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Fifth Meeting of UNESCO's Collective Consultation  
of NGOs on Education for All (CCNGO/EFA)

22-24 March 2010  
Dhaka, Bangladesh

**MEETING REPORT**



United Nations  
Educational, Scientific and  
Cultural Organization

**Collective Consultation of NGOs**  
ON EDUCATION FOR ALL  
**Consultation Collective des ONG**  
SUR L'EDUCATION POUR TOUS  
**Consulta Colectiva de las ONG**  
SOBRE LA EDUCACIÓN PARA TODOS



**Fifth Meeting of UNESCO's  
Collective Consultation of NGOs  
on Education for All (CCNGO/EFA)**

**22 – 24 MARCH 2010  
DHAKA, BANGLADESH**

**MEETING REPORT**

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## **1. Background and Objectives**

Following the previous meetings of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA) in Bangkok (July 2001), Porto Alegre (January 2003), Beirut (December 2004) and Dakar (September 2007), the Dhaka meeting was held at a critical moment for the EFA agenda. Despite significant advances made since 2000, evidence from the 2010 EFA Global Monitoring Report (GMR): *Reaching the marginalized* shows that marginalization remains a strong barrier to the attainment of the six EFA goals<sup>1</sup>. Disparities in access and the quality of education persist due to social, economic and cultural factors. Five years prior to the 2015 EFA target date, the global financial crisis is jeopardizing progress and also aggravating existing challenges. Marginalized groups will be the hardest hit by the aftershock of the 2008-2009 global financial crisis.

The critical role of civil society organizations in reaching marginalized groups and addressing their needs is well established. In times of crisis, they are challenged to protect the marginalized from the worst effects of the crisis. However, civil society organizations have also been affected by the crisis. In this context, the main objective of the 5<sup>th</sup> CCNGO/EFA meeting was to explore the impact of the financial crisis on NGOs working with the marginalized and for the achievement of EFA. One month after the Ninth High-Level Group (HLG) Meeting on EFA (Addis Ababa, 23-25 February 2010), the meeting was also an opportunity for CCNGO/EFA members and UNESCO to define better strategic collaboration in the run-up to 2015, within the framework of the follow-up to the HLG and Addis Ababa Declaration.

## **2. Introduction**

The meeting was organized by UNESCO (EFA International Coordination Team and UNESCO Dhaka Office) and the Campaign for Popular Education (CAMPE), CCNGO/EFA focal point for Asia and the Pacific. Some 100 NGO representatives from all regions of the world participated in the meeting. Participants were honoured by the presence of H.E. Dr Dipu Moni, Minister of Foreign Affairs, H.E. Mr Nurul Islam Nahid, Minister of Education, H.E. Dr. Afsarul Ameen Minister for Primary and Mass Education, H.E. Mr Mohatar Hossain, State Minister for Primary and Mass Education and Mr Etienne Clément, Deputy-Director of UNESCO's Regional Bureau for Education for Asia and the Pacific.

Following the opening ceremony, Olav Seim, Director a.i. of the EFA International Coordination Team, presented the programme (see Annex II) and expected outcomes of the meeting. The three-day meeting alternated plenary and group work sessions and discussions were informed by the 2010 GMR and background papers commissioned by UNESCO, on the effects of the crisis on the NGO community. Following the introduction of the main highlights and outcomes of the Ninth HLG meeting in Addis Ababa, Mr. Seim reaffirmed the strong commitment of Irina Bokova, UNESCO Director-General, to the achievement of EFA which requires a holistic approach to education. He then emphasized the strong civil society representation in the HLG and the action-oriented nature of the Addis Ababa Declaration.

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<sup>1</sup> At the World Education Forum in Dakar (2000), six goals were adopted with a timeframe until 2015: 1. Expand early childhood care and education; 2. Provide free and compulsory primary education for all; 3. Promote learning and life skills for young people and adults; 4. Increase adult literacy by 50 per cent; 5. Achieve gender parity by 2005, gender equality by 2015 and 6. Improve the quality of education.

### **3. The CCNGO/EFA: From Dakar 2007 to Dhaka 2010**

Members of the CCNGO/EFA Coordination Group reported on the main activities of civil society, and CCNGO/EFA members in particular, since the 4<sup>th</sup> meeting in Dakar in 2007.

