Tel: +33145682713
Fax: +33140659836
email: a.zainal@unesco.org

■ Mr Salah Sorour
Deputy Secretary General
National Commission for UNESCO
PO Box 9865, Doha, Qatar
Tel: +9744658100/ +9744671646
Fax: +974467594/ +974678586

■ Mr Jaber Al-Shawi
Head of section of UNESCO
National Commission for UNESCO
PO Box 9865, Doha, Qatar
Tel: +9744658103
Fax: +9744671646

RUSSIAN FEDERATION

■ Mr Dmitry Livanov
State Secretary – Deputy Minister of
Education and Science of the Russian
Federation
Ministry of Education and Science of the
Russian Federation
11, Tverskaya street Moscow,
Russian Federation
Tel: +74956295182
Fax: +74952302660
email: Livanov@mon.gov.ru

■ Mr Roman Alexandrov
Deputy Head of the Division for
Multilateral Cooperation and
International Organization
Brusov Perelok street, 11 Moscow,
Russian Federation
Tel: +74956295182
Fax: +74952302660
email: aleksandrov@mon.gov.ru

Accompanied by:

■ Mr Andrei Volkov
Advisor to Minister of Education and
Science of the Russian Federation
Ministry of Education and Science of the
Russian Federation
11, Tverskaya street Moscow, Russian
Federation
Tel: +74954332486
Fax: +74954332495
email:
volkov@anx.ru

■ Mr Sergey Linevich
Senior Councillor
Ministry of Foreign Affairs
Tel: +74952443025 / +74952442529

■ Ms Ksenia Gaverdovskaya
Third Secretary of the Commission of the
Russian Federation for UNESCO
121200, Smolenskaya, Sennaya pl.
32/34, Moscow, Russian Federation
Tel: +74952442431
Fax: +74952442475
email: eusnatcom@mid.ru

SENEGAL

■ Mr Babacar Samb
Ambassador
Embassy of Senegal to Egypt
(Ministry of Foreign Affairs in Senegal)
29 Abdell-Moneim Riad Street,
Mohandessein,
Cairo, Egypt

Tel: +2023460946
email: bsamb@refer.sn

YEMEN

■ Mr Abdusalam Mohammed Al-Joufi
Minister of Education
PO Box 11965
Sana'a, Yemen
Tel: +9671279966
Fax: +9671274487

Accompanied by:

■ Mr Abdullatif Almunifi
Executive Director
Basic Education Development Project
Ministry of Education
Sana'a, Yemen
Tel: +9671619319
Fax: +9671619219
email: Sttp@y.net.ye

■ Mr Hamoud Mohamed Ghaleb Al-
Seyani
Education Expert
Ministry of Education
Sana'a, Yemen
Tel: +9671494027
Fax: +9671494027

■ Dr Insaf Abdul Qassem
EFA Coordinator
Tel: +9671403928
Fax: +9671403918
email: insaf@yemen.net.ye

■ Mr Ahmed Abdulla Ahmed
Head of Education and Adult Literacy
Ministry of Education
Sana'a, Yemen
Tel: +9671605850

■ Ms Galilah Hamoud Shaga'a El-Din
Head of Education Division
Social Fund for Development
P.O. Box 16593
Sana'a, Yemen
Fax: +9671449670
email: jalila@sfd-yemen.org

■ Mr Ali M Zayed
General Manager
Public Relations Division
Ministry of Education
Sana'a, Yemen
Tel: +9671297760
Fax: +9671279760

MINISTERS FOR DEVELOPMENT COOPERATION

CANADA

■ Mr Richard Cameron
Senior Vice-President
Canadian International Development
Agency (CIDA)
200 Promenade du Portage

Gatineau, Québec
K1A 0G4 Canada
Tel: +18199948208
Fax: +18199533352
email: ric_Cameron@acdi-cida.gc.ca

Accompanied by:

■ Ms Sarita Bhatla
Director General
Canadian International Development
Agency (CIDA)
200 Promenade du Portage
Gatineau, Québec
K1A 0G4 Canada
Tel: +18199569105
Fax: +18199569107
email: Sarita_Bhatla@acdi-cida.gc.ca

■ Mr Scott Walter
Senior Education Advisor
Canadian International Development
Agency (CIDA)
200 Promenade du Portage
Gatineau, Québec
K1A 0G4 Canada
Tel: +18199567119
Fax: +18199947161
email: scott_walter@acdi-cida.gc.ca

■ Ms Nora Fyles
Senior Education Analyst
Canadian International Development
Agency (CIDA)
200 Promenade du Portage
Gatineau, Québec
K1A 0G4 Canada
Tel: +1819 994 3774
Fax: +1819 956 9107
email: Nora_fyles@acdi-cida.gc.ca

■ Mr Peter Paproski
Counsellor (Development)/ Head of Aid
Canadian Embassy in Cairo
26 Kamel El Shenawy St. Cairo, Egypt
Tel: +2027918700,
ext. 3450
Fax: +2027918866
email: peter.paproski@international.
gc.ca

■ Ms Caroline Lavoie
First Secretary
Canadian Embassy in Cairo
26 Kamel El Shenawy St. Cairo, Egypt
Tel: +2027918700,
ext. 3452
Fax: +2027918866
email: caroline.lavoie@international.
gc.ca

