



General Conference

37th Session, Paris, 2013

United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Commission ED

Item 5.12 of the agenda

ed

37 C/COM.ED/DR.1 Rev.

6 November 2013

Original: English

DRAFT RESOLUTION

Submitted by **ZAMBIA**

Supported by **COLOMBIA, CÔTE D'IVOIRE, DOMINICAN REPUBLIC, EL SALVADOR, ETHIOPIA, LITHUANIA, NIGERIA, SEYCHELLES and ZIMBABWE**

Education beyond 2015

The General Conference,

Having examined document 37 C/COM.ED/DR.1 Rev.,

Recalling the draft resolution concerning the self-evaluation of EFA by the African sub-Saharan States discussed during the 36th session of the General Conference,

Bearing in mind that Africa and gender equality are the two global priorities of UNESCO for the UNESCO Medium-Term Strategy (2014-2021),

Taking into account the commitments made by the Dakar Forum in 2000 aimed at implementing the strategies with a view to reaching EFA goals by 2015,

Noting with appreciation the major progress made by many countries notably in Africa to reach these goals, demonstrating a real political determination of the Member States in favor of EFA, which was expressed by considerable budget efforts,

Noting however that in sub-Saharan Africa a number of countries will not be in a position to attain these objectives and that it is important to help them catch up notably by an identification of the in-depth causes of these low performances,

Taking into account the need to undertake an assessment of EFA and the role of the other education subsectors before launching the “post-2015” phase through an anticipatory approach founded on data in the field by engaging the actors themselves,

Recognizing the leading role of UNESCO in the field of education and as world leader for EFA,

Endorses the self-evaluation initiative of EFA involving the organization of national and subregional consultations bringing together all the actors in the education communities (experts, field offices, specialized institutions) with the assistance of UNESCO as well as personalities from other sectors and disciplines in order to broaden the perspective of EFA for development;

Noting with appreciation the initiative of the Africa Group of UNESCO and its desire to strengthen cooperation between the African Union, the European Union and UNESCO in favour of a holistic education strategy that is more focused on the development priorities of sub-Saharan Africa in the preparation of the post-2015 educational agenda; focusing on the contribution of the education sub-sectors, namely secondary education, technical and vocational education and training, higher education and research,

Invites the Director-General, when preparing the post-2015 education development policy and the terms of reference of the future cooperation in education with the development partners, to take into consideration the outcomes of the self-evaluation;

Further invites the Director-General to provide technical assistance in the EFA self-evaluation process in sub-Saharan Africa at the national, subregional and regional level through the combined participation of the central services, the field offices and the specialized institutions of UNESCO;

Expresses its gratitude to all UNESCO Member States supporting this initiative, notably the Government of Lithuania, in its capacity as President of the Council of the European Union, for its political support for the EFA self-evaluation process and its generous invitation to host an international preparatory conference on post-2015 education in 2014 (subject to be more precisely defined);

Urges UNESCO Member States, governmental and non-governmental organizations, donor community, foundations and the private sector to contribute financially and by other appropriate means to the self-evaluation of EFA in sub-Saharan Africa.

Explanatory note

As 2015, the deadline marking the achievement date of Education for All (EFA) approaches, in compliance with the goals set in Dakar in 2000, UNESCO as world leader has undertaken to establish a worldwide assessment and prepare a post-2015 strategy.

The Africa Group of UNESCO wishes to seize this opportunity to launch an initiative aiming at carrying out a self-evaluation of EFA by the sub-Saharan African Member States themselves.

The Education Commission at the 36th session of the General Conference favourably welcomed the draft resolution submitted by the Africa Group and, subsequently, the Education Sector contributed to its implementation through technical assistance. This resulted in the following actions:

- the sending of an exploratory mission to the Secretary General of the African, Caribbean and Pacific Group of States (ACP) in Brussels and the African Ambassadors to the European Union;
- the creation of an ad hoc working group by the Africa Group and the adoption of this group's mandate;
- calls for interest from the Assistant Director-General for Education to the Bureau of the Africa Group;
- the launch of consultations for the mobilization of extrabudgetary financing with the African Union (Chairperson, Education Commissioner, COMEDAF) and the European Union;
- preparation under way of a diplomatic mission to the African Union planned after the 37th session of the General Conference;
- strengthening of EU/AU/UNESCO cooperation in favour of the African Member States on the post-2015 education agenda.

The approach of the Africa Group is justified by the determination to build up on the evaluations conducted by UNESCO and the development partners.

As this deadline and the assessments are under way it is important to the Africa Group to seize the opportunity to take part in the identification without complacency of the causes of the failures and successes before deciding the post-2015 strategies. This self-evaluation exercise of the results and strategies of the implementation of EFA will moreover make it possible to analyse the contribution of the education subsectors, in particular the place of higher education and research to better respond to the challenges of post-2015 education in a holistic manner. It is in this context that the self-evaluation process to be conducted by the sub-Saharan African Member States must be understood and implemented.