#### **Budget-tracking and advocacy**

All presentations highlighted positive changes at regional and international levels. CCNGO/EFA focal points observed during the past three years stronger government commitment to achieve the EFA goals, which lead in some countries to the allocation of additional resources for education. These commitments have been accompanied by stronger policy dialogue between civil society organizations and national governments. The monitoring of the implementation of education policies and allocation of national resources for education remains a major activity of civil society organizations in all regions. In some countries, “education watch” reports were prepared and used for advocacy and campaigning purposes. In Asia and the Pacific, national civil society coalitions have produced “education watch” reports in ten countries. Through this initiative, national coalitions have been able to gain better understanding of national education funding and develop their data analysis skills. Civil society organizations have continued to use all major opportunities to raise awareness of education as a human right and to call for increased domestic spending and foreign aid for education, such as the Global Action Weeks on EFA, the World Teachers Day and the International Literacy Day.

#### **Strengthening and capacity-building of NGO networks**

As highlighted during the 4<sup>th</sup> CCNGO/EFA meeting in 2007, the World Education Forum (Dakar, 2000) has given a strong impetus to the formation and strengthening of civil society networks at national, regional and international levels. Over the past two years, CCNGO/EFA members have increased their efforts to expand their networks and build the capacities of their coalitions. For example, in Africa, new national coalitions were set-up – such as in Botswana, Senegal, Lesotho, Djibouti – and joined the African Network Campaign on Education for All (ANCEFA). In the Arab region, a coalition comprising 25 NGOs was established in the Gulf States, and a regional database of NGOs working in the area of EFA was created. In Latin America, the *Campaña Latinoamericana por el Derecho a la Educación (CLADE)* has strengthened the cooperation and impact of national civil society organizations and social movements. In Asia and the Pacific, the Asian South Pacific Association for Basic and Adult Education (ASPBAE) developed a wider pool of trainers among its members to support capacity-building work in various priority areas. In addition, ASPBAE launched a training kit for peace educators in South Asia and convened three country-level training sessions of trainers on the kit.

#### **Combat marginalization**

A number of civil society organizations have designed and implemented specific programmes to combat marginalization in education, not only in terms of access but also with regard to quality issues. It was noted that in some regions/countries, civil society organizations are giving more and more attention to education quality. For instance, in Latin America, the assessment of learning outcomes and teacher training were two of the five thematic priorities of CLADE in 2007-2010. In this respect, CLADE explored innovative approaches and strategies to provide quality education to the marginalized, including in non-formal settings.

### **Strengthen the voice of civil society at international level**

UNESCO has fostered communication and concertation of the CCNGO/EFA network and strengthened the involvement of CCNGO/EFA members in different global EFA-related processes. To this effect, UNESCO convened face-to-face meetings and telephone conferences of the CCNGO/EFA Coordination Group to ensure coordinated action and joint positions, notably in preparation for meetings of key EFA mechanisms mentioned hereafter.

Between 2007 and 2010, the CCNGO/EFA focal points and other members have represented civil society in various global EFA mechanisms including three meetings of the Working Group and of the High-Level Group (HLG) on EFA.

At the sidelines of the 10<sup>th</sup> Working Group meeting (Paris, 9-11 December 2009), the CCNGO/EFA Coordination Group nominated CAMPE to coordinate NGO inputs for the Declaration to be adopted at the 9<sup>th</sup> HLG meeting (Addis Ababa, 23-25 February 2010). At the Opening Ceremony of the HLG meeting, Jennifer Chiwela, CCNGO/EFA representative and Chairperson of ANCEFA, participated as respondent in the Panel Discussion: “Considerations for the EFA agenda beyond 2015”. Matarr Baldeh, CCNGO/EFA regional focal point for Africa and coordinator of EFAnet/The Gambia, was a member of the Drafting group in charge of finalizing the Addis Ababa Declaration.

CCNGO/EFA members also participated in the International Conference on Education (Geneva, 25-28 November 2008), the World Conference on Education for Sustainable Development (Bonn, 31 March – 2 April 2009) and the World Conference on Higher Education (Paris, 5 – 8 July 2009) organized by UNESCO.