FRANCE

■ Mr Pierre-André Wiltzer
Envoyé Spécial du Gouvernement
Français
Ancien Ministre de la Coopération, du
Développement et
de la Francophonie

23 rue la Perouse, 75016 Paris, France
Tel: +33143176305
email: pierre-andre.wiltzer
@diplomatie.gouv.fr

Accompanied by:

■ Mr Alain Dhersigny
Chef du bureau des politiques éducatives
et d'insertion professionnelle
Ministère des Affaires Etrangères
20 rue Monsieur, 75007 Paris, France
Tel: +33153693321
Fax: +33153693783
email: alain.dhersigny@diplomatie.
gouv.fr

■ Mr André Pouilles-Duplaix
Sous-Directeur des politiques
sectorielles et des OMD
Ministère des Affaires Etrangères
20 rue Monsieur, 75007 Paris, France
Tel: +33153693091
Fax: +33153694385
email: andre.pouilles-
duplaix@diplomatie.gouv.fr

■ Ms Sandrine Boucher
Sous-directrice des politiques
sectorielles et des Objectifs du
Millénaire pour Le Développement
Direction des Politiques et de
Développement
Ministère des affaires étrangère
20, rue Monsieur, 75007 Paris, France
Tel : +33153693091
email: sandrine.boucher
@diplomatie.gouv.fr

GERMANY

■ Mr Bernhard Kühn
Assistant Director General, Global and
Sector Issues
Head of Division, Education, Health and
Population Policy
Federal Ministry for Economic
Cooperation and Development (BMZ)
email: bernhard.kuehn@bmz.bund.de

Accompanied by:

■ Dr Herbert Bergmann
Programme Co-ordinator (GTZ)
Basic Education Improvement
Programme (BEIP), Yemen
email: herbert.bergmann@gtz.de

■ Dr Temby Caprio
Sector Advisor (GTZ)
Federal Ministry for Economic
Cooperation and Development
Adenauerallee 139-141, 53113 Bonn,
Germany
Tel: +492285353129
email: temby.caprio@bmz.bund.de

ITALY

■ Ms Teresa Savanella
Direction Générale de la Coopération et
au Développement
Ministère des Affaires étrangères
Rome, Italy

■ Ms Elena Manunta
Education Adviser, Coopération et au
Développement
Ministère des Affaires étrangères
Rome, Italy

JAPAN

■ Mr Nobuki Sugita
Deputy Director-General,
International Cooperation Bureau
Ministry of Foreign Affairs
Kasumigaseki 2-2-1, Chiyoda-ku, Tokyo
100-8919, Japan
Tel: +81355018000
Fax: +81355018351
email: nobuki.sugita@mofa.go.jp

Accompanied by:

■ Ms Noriko Matsuda
Global Issue cooperation Division,
International Cooperation Bureau
Ministry of Foreign Affairs
Kasumigaseki 2-2-1, Chiyoda-ku, Tokyo
100-8919, Japan
Tel: +81355018000
Fax: +81 3 5501 8452
email: noriko.matsuda@mofa.go.jp

■ Mr Toru Yoshikawa Multilateral
Cultural Cooperation Division
Ministry of Foreign Affairs
Kasumigaseki 2-2-1, Chiyoda-ku, Tokyo
100-8919, Japan
Tel: +81355018141
Fax: +81355018140
email: toru.yoshikawa@mofa.go.jp

■ Mr Yuzuru Imasato
Minister-Counsellor, Permanent
Delegation of Japan to UNESCO
148, rue de l'Université, 75007 Paris,
France
Tel: +33153592703
Fax: +33153592727
email: deljpn.ed@unesco.org

■ Mr Kunihiko Sasaki
Senior Specialist for Development
Assistance, Office for International
Cooperation,
International Affairs Division, Minister's
Secretariat
Ministry of Education, Culture, Sports,
Science and Technology
2-5-1, Marunonchi, Chiyoda-ku
Tokyo 100-8959, Japan
Tel: +81367342606
Fax: +81367343669
email: k-sasaki@mext.go.jp

■ Mr Takashi Hamano
Associate Professor
Department of Education
Ochanomizu University
2-1-1 Otsuka, Bunkyo-ku, Tokyo 112-8610, Japan
Tel: +81359785248
Fax: +81359785250
email: hamano.takashi@ocha.ac.jp

■ Ms Keiko Mizuno
Senior Advisor (Education)
Japan International Cooperation Agency (JICA)
2-1-1 Yoyogi, Shibuya-ku, Tokyo, 151-8558, Japan
Tel: +81353525345
Fax: +81353525111
email: Mizuno.Keiko@jica.go.jp

NETHERLANDS

■ Mr Ronaldo Siebes
Deputy Head Education Division
Ministry of Foreign Affairs
Bezuidenhoutseweg 67 2500 EB The Hague Netherlands
Tel: +31703484301
Fax: +31703486436
email: ronald.siebes@minbuza.nl

■ Ms Van Vliet
First Secretary (Education)
Royal Netherlands Embassy to Yemen
PO Box 20061
2500 EB the Hague, Netherlands
email: maaike-van.vliet@minbuza.nl

NORWAY

■ Ms Bente Nilson
Acting Director, Department for Education and Research, NORAD

■ Ms Annelene Rør
Adviser, Department for Education and Research, NORAD

■ Me Ole Briseid
Deputy Permanent Representative of Norway to UNESCO

■ Ms Gerd-Hanne Fosen
Senior Education Adviser
Ministry of Education and Research
PO Box 8119 dep
No-0032 Oslo, Norway
Tel: +4722247061
Fax: +4722247920
email: ghf@kd.dep.no

SPAIN

■ Ms Maria Jesús San Segundo
Ambassador, Permanent Delegate of the Kingdom of Spain to UNESCO
1, Rue Miollis, 75732
Paris, France
Tel: +33145683385

Fax: +33147834998
email: dl.hispania@unesco.org

SWEDEN

■ Ms Maria Tegborg,
Head of Education Division (SIDA)

■ Mr Kaviraj Appadu
Senior Programme Officer
Education Division
Department for Democracy and Social Development
Tel: +4686985588
Fax: +4686985647
email: kaviraj.appadu@sida.se

■ Malin Elisson
Programme Officer, Education Division,
Department for Democracy and Social Development SIDA
05 25 Stockholm
Tel: +4686985207
Fax: +4686985651
email: Malin.elisson@sida.se

■ Mr Lars Ullén
Director of Education
Swedish National Agency for Education
Skolverket, 10620 Stockholm, Sweden
Tel: +46852733277
Fax: +468244420
email: lars.ullen@skolverket.se

UNITED KINGDOM

■ Mr Sam Sharpe
Acting Director, Policy Division
Department for International Development (DFID)
1 Palace Street, London, United Kingdom
Tel: +442070231213
Fax: +442070230636
email: S-Sharpe@dfid.gov.uk

Accompanied by:

■ Mr Richard Arden
Senior Education Adviser, Human Development Group
Department for International Development (DFID)
1 Palace Street, London United Kingdom
Tel: +02070231273
Fax: +02070230428
email: R-Arden@dfid.gov.uk

■ Ms Halima Begum
Education Adviser
Department for International Development (DFID)
1 Palace Street, London, United Kingdom
Tel: +442070230102
Fax: +442070230428
email: H-Begum@dfid.gov.uk

■ Mr Phil Rose
Team Leader, Education & Skills Team,
Policy Division, Human Development Group

Department for International Development (DFID)
1 Palace Street, London, United Kingdom
Tel: +442070230190
Fax: +442070230428
email: P-Rose@dfid.gov.uk

UNITED STATES

■ Ms Louise V. Oliver
Ambassador, Permanent Representative U.S. Mission to UNESCO
12, avenue Raphaël, 75016 Paris, France
Tel: +33145247416
Fax: +33145247488
email: parisunesco@state.gov

■ Mr Joseph Carney
Director Office of Education
USAID 1300 Pennsylvania Avenue NW,
Washington DC 20523
Tel: +12027120732
Fax: +12022163229
email: jcarney@usaid.gov

■ Ms Sally Lovejoy
Education Attache
U.S. Mission to UNESCO
12, avenue Raphaël, 75016 Paris, France
Tel: +33145247453
Fax: +33145247488
email: lovejoySG@state.gov

Multilateral Agencies

EUROPEAN COMMISSION

■ Mr Daniel Guyader
Principal Administrator
External Relations General Directorate
European Commission
200 rue de la loi, 1049 Brussels, Belgium
Tel: +3222966322
Fax: +3222963912
email: daniel.guyader@ec.europa.eu

■ Ms Marja Karjalainen
Principal Administrator
European Commission
B-1049 Brussels, DG Development,
Office 4/65
Brussels, Belgium
Tel: +3222996380
email: Marja.Karjalainen@cec.eu.int

Accompanied by:

■ Mr Anton Jensen
Education policy officer
European Commission, DG Development
Rue de la Science 1, Brussels, Belgium
Tel: +3222958179
email: Anton.Jensen@ec.europa.eu

■ Ms Silvia Crescimbeni
Education Programme Manager
European Commission

37 Gameat El Dowal El Arabeya,
Mohanedessein
Cairo, Egypt
Tel: +20120815253
email: silvia.crescimbeni
@ec.europa.eu

■ Mr Farid Hegazy
Programme Manager
European Commission
37 Gameat El Dowal El Arabeya
Mohanedessein,
Cairo, Egypt
Tel: +20121173701
email: farid.hegazy@ec.europa.eu

INTERNATIONAL LABOUR ORGANIZATION

■ Mr Geir Myrstad
International Programme on Child
Labour
International Labour Office (ILO)
4, route des Morillons
CH-1211 Geneva 22
Tel: +41227998094
Fax: +41227996111
email: myrstad@ilo.org

■ Mr Patrick Quinn
Senior Technical Specialist
International Labour Organization
3 route des Morillions,
CH 1211, Geneva 22
Switzerland
Tel: +41227996164
Fax: +41227998781
email: quinn@ilo.org

OECD

■ Mr Bernard Hugonnier
Deputy Director for Education, OECD
2, rue André Pascal, Paris, France
Tel: +33145241620
email: Bernard.hugonnier@oecd.org

UNDP

■ Ms Radhika Lal
Senior Policy Adviser and Education
Focal Point
One United Nations Plaza, DC1 – 2028,
New York, NY 10017 USA
Tel: +12129066202
Fax: +12129065778
email: radhika.lal@undp.org

■ Ms Elissar Sarrouh's
Deputy Resident Representative
UNDP, Egypt
Tel: +2023949025
Fax: +2025784847