Within the framework of the preparations for the 6<sup>th</sup> International Conference on Adult Education (CONFINTEA VI, Belém, 1-4 December 2009), a number of CCNGO/EFA members attended regional preparatory conferences organized by UNESCO. Their purpose was to validate Regional Synthesis Reports, identify key issues on adult learning and education in the regions and suggest key recommendations and benchmarks for CONFINTEA VI. In the Asia Pacific Regional Preparatory Conference for CONFINTEA VI (Seoul, 6-8 October 2008), ASPBAE reported on the main outcomes of national consultations with CSOs. A number of CCNGO/EFA members joined the International Civil Society Forum (FISC) in Belém (28-30 November 2009) to exchange experiences and influence the proceedings and outcomes of the international conference. A summary of FISC recommendations was presented by ASPBAE and ANLEPA at the CONFITEA Opening Session. During CONFINTEA VI, ASPBAE and Action Aid represented civil society in the drafting committee and contributed to the preparation of the outcome document.

### **Challenges for the future**

Participants pointed to different challenges they had been facing since 2007 and to future problems that the CCNGO/EFA mechanism may need to address. These include: (i) the lack of representation in the CCNGO/EFA of influential civil society groups that can not be categorized as NGOs, such as social movements for example; (ii) the capacity of CCNGO/EFA focal points to coordinate consultations and activities at regional and international levels and to act as intermediaries between UNESCO and network members; (iii) the weakness of regional platforms for information -and experience- sharing between civil society organizations, (iii) collaboration with UNESCO at the regional level; (iii) representation and weight in regional and multilateral bodies.

#### **4. Progress and Challenges towards the Achievement of EFA by 2015**

Samer Al-Samarrai, Senior programme specialist in the GMR team, presented key findings and messages of the 2010 GMR: *Reaching the Marginalized*, followed by a discussion with participants.

Mr Al-Samarrai highlighted the effects of the financial crisis on the global development agenda, such as the MDGs and EFA goals. Evidence reveals increased levels of poverty and malnutrition in developing countries. According to the GMR, slower economic growth and mounting fiscal pressure may translate into a loss of US\$4.6 billion a year for sub-Saharan Africa in 2009/10 as well as increased pressure on aid budgets.

Ten years after Dakar, 2000, the balance is mitigated and the international community is not on track to meet the six EFA goals by 2015:

- While **Early Childhood Care and Education (ECCE)** could be a ‘great equalizer’, recent data show that it often reinforces inequality between populations or groups. Malnutrition affects 178 million young children worldwide – one in three aged 0-5 years – and remains a major barrier to ECCE.
- There has been continued progress towards **Universal Primary Education**, marked by a 32% decrease in the number of out-of-school children. However, the pace of such progress has slowed. On current trends, there will still be an estimated 56 million out-of-school children in 2015.
- The promotion and development of **like skills for youth and adults** is a neglected EFA goal but the crisis has put skills, especially skills for employment, back on the political agenda. The 2010 GMR calls for stronger links between the provision of technical and vocational education and training (TVET) and employment opportunities, second chance options, and the informal sector.
- **Literacy** is the most neglected goal. Globally, approximately 759 million adults still lack basic literacy skills. A number of good practices exist but there is often a lack of political commitment to adult education and literacy.
- **Gender** gaps are narrowing but parity has not yet been achieved. Girls from poor households and those living in rural areas are less likely to enrol than those from urban areas and wealthier families.
- Expanding access to education while improving the quality of education has been a real challenge for national governments. The strong advances in access have sometimes been made at the expense of **quality**. Many children are leaving school without having acquired basic skills.

**Marginalization** in education is a major challenge and a serious cause of concern. If national governments fail to address educational marginalization, they will not reach the six EFA goals. The main drivers of disadvantage are poverty, gender, language, location, and disability which intersect and are reinforced by social attitudes. Inequalities exist at all levels of the education system, not only in access but also in retention, completion and learning outcomes. A number of initiatives and programmes have had positive results to combat marginalization – such as cash transfer programmes in Latin America and stipend programmes in Bangladesh.

**Education financing** In many countries, education has been among the priorities for the government and has benefited from increased national budget allocations. However, the

financial crisis and economic downturn are pressuring both national public budgets and donor contributions. In 2007, aid commitments to basic education fell by 22%, to US\$4.3 billion.

During the discussion, some participants questioned the accuracy of statistics on out-of school children (72 million) and illiterate adults (759 million), which they considered to be underestimated. In general, participants considered that the GMR focuses too much on children and neglects youth and adult education. Regarding the current global context, NGO representatives expressed their concern that decreased national funding for education due to the effects of the crisis may further exacerbate inequalities. National governments that do not have sufficient resources might resort to the privatization of education or increase user fees. In this respect, civil society organizations have a key role to play to hold governments accountable for their commitments. NGOs can assist governments to combat marginalization through their ability to reach and to engage specific population groups in projects and programmes. The main challenge for NGOs remains to ensure the coordination of their diverse approaches in reaching the marginalized and the scaling up of successful programmes.

## **5. Marginalization in Education: the Response of NGOs**

Attiq Ur-Rahman (Bunyard Foundation), Alfredo Astorga (CLADE) and Frederick Mwesigye (FENU) were invited to share their experience with regard to marginalization in their respective countries. Attiq Ur-Rahman reported that women and girls in South and West Asia, were the first victims of marginalization, particularly where living in rural areas. In some of these areas, women are bearing the burden of natural constraints, such as very limited access to water and other natural resources. Formal education systems lack the required flexibility to reach the unreached. However, some national governments are reluctant to recognize this fact and to develop non-formal education programmes in favour of vulnerable population groups. Ms Ur-Rahman insisted on the role of NGOs as catalysts of change by raising the voice of the poor to governments. Mr Astorga shared the experience of Latin America and the Caribbean where the marginalized are isolated from and ignored by the rest of society. In the region, the challenge of marginalization is intrinsically linked with the diversity of populations, most notably with regard to cultural diversity. Many indigenous groups for example, have their own values, living standards and aspirations. “Inclusion” is a new concept in education that calls for the respect and reflection of this diversity. Civil society coalitions in Latin America and the Caribbean strive to break the local and national isolation of marginalized groups. They aim to give the marginalized visibility by collecting data and evidence and advocating for the enforcement of their basic human rights. Frederick Mwesigye emphasized that the African continent counts massive proportions of populations who are left behind. When neglecting certain EFA goals, such as literacy and gender parity, national governments further accelerate marginalization. In certain African countries, excluded and vulnerable groups can represent “the masses” and account for almost half of the population. On the African continent, marginalization is an immense problem for which governments must take responsibility, not NGOs.

The current crisis is shifting the financial burden of education to families and households due to the growing difficulties of the State to maintain current levels of education expenditure. A number of NGOs have developed innovative programmes to reach and meet the basic needs of individuals and communities who live in poor conditions and remote areas. These interventions are costly and their expansion would require additional funding. However, the role of NGOs is not to substitute the State but to accompany and support it in the formulation,



development and implementation of policies in favour of excluded groups. NGOs have knowledge, experiences and innovative approaches to understand the causes of exclusions and to identify and reach marginalized groups.

Through budget-tracking, NGOs monitor the disbursements of national expenditure for education and ask for a better and more equitable distribution of resources when necessary. At the grassroots level, NGOs work with communities to foster their empowerment and raise their awareness of human rights. This enables them to hold governments accountable for their promise to provide basic quality education for all children, youth and adults, regardless of income, location, gender, disability, language and other markers of disadvantage. As critical advocates, NGOs bring the voice of the grassroots to the policy makers.

Participants made a number of recommendations to address marginalization and enable NGOs to fulfil their role:

- A clear-cut definition of marginalization should be developed;
- The cost of exclusion should be calculated and brought to the attention of governments to show that inclusion is a cost-effective strategy with strong benefits for social and economic development;
- Marginalized groups should be identified as well as the causes of their exclusion. NGOs can work with the government to develop a mapping of marginalized groups;
- Educational marginalization should not be addressed in isolation from other development sectors. It is essential for policy makers to see education in the wider context and to develop holistic approaches;
- National governments and donors must increase their financial resources for education, notably in favour of excluded groups, enhance their coordination and be made accountable for their commitments;
- NGOs should invest in research pertaining to all aspects of marginalization (such as the Education Watch reports);
- NGOs should continue their advocacy with parliamentarians for the right to education;
- UNESCO can play a role of facilitator and broker with governments to promote the engagement of NGOs in policy making;
- The CCNGO/EFA mechanism should be used to collect effective practices on marginalization.

## **6. The Impact of the Global Financial Crisis**

Five panelists introduced the findings of a series of regional and national studies on the implications of the global financial crisis for NGOs working in the area of EFA. The studies were commissioned by UNESCO and prepared in consultation with all CCNGO/EFA members.<sup>2</sup> The main objectives of the studies were to illustrate how the crisis has affected activities and capacities - including the funding - of NGOs and to highlight their role and responses in protecting EFA gains, especially for marginalized groups.