UNICEF

■ Ms Rima Salah
Deputy Executive Director
UNICEF HQ

3 UN Plaza, New York, NY 10017, USA
email: rsalah@unicef.org

■ Mr Cream Wright
Global Chief of Education
UNICEF HQ
3 UN Plaza, New York, NY 10017, USA
Tel: +12128246619
email: cwright@unicef.org

■ Ms Dina Craissati
Senior Adviser, Education
Programme Division
UNICEF HQ
3 UN Plaza, New York, NY 10017, USA
Tel: +12123267602
email: dcraissati@unicef.org

■ Mr Philippe Testot-Ferry
Regional Advisor, Education & ECD
UNICEF Regional Office for CEE/CIS and
Baltic States
Palais des Nations
CH 1211 Geneva 10
Switzerland
Tel: +41229095524
Fax: +41229095909
email: ptestotferry@unicef.org

■ Ms Nurper Ulkuer
Programme Advisor/ ECD
UNICEF
3 UN Plaza, Room 1088
New York, NY 10017, USA
Tel: +12123037955
email: nulkuer@unicef.org

■ Ms Aster Haregot
Regional Education Advisor
UNICEF
PO Box 44145
Nairobi, Kenya
Tel: +254207622780
email: aharegot@unicef.org

■ Ms Malak El-Husseiny Zaalouk
Regional Advisor, MENA Education
UNICEF, Amman, Jordan
Tel: +962795219645
email: mzaalouk@unicef.org

■ Mr Aya Aoki
Project Officer Education
UNICEF East Asia & Pacific Regional
Officer
19, Phra Atit Road
Bangkok 10200, Thailand
Tel: +6223569296
Fax: +6222803563
email: aaoki@unicef.org

■ Ms Rakoto Joseph
Project Administrator
UNICEF WCARO
BP 732, Dakar, Senegal
email: nrjoseph@unicef.org

■ Mr Lawalley Cole
Chief Education Section
UNICEF, Burundi

WORLD BANK

■ Ms Ruth Kagia
Director, Education Sector
The World Bank
1818 H Street, N.W., Washington, D.C.
20433, USA
Tel: +12024733314
Fax: +12025223233
email: rkagia@worldbank.org

Accompanied by:

■ Mr Yaw Ansu
Sector Director, Africa Region
email: yansu@worldbank.org

■ Mr Michal Rutkowski
Director, Human Development, Middle
East and North Africa Region
The World Bank
1818 H Street, N.W., Washington, D.C.
20433, USA
Tel: +12024735170
Fax: +12024770036
email: mrutkowski@worldbank.org

■ Ms Jee-Peng Tan
Adviser, Human Development, Africa
Region
email: jtan@worldbank.org

■ Ms Keiko Inoue
Operations Officer, Africa Region
email: kinoue@worldbank.org

■ Mr Donald Bundy
Lead Specialist, School Health-HIV &
AIDS
1818 H Street, Washington DC 20008,
USA
Tel: +12024733636
Fax: +12024733637
email: dbundy@worldbank.org

■ Mr H. Dean Nielsen
Senior Education Officer, World Bank
1818 H Street, Washington D.C., USA
email: dnielsen@worldbank.org

FTI SECRETARIAT

■ Mr Desmond Bermingham
Head of FTI Secretariat
The World Bank
1818 H Str., N.W., Washington D.C.
20433, USA
email: dbermingham@worldbank.org

■ Robert Prouty
Deputy Head FTI Secretariat
The World Bank
1818 H Str., N.W., Washington D.C.
20433 USA
email: Rprouty@worldbank.org

WORLD FOOD PROGRAMME

■ Mr Francisco Esperjo
Chief of School Feeding
Via Cesare Giulio Viola 68, parco dei
Medici, 00148, Rome, Italy
Tel: +390665132064
Fax: +390665132854
email: Francisco.espejo@wfp.org

■ Ms Ute Meir
Deputy Chief, School Feeding
World Food Programme
Via Cesare Giulio Viola 68, parco dei
Medici, 00148, Rome, Italy
Tel: +390665132878
Fax: +390665132854
email: ute.meir@wfp.org

Civil Society

AFRICA NETWORK CAMPAIGN ON EFA (ANCEFA)

■ Mr Gorgui Sow
Regional Co-ordinator
Africa Network Campaign on Education
for All (ANCEFA)
Zone B Bâtiments,
Rue 111 Villa N° 24 A,
BP 3007 Dakar Yoff, Senegal
Tel: +2218242244
Fax: +2218241363
email: ancefa@sentoos.sn
gorgui@ancefa.org

ARAB NETWORK FOR LITERACY AND ADULT EDUCATION

■ Ms Seham Negm
Secretary-General, Arab Network for
Literacy and Adult Education
10, Zaneb Kamel Hassan St.
Doki, Giza, Egypt
Tel: +2027311007
Fax: +2027295042
email: women_society@yahoo.com
adult_education_net@hotmail.com

BILL AND MELINDA GATES FOUNDATION

■ Mr Craig Cramer

CENTER FOR UNIVERSAL EDUCATION, COUNCIL ON FOREIGN RELATIONS (USA)

■ Mr Gene Sperling
Director
1779 Massachusetts Avenue N.W.,
suite 710
Washington DC, 20036 USA
Tel: +12025183401

Fax: +12029862984
email: gspersling@cfcr.org

CONSEJO DE EDUCACIÓN DE ADULTOS DE AMÉRICA LATINA (CEAAL)

■ Mr Edgardo Alvarez
Investigador Programa
Interdisciplinario de
Investigaciones en Educación (PIIE)
Dalmacia 1267, Providencia
Santiago, Chile
Tel: +5622096644
Fax: +15622047460
email: ealvarez@academia.cl

CONSULTATIVE GROUP ON EARLY CHILDHOOD CARE AND DEVELOPMENT

■ Ms Louise Zimanyi
Co-Director
The Consultative Group on
Early Childhood Care and Development,
Secretariat c/o Ryerson University
Faculty of Community Services
Sally Horsfall Eaton Centre for Studies in
Community Health (SHE 588)
350 Victoria Street Toronto,
Ontario M5B 2K3 Canada
Tel: +14169795000, ext. 4801
Fax: +14169795384
email: lzimanyi@ryerson.ca

EDUCATION INTERNATIONAL

■ Mr Elie Jouen
Deputy General Secretary
5, Bd du Roi Albert II 1210 Brussels,
Belgium
Tel: +3222240653
Fax: +3222240606
email: elie.jouen@ei-ie.org

GLOBAL CAMPAIGN FOR EDUCATION AND GLOBAL MARCH AGAINST CHILD LABOUR

■ Mr Kailash Satyarthi
Chairperson, Global March Against
Child Labour
President, Global Campaign for
Education (GCE)
L-72, III Floor, Kalkaji,
New Delhi, India
Tel: +911126224899
Fax: +911140532072

■ Mr Sudhanshu Joshi
Steering Committee Member
Global Task Force on Education
1925 K Street, NW Suite 300 Washington
DC 20006, USA
Tel: +12027786370

Fax: +12027784638
email: sjoshi@iccle.org

■ Ms Lucia Fry
Acting Coordinator
Global Campaign for Education (GCE)
24 Power, London,
United Kingdom
Tel: +07976908006
Email: lucia.
fry@campaignforeducation.org

INTERNATIONAL SAVE THE CHILDREN

■ Ms Fiona Weir
Director of Policy and Communications,
Save the Children UK
1 St John's Lane, London EC1M 4AR
United Kingdom
Tel: +442070126781
Fax: +442070126964
email: f.weir@savethechildren.org.uk

Accompanied by:

■ Ms Katy Webley
Head of Education
1 St John's Lane, London EC1M 4AR
United Kingdom
Tel: +442070126787
Fax: +44 20 7012 6963
email: K.Webley@savethechildren.org.uk

THE ARAB LEAGUE EDUCATIONAL, CULTURAL AND SCIENTIFIC ORGANIZATION (ALECSO)

■ Mr Monji Bousnina
Director-General
PO Box 1120, Tunisia, Tunisia

Others

WORLD ECONOMIC FORUM

■ Mr Alex Wong
Director
Head, Center for Global Industries,
Geneva
Head, Global Education Initiative
World Economic Forum, 91-93 route de
la Capite
CH-1223 Cologny, Geneva, Switzerland
Tel: +41228691460
Fax: +41227862744
email: alex.wong@weforum.org

Observers

BENIN

■ Ms Evelyne Sossouhouto
Minister of Primary & Secondary
Education
Porto Novo, Benin

CAMBODIA

■ Mr Im Sethy
Secretary of State
Ministry of Education, Youth and Sport

■ Mr Nath Bunroeun
Under Secretary of State
Ministry of Education, Youth and Sport

■ Mr Om Sethy
Director of Information and ASEAN
Affairs Department
Ministry of Education, Youth and Sport

■ Ms Hang Pheary
Official of Pedagogical Research
Department
Ministry of Education, Youth and Sport

DENMARK

■ Ms Kristian K. Edinger
Senior Technical Advisor
Ministry of Foreign Affairs
Asiatisk Plhds 2, 1448 Copenhagen K
Denmark
Tel: +453392011
email: kriedi@UM.DK

FINLAND

■ Mr Jussi Karakoski
Education adviser
Department for Development Policy
Ministry for Foreign Affairs
PO Box 176 (Katajanokanlaituri 3)
FIN-00161 Helsinki, Finland
Tel. +358916056100
Fax: +358916056100
email: jussi.karakoski@formin.fi

LESOTHO

■ Mr Mohlabi Tsekoa
Minister of Education and Training
PO Box 47, Maseru 100, Lesotho

■ Ms Ntsebe Rokorne
Ministry of Education and Training
PO Box 47, Maseru 100, Lesotho

MALI

■ Mr Mamadou Lamine Traore
Ministre de l'Education Nationale

■ Mr Bonaventure Maïga
Conseiller Technique au Cabinet du
Ministre de l'Education Nationale

■ Mr Youba Ba
Directeur Administratif et Financier du
Ministère de l'Education Nationale

■ Mr Patrick Bogino, Administrateur
Education
Coördinateur du Fast Track pour le Mali
UNICEF Mali

SIERRA LEONE

■ Dr Alpha T. Wurie
Minister of Education, Science and
Technology
Ministry of Education Science and
Technology
Freetown, Sierra Leone
Tel: +23276602089

■ Dr Albert C. T. Dupigny
Education Sector Plan Coordinator
Ministry of Education
Freetown, Sierra Leone