The studies show that the crisis is not a new phenomenon in most developing countries, but rather a continuation of persistent poverty, food shortage and social inequalities. The financial crisis originated in 2007 in North American and European financial markets but is now affecting all nations and populations around the world. Countries have been affected in

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<sup>2</sup> Regional and national studies are available on the UNESCO website at: [www.unesco.org/en/efa/international-cooperation/collective-consultation-of-ngos/5th-meeting/resources/studies/](http://www.unesco.org/en/efa/international-cooperation/collective-consultation-of-ngos/5th-meeting/resources/studies/)

varying degrees and different ways, depending on the structure of their economies and level of integration into the global economy. But everywhere, the crisis has aggravated the vulnerability of marginalized population groups. The studies suggest that the main transmission channels of the crisis, or so-called economic “pathways”, have been the fluctuations of national exports, foreign investments, exchange and interest rates, remittances and aid, with direct consequences on economic activity, employment rates, and livelihoods. In Latin America for instance, the regional study indicates that the financial crisis may have pushed an additional 14 million people into poverty and lead to an 8.5 per cent increase of unemployment.

In the education sector, the crisis threatens the gains made since 2000 and multiplies the challenges to be addressed by 2015. In their inputs to country case studies, a number of NGOs predict that reductions in national incomes are likely to result in strong cuts in social programmes. In the current global context, NGOs have a key role to play to protect marginalized groups and ensure the achievement of EFA in general. In all regions, education NGOs strive to place children’s well-being at the heart of national recovery policies. They have intensified their efforts to advocate for increased public investments in child protection and counter-cyclical spending in social sectors to safeguard the most vulnerable groups. They also continue to challenge the perspective of some national and international financial organizations that neglect the effects of the crisis on human development. Moreover, NGOs endeavour to mitigate the negative impact of the crisis on marginalized groups by providing them with basic services through a number of targeted programmes in poor and in remote areas.

The studies reveal that NGOs have also been affected by the crisis - some more severely than others – and are experiencing a number of difficulties. The first and foremost challenge is the reduction of financial support. In certain cases, their budget was not yet affected thanks to financial allocations made in the previous years. However, from 2009 onwards, many NGOs predicted less funding due to the reversal or delayed disbursement of funds by partners and sponsors. For many NGOs, the mounting financial pressure has resulted in a reduction or postponement of activities and expenditures, such as for staff (e.g. by freezing new appointments, salaries and travel abroad) and training programs.

During the discussion, participants agreed that the financial crisis should not serve as an excuse to reduce commitments to education. Despite its negative effects, the crisis offers opportunities for innovation. Many education NGOs have to do more with less and explore alternative strategies to protect the right to education of vulnerable groups. While seeking new funding sources, NGOs have to make better use of available resources. The crisis could be an opportunity for policy change and reforms. In this respect, some NGOs called for a broad reflection regarding a new vision of education in the 21<sup>st</sup> century. NGOs should strengthen their partnerships and alliances with other civil society organizations in order to mobilize and rally more people when lobbying national governments and donors. It is also crucial for NGOs to develop their collaboration with national government as well as regional and international organizations in order to be more engaged in policy making and planning. The international community should explore innovative approaches to financing for development to increase resources that can benefit the marginalized. Using their extensive networks and outreach, international NGOs are determined to use any opportunity to raise their voice during the G-8, G-20 and MDG<sup>3</sup> Summits during the course of 2010 and to get involved in the

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<sup>3</sup> Millenium Development Goals (MDG’s)

current debate on a tax on financial transactions for development to mobilize new resources in this arena. Last but not least, NGOs are also decided to continue to monitor the response of national governments and development partners to the crisis.

## **7. The Way Forward**

During the last session, participants explored major forthcoming EFA events, formulated policy recommendations for the Dhaka Declaration and identified key areas of work for the CCNGO/EFA in 2010-2011.