■ Mr Tim Brown
Education Consultant
UNICEF
Govt. Central Med. Stores Compound,
Jomo Kenyatta Road,
PO Box 221, New England Freetown,
Sierra Leone
Tel: +23276626541
email: tibrown@unicef.org

TAJIKISTAN

■ Mr Sharipov Zarif Sharipovich
Dep. Minister of Education of the
Republic of Tajikistan

■ Ms Zulaikho Mazorova Sobirovna
Specialist of Preschool and Secondary
Education Department Ministry of
Education of the Republic of Tajikistan

■ Mr Md. Nurul Islam Project Officer,
Child Development Section,
UNICEF Tajikistan

ACTION AID

■ Mr David Julian Archer
Head of Education
Actionaid International
Hamlyn Howe, Macdonald Road,
Archway, London N195PG United
Kingdom
Tel: +442075617504
email: david.archer@actionaid.org

UNICEF

■ Ms Raka Rashid
Project Officer, Education, Regional
UNGEI Secretariat
UNICEF Regional Office for South Asia,
PO Box 5815, Lekhnath Marg,
Kathmandu, Nepal
Tel: +97714417082

Fax: +97714419479
email: rrashid@unicef.org

COMMONWEALTH SECRETARIAT

■ Dr Jyotsna Jha
Adviser, Gender and Education

■ Mr Virgoilio Juvane
Adviser, Education

HEWLETT FOUNDATION

■ Ms Lynn M. Murphy
Senior Fellow
The William and Flora Hewlett
Foundation
2121 Sand Hill Road, Menlo Park,
CA 94025
Tel: +6502344500,
ext. 5638
Fax: +6502341980
email: lmurphy@hewlett.org

RESULTS USA

■ Ms Kolleen M. Bouchane
Education for All Campaign Manager
440, First Street NW 480
Washington D.C., USA
Tel: +12027837100
Fax: +12027832818

UNDERSTANDING CHILDREN'S WORK—A JOINT ILO, UNICEF AND WORLD BANK PROJECT

■ Mr Furio Rosati
Project coordinator
Understanding children's work – A joint
ILO, UNICEF and World Bank project
Via Columbia 2,
Rome, Italy
Tel: +390672595618
email: frosati@ucw-project.org

UNESCO

- Mr Koïchiro Matsuura
Director-General
- Mr Peter Smith
Assistant Director-General for Education
- Ms Ann Therese Ndong Jatta
Director, Division for Basic Education
(EC-12)
- Mr Mark Richmond
Director a.i,
Division for the Coordination of United
Nations Priorities in Education
(ED/UNP)

Coordination Team, ED/UNP/EFA

- Ms Khawla Shaheen
Senior Programme Specialist
- Mr Clinton Robinson
Senior Programme Specialist
- Ms Sabine Detzel
Programme Specialist
- Ms Mari Yasunaga
Programme Specialist
- Mr Akihiko Noda
Assistant Programme Specialist
- Ms Lina Benete
Assistant Officer
- Ms Almaz Ghebray
Senior Secretary
- Ms Mary Konin
Secretary
- Ms Riho Sakurai
Consultant
- Ms Erin Tanner
Consultant

Global Monitoring Report Team, ED/MRT

- Mr Nicholas Burnett
Director
- Ms Cynthia Guttman
Programme Specialist

Education Sector

- Mr Christopher Castle
Chief, Section for HIV&AIDS
ED/UNP
- Mr David Sunderland ED/UNP

UNESCO Conference Services, ADM/CLD

- Ms Chantal Bret
Chief Interpreter, ADM/CLD/I
- Mr Mohamed Salah El Din
Conference Section, ADM/CLD/C

Secretariat in attendance

Headquarters

- Mr Jean-Yves Le Saux
Director of the Division of Programme
Planning, Monitoring and Reporting
(BSP)
- Ms Elizabeth Fordham
Office of the Director-General, ODG
- Mr Anthony Krause
Office of the Director-General, ODG/UC
- Ms Naima Sedrati
Chief, ERC/RMSARB
- Mr Bassam Manour
Regional Information Officer, ARB

UNESCO Institutes

- Mr Hendrik Van der Pol,
Director, UNESCO Institute for Statistics
(UIS) Montreal
- Mr Said Belkachla
UIS

Field Offices

- Mr Abdel Monei Osman
Director, UNESCO Beirut Office
- Mr Mohamed Abdulrazzak
Director, UNESCO Cairo Office
- Ms Ghada Gholam
Programme Specialist UNESCO Cairo
Office
- Mr Jorge Sequeira
Director, UNESCO Pakistan Office
- Dr Paul Ngarambe
Programme Specialist,
UNESCO Burundi

Interpreters

- Ms Chantal Bret
- Ms Maria Aguilera
- Mr Jesus Getan Bornn
- Mr Alexandre Andrejew
- Ms Ann Isabel Freeman
- Ms Geneviève Leibrich
- Ms Tatiana Gogenmos
- Ms Nelly Sideris
- Ms Olga Tammi
- Mr Ernesto Gonzalez Sala
- Ms Naia Herrero Sadaba
- Ms Mary-Sol Tellier
- Ms Maria Smith

Appendix IV: Agenda of the Meeting

The Dakar Framework for Action (§19) states that: 'UNESCO's Director-General will convene annually a high-level, small and flexible group. It will serve as a lever for political commitment and technical and financial resource mobilization. Informed by a monitoring report ... it will also be an opportunity to hold the global community to account for commitments made in Dakar. It will be composed of highest-level leaders from governments and civil society of developing and developed countries, and from development agencies'.