### **The EFA Agenda in 2010 - 2011**

The session began with the presentation of a **global advocacy plan** for EFA by Olav Seim(UNESCO). Although the Addis Ababa Declaration calls on EFA partners *“to sign up for the optimal use of advocacy opportunities in 2010, including the One Goal Campaign and other events linked to the FIFA World Cup (South Africa, 11-25 June), in particular in light of the upcoming MDG Summit (United States of America, 20-22 September 2010)”*, it has been difficult recently to draw political and media attention to education. All EFA partners should work together and develop partnerships with communication and media actors in order to make education more visible. In the coming months, UNESCO will use its website, press materials, exhibits, opinion editorials from UNESCO’s Director-General and its global networks to highlight the role of education for the achievement of all the MDGs. UNESCO and other EFA partners will advocate for education development at events such as the 2010 Global Action Week (April), the International Conference on Child Labour (May), the Conference on Girls’ Education (May), the One Goal Campaign around the 2010 FIFA World Cup in South Africa (June), the 8th E-9 Ministerial Review Meeting (June), the G8 Summit (June), International Literacy Day (September), the UN MDG Review Summit (September), World Teachers’ Day (October), UNESCO’s World Conference on Early Childhood Care and Education (September) and the G20 Summit (November). Participants welcomed Mr. Seim’s update on UNESCO’s advocacy strategy for EFA and offered their support. In addition to media, UNESCO was encouraged to seek more cooperation with the private sector to secure additional resources for education. Regarding the forthcoming events in 2010, the major challenge is to ensure better coordination, linkages and continuity.

Tanvir Mohammad Muntasim from ASPBAE presented the One Goal Campaign organized by the Global Campaign for Education (GCE) around the June 2010 FIFA World Cup as part of the Class of 2015 initiative. It aims to seize the “power” of football and the audience of the World Cup – 3 billion people – to raise awareness of the EFA goals and mobilize public support in favour of education development. It was officially launched in October 2009 and since gathered the support of a number of world leaders including Ms Irina Bokova, the Director General of UNESCO, and international football players. In the lead up to the World Cup, One Goal aims to mobilize millions of supporters worldwide through a series of activities during the 2010 Global Action Week (19-25 April 2010), internet and mobile campaigns. Many CCNGO/EFA members expressed their support for the Campaign and informed participants about planned activities in their respective countries.

Matarr Baldeh, Focal point for Africa, reported on his participation in the 9<sup>th</sup> HLG meeting on EFA in Ethiopia as representative of the CCNGO/EFA, and introduced the main points of the Addis Ababa Declaration. One of the outcomes of the HLG was a consensus on the need to do things differently and to encourage creative thinking. In view of the next group work session,

Mr Baldeh asked participants to reflect and share ideas on how the CCNGO/EFA mechanism can take the Addis Ababa Declaration forward and turn policy recommendations into concrete actions.

### **2010 - 2011 CCNGO/EFA Priorities and Programme of Work**

Drawing upon the outcomes of previous sessions, participants explored at the end of the meeting the programme of work for the CCNGO/EFA in 2010 – 2011. The four main proposals can be summarised as follows:

#### ***(i) Review the effectiveness of the CCNGO/EFA***

With reference to the action point 11 of the Addis Ababa Declaration which calls upon UNESCO to “*propose concrete measures at the time of the MDG Summit to enhance the effectiveness of the High-Level Group and the underpinning coordination architecture, in order to boost political leadership and mutual accountability*”, it was decided that one of the main priorities for CCNGO/EFA members in the coming months should be to review the effectiveness of the CCNGO/EFA itself, in line with the overall review of the EFA international coordination architecture.

The review of the CCNGO/EFA should look into the following:

- its working methods and collaboration of its members at national level
- the functioning and effectiveness of its consultations at regional level;
- its contributions to strengthening NGO networks;
- the participation of its members in national, regional and international EFA mechanisms and in its decisions making.

Participants agreed to set up a small CCNGO/EFA “task force” to conduct consultations and provide inputs and proposals for the review of the CCNGO/EFA, and the entire EFA coordination architecture, in the next six months. The group will work via email dialogue, and possibly telephone conferences. The “task force” is distinct from the CCNGO/EFA Coordination Group in its membership and responsibilities. It will be composed of regional and international CCNGO/EFA representatives and UNESCO will support its work as required. While further CCNGO/EFA members may express their interest to join the task force after the Dhaka meeting, the following NGOs volunteered to be part of the group:

- Asia and the Pacific: ASPBAE and CAMPE
- Africa: ANCEFA, the Forum for African Women Educationalists (FAWE) and the *Coalition Nationale des ONG, OSC et Syndicats pour l'Education pour tous (CNEPT)*,
- Latin America and the Caribbean: CLADE
- Arab States: the Arab Network for Illiteracy and Adult Education
- International NGOs: ATD Fourth World, and the Catholic International Education Office (CIEO).