The Sixth Meeting of the EFA High-Level Group aims:

- ▷ *To assess progress in EFA:*
 - *through the monitoring and analysis of the EFA Global Monitoring Report, across the six goals*
 - *through current examples and prospective trends*
- ▷ *To address three issues critical to the achievement of EFA:*
 - *Strong foundations for learning and for life through early childhood care and education (EFA goal 1)*
 - *Adequate financing for EFA*
 - *The threat to EFA from HIV & AIDS*
- ▷ *To build greater political momentum across the national and international communities to pursue vigorously the EFA goals.*

Expected outcomes

- ▷ *Highlighting top-priority actions needed to address the key challenges threatening the achievement of EFA.*
- ▷ *Achieving stronger commitment to ECCE, including greater donor support for expanded ECCE programmes.*
- ▷ *Reaching agreement on enhancing, or at least maintaining, domestic resource allocation to education, especially basic education, and on strategies to encourage donors to channel more aid to basic education, building on 2005 and 2006 pledges.*
- ▷ *Making a commitment to develop and/or strengthen a comprehensive education-sector response to HIV & AIDS.*
- ▷ *Reaching agreement on ways to apply and use the Global Action Plan at international, regional and country levels in order to accelerate EFA progress and achieve greater coherence among EFA partners.*

Tuesday, 14 November 2006

9.30 am – 12.30 pm **Registration at the Oberoi Mena House Hotel, Cairo**

7.00 pm **OPENING CEREMONY**

Chairperson:

- Mr Yousri El Gamal, Minister of Education, Egypt

Opening speech:

- Mr Ahmed Nazif, Prime Minister, Egypt

Welcome address:

- Mr Koïchiro Matsuura, Director-General of UNESCO

Reception hosted by the Minister of Education, Egypt

Wednesday, 15 November 2006

9 – 10 am **Welcome and Introduction**

Opening remarks:

- Mr Koïchiro Matsuura, Director-General of UNESCO

Adoption of the agenda

Report on the follow-up of the 2005 Beijing Communiqué and related developments:

- Mr Peter Smith, Assistant Director-General for Education, UNESCO

10 – 11.30 am

Working Session I:

What will it take to accelerate progress towards the EFA goals? — the latest assessment

- ▷ What has happened to the comprehensive approach of Dakar?
- ▷ The most disadvantaged populations are still left out of education: how do we move to full inclusion?

Chairperson:

- Mr Abba S. Ruma, Minister of State for Education, Nigeria

Presentation:

EFA Global Monitoring Report 2007: Strong Foundations – Early Childhood Care and Education

- Mr Nicholas Burnett, Director, EFA Global Monitoring Report Team

Panellists:

- Mr Javed Ashraf Qazi, Minister of Education, Pakistan
- Ms Sheikah Al-Mahmoud, Minister of Education, Qatar
- Mr Kailash Satyarthi, President, Global Campaign for Education

11.30 am – 1 pm

Working Session II:

Policies and Strategies to expand early childhood care and education: what makes a difference in countries?

- ▷ What policies and strategies will enable to achieve the ECCE goals?
- ▷ How can we assign appropriate priority and adequate resources to support the ECCE goals?

- Chairperson:* • Mr Yousri El Gamal, Minister of Education, Egypt
- Panellists:*
- Ms Bente Nilson, Acting Director of the Education and Research Department at the Norwegian Agency for Development Cooperation (NORAD)
 - Ms Rima Salah, Deputy Executive Director, UNICEF
 - Ms Louise Zimanyi, Co-Director, Consultative Group on Early Childhood Care and Development

1 – 2.30 pm

Lunch hosted by the Minister of Education, Egypt

2:30 – 4 pm

Working Session III:***Stronger, more comprehensive responses of the education sector to HIV & AIDS***

- ▷ HIV & AIDS will prevent achievement of the EFA goals in certain contexts: how can we ensure that our responses are adequate?
- ▷ The enduring and deepening crisis of the epidemic cuts into teacher numbers and availability, as well as into children's lives and families. How can we maximize our collective response?

- Chairperson:* • Mr Saidi Kibeya, Minister of National Education and Culture, Burundi

- Panellists:*
- Mr Shaik Baksh, Minister of Education, Guyana
 - Mr Karega Mutahi, Permanent Secretary, Ministry of Education, Science and Technology, Kenya

4 – 5.30 pm

Working Session IV:***Resource mobilization and aid effectiveness for EFA: pledges are not enough***

- ▷ Both domestic resources and external support lag behind the financing needs of EFA: how will we bridge the gap?
- ▷ Calls are made for long-term education-sector planning: are donors equally committed?

- Chairperson:* • Mr Bambang Sudibyo, Minister of National Education, Indonesia

- Panellists:*
- Mr Ricardo Henriques, Vice-Minister for Literacy, Continuous Education and Diversity, Brazil
 - Ms Ruth Kagia, Director, Education Sector, World Bank
 - Mr Richard Cameron, Senior Vice-President, CIDA, Canada

7.30 – 9.30 pm

Dinner hosted by the Director-General of UNESCO**Thursday 16 November 2006**

9 – 10.30 am

Working Session V:***Resource mobilization and aid effectiveness for EFA: are there more options?***

- ▷ Innovation in financing EFA must be explored: what are the prospects for mechanisms linked to debt?
- ▷ Can funding be made available to middle-income countries?

- Chairperson:*
- Mr Khaled Toukan, Minister of Education and Higher Education, Jordan
- Panellists:*
- Mr Pierre-André Wiltzer, Special Envoy of the French Government and ancien Ministre de la Coopération, du Développement et de la Francophonie, France
 - Mr Abba S. Ruma, Minister of State for Education, Nigeria

10.30 – 12 noon

Working Session VI:

Partnership in the context of the Global Action Plan to Achieve the EFA Goals

- ▷ Applying the Global Action Plan at country level depends on strengthening partnerships: ownership is vital among governments, aid agencies, civil society and the private sector. What light can the partners shed on the process?

- Chairperson:*
- Ms Yasna Provoste, Minister of Education, Chile

- Panellists:*
- Dr Dimitry Livanov, State Secretary, Deputy Minister of Education and Science, Russian Federation
 - Mr Richard Arden, Senior Education Advisor, DFID, United Kingdom
 - Ms Seham Negm, Regional Co-ordinator, Arab Network for Literacy and Adult Education, Collective Consultation of NGOs on EFA

12 – 1 pm

Working Session VII:

The way ahead

- Chairperson:*
- Mr Peter Smith, Assistant Director-General for Education, UNESCO

1 – 3 pm

Lunch hosted by the Director-General of UNESCO

3 – 4 pm

Adoption of the Communiqué

- Chairperson:*
- Mr Koïchiro Matsuura, Director-General of UNESCO

4 – 4.30 pm

Closing Remarks

Mr Yousri El Gamal, Minister of Education, Egypt

5 – 6 pm

Press Conference

Appendix V: List of Back-to-Back Events

Date	Event	Convener
November 12	UNGEI Technical Meetings	UNICEF and UNGEI Secretariat
November 12	Steering Committee FTI	FTI Secretariat
November 12	Catalytic Fund Strategy Committee	The World Bank
November 12	Educational Programme Development Fund (EPDF)	The World Bank
November 13	UNGEI Global Advisory Committee Meeting	UNICEF and UNGEI Secretariat
November 13	Presentation of the 2007 <i>EFA Global Monitoring Report: Strong Foundations: Early Childhood Care and Education</i> , by Mr Nicholas Burnett and Mr Abdel Moneim Osman	UNESCO
November 13–14	EFA-FTI Annual Partnership meeting	FTI Co-chairs and FTI Secretariat
November 14	Informal Meeting of Global Task Force, Cairo	ILO

List of acronyms

ALECSO	Arab League Educational, Cultural and Scientific Organization
ART	Anti-retroviral therapy
AU	African Union
CGECCD	Consultative Group on Early Childhood Care and Development
CIDA	Canadian International Development Agency
COMEDAF	Conference of African Ministers of Education
DAC	Development Assistance Committee (OECD)
E-9	Nine high-population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan
ECCE	Early childhood care and education
EFA	Education for All
EPDF	Education Program Development Fund
FTI	Fast Track Initiative
G8	Group of eight of the world's leading industrialized nations : Canada, France, Germany, Italy, Japan, Russian Federation, United Kingdom, United States
GDP	Gross domestic product
HIV & AIDS	Human immunodeficiency virus & acquired immunodeficiency syndrome
HLG	High-Level Group
IATT	Inter-Agency Task Team
IBE	International Bureau of Education
ICT	Information and communication technology
IIEP	International Institute for Educational Planning
IMF	International Monetary Fund
LDCs	Least developed countries
LIFE	Literacy Initiative for Empowerment
MDGs	Millennium Development Goals
NGO	Non-governmental organization
NORAD	Norwegian Agency for Development Cooperation (NORAD),
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PPP	Public Private Partnership
PRSP	Poverty Reduction Strategy Paper
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UPC	Universal primary completion
UPE	Universal Primary Enrolment
VCT	Voluntary Counseling and Testing

REPORT 2006

High-Level Group on Education for All Sixth Meeting

Cairo, Egypt
14-16 November 2006



The Sixth Meeting of the High-Level Group on Education for All (EFA) met in Cairo, Egypt, from 14 to 16 November 2006. Convened annually by the Director-General of UNESCO, the High-Level Group serves as a 'lever' for political commitment and technical and financial resource mobilization in EFA. This year, the High-Level Group brought together more than 200 participants, including representatives from developing countries, bilateral donors, multilateral agencies, civil society and the private sector.

Drawing on the findings of the *2007 EFA Global Monitoring Report, Strong Foundations: Early Childhood Care and Education*, the High-Level Group focused on the following issues:

- ▶ Assessing and accelerating progress towards the EFA goals
- ▶ Policies and strategies to expand early childhood care and education
- ▶ Comprehensive responses of the education sector to HIV & AIDS
- ▶ Resource mobilization and aid effectiveness
- ▶ Strategies for mobilizing more resources for EFA
- ▶ Partnerships in the context of the Global Action Plan to achieve EFA
- ▶ The way ahead

The High-Level Group issued a communiqué expressing its clear determination to accelerate progress in EFA through action that is more comprehensive, more coordinated and better financed.