#### ***(ii) Research and data***

The lack of evidence in certain EFA domains and the capacity of NGOs to generate such data and analysis through studies, research and sharing of ideas and experiences, were emphasized throughout the meeting. It was suggested that UNESCO and the CCNGO/EFA should continue to jointly carry out studies in order to inform at all levels, education planning and policy making at all levels. One opportunity could be the preparation of the 2012 GMR on skills development (EFA Goal 3). In light of the expertise of many NGOs concerning education opportunities and skills training for young people and adults, some would be given the opportunity to conduct studies on this theme. Another possibility could be to examine the

strengths and weaknesses of civil society organizations in education, as compared to other actors.

***(iii) Monitoring the right to education***

Based on UNESCO's global leadership in setting standards for education and monitoring the implementation of human rights conventions and national legislation on education, participants expressed their interest to further develop their cooperation with UNESCO in this regard.

***(iv) Other collaboration areas and activities***

Participants commended UNESCO for strengthening NGOs' involvement in regional and global EFA processes, notably through the CCNGO/EFA. They encouraged UNESCO to go beyond and foster increased participation of CCNGO/EFA members, and civil society in general, in diverse education fora and initiatives – such as the Literacy Initiative for Empowerment (LIFE) – so that their work can be valued, shared and better used by civil society and other stakeholders.

Last but not least, participants affirmed that the vision and EFA leadership of UNESCO can guide NGOs to develop a broader understanding of education and to install a lifelong learning paradigm in their activities and programmes of work.

**Discussion and Adoption of the Dhaka Declaration**

The meeting established a Drafting Group to prepare a declaration reflecting the main discussion outcomes, for adoption at the end of the meeting. A draft was submitted to participants on the last day of the meeting for discussion in group work sessions. Participants split into three groups to examine the Declaration and shared their comments in the plenary.

The suggestions and proposed amendments to the draft Dhaka Declaration are summarized below:

- Education must be recognized as a fundamental human right and should be considered as an investment rather than an expenditure;
- The role of education is to be conceptualized according to regional contexts, particularly its role as a catalyst for human development;
- Some EFA goals are neglected, such as Goal 6 on education quality. It is important to adopt a comprehensive approach to the EFA agenda;
- Literacy, adult education and continuing education could be conceptualized as a lifelong-learning framework;
- Climate change should be integrated in all education initiatives;
- Provisions should be made to fund additional research on education and for operational programmes implemented by CSOs/NGOs;
- The declaration should include responsibilities and action points for civil society organizations themselves;
- After 25 years of operation, the CCNGO/EFA needs to be reviewed and assessed;
- Alternative reporting from the NGO sector should receive due attention at different EFA meetings.

The diverse comments and suggestions were transmitted to the drafting group for finalization of the draft Dhaka Declaration which was adopted in the final session (Annex 1).

## **8. Closing ceremony**

During the closing ceremony, H. E. Dr Dipu Moni, Minister of Foreign Affairs, and H.E. Mr Mohatar Hossain, State Minister of Primary and Mass Education, reiterated the commitment and ambitions of the Government of Bangladesh to education. They highlighted and valued the existence of a strong NGO community in the country to support and complement the efforts of the government to attain the EFA goals. In his concluding remarks, Mr Olav Seim emphasized the important role of the CCNGO/EFA to enhance the engagement of civil society in the EFA movement, in collaboration with UNESCO, governments and other stakeholders. Before closing the meeting, Mr Seim commended all professionals of CAMPE for their dedication and thanked them for their invaluable work in co-hosting the 2010 CCNGO/EFA meeting.

## Annex I: The Dhaka Declaration



**Collective Consultation of NGOs**  
ON EDUCATION FOR ALL  
**Consultation Collective des ONG**  
SUR L'EDUCATION POUR TOUS  
**Consultación Colectiva de las ONG**  
EN EDUCACIÓN PARA TODOS



### **Fifth Meeting of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA)**

**Dhaka, Bangladesh, 22-24 March 2010**

### **DHAKA DECLARATION**

#### **PREAMBLE**

With barely five years remaining to achieve the Education for All and the Millennium Development Goals, we, the representatives of non-governmental organizations (NGOs), and regional and national networks from different parts of the world, have gathered at the Fifth Meeting of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA) in Dhaka, Bangladesh, from 22 to 24 March 2010. We have reflected on progress towards the EFA goals, the recent financial crisis, growing marginalization and various forms of exclusion of large numbers of people, and about the collective capacities of citizens, civil society organizations and social movements to face these challenges.

Re-affirming our commitment at the Fourth Meeting of the CCNGO/EFA in Dakar, Senegal, 3-5 September 2007, to build alliances among EFA advocates and other social movements; our call to UNESCO and other United Nations agencies to harness effective support for CCNGO/EFA both in funds and human resources; our demand to national governments to keep their commitments, fully meet the obligations to fulfil the right to EFA and lead national partnerships, including civil society, to this end; and our demand to international development partners to live up to their pledges to fill the resource gaps for achieving EFA;

Recalling the declaration at the Ninth meeting of the High-Level Group on EFA in Addis Ababa, 23-25 February 2010, about overcoming marginalization in education and increasing and enhancing effectiveness of financial and political support for education:

1. We recognize education as a fundamental human right and its role for human development and declare our conviction of the absolute importance of galvanizing and accelerating actions, resources and commitment in the countdown to 2015 and the historic responsibility that this imposes on all of us.

2. We are concerned about the slow progress and the insufficient importance given to all six EFA goals which will prevent many countries from achieving them, leaving large segments of the population marginalized and deprived of the right to education. We challenge governments and development partners to fully honour their commitments to EFA.
3. We recommend increased attention at national and international level to neglected dimensions of EFA including the perspective of lifelong learning, effective governance in education, and education for sustainable development, recognizing their relevance to reaching marginalized and excluded groups.
4. We express serious concern at the consequences of extreme poverty, climate change, food and fuel crises and their negative impact on development and education, especially for vulnerable population groups. We emphasize that the global financial crisis and the inadequate response to its human impact further aggravates vulnerability and serious problems of inequity and exclusion that affect large numbers of people all over the world, particularly in developing countries.
5. We value the participation of civil society and social movements as an essential element of a strong, participatory and sustainable democracy and underscore the role and responsibility of national governments in building partnerships. We encourage civil society to continue and accelerate its creative efforts towards the enforcement of the right to quality Education for All.
6. We emphasize that at this time of crisis, marginalized children and youth, especially girls, must be given special attention. Efforts in advocacy and programme actions should be directed to increasing public investment for these groups, strengthening early intervention and prevention services for families, maintaining and increasing support for the most vulnerable, and intensifying efforts to implement the Convention on the Rights of the Child and other human rights instruments.
7. Recognizing the serious financing gaps to be bridged in order to meet the EFA goals by 2015, we propose the following international actions for urgent consideration:
  - increased financial support through bilateral and multilateral aid, South-South cooperation and concessional windows from international financial institutions;
  - monitoring and evaluation of the current and long-term implications of the global economic downturn for the financing of development targets in advance of the 2010 Millennium Development Goals Summit and beyond;
  - making the EFA Fast Track Initiative more effective, broaden its scope to the whole EFA agenda, including its governance and implementation process, taking into account the recommendations of the ongoing external evaluation of UNESCO;
  - an emergency pledging conference during 2010 to mobilize additional aid for EFA;
  - monitoring budgets to pick up early warning signs of fiscal adjustments that threaten education financing, with UNESCO encouraging and supporting involvement of national stakeholders including civil society and NGOs;
  - revision of loan conditions of the International Monetary Fund and other international financial institutions to ensure consistency with national poverty reduction and EFA priorities;
  - improving aid effectiveness and governance and challenging the narrow perspective of international and national financial establishments that neglect the human impact of the



crisis. National and international NGOs have a watchdog, education and awareness-raising role in this regard which should be fully funded.

8. We value the achievements of the CCNGO/EFA since its creation in 1984 and consider that time has come for a qualitative change in its proposals and working procedures. We notably recommend the following changes:
  - Provide space to collectively analyse and understand concepts and approaches concerning new EFA challenges. In particular, we draw attention to the strengthening of the particular roles and accountability of each actor.
  - Revision of the name, process and functioning, and enlargement of the composition of the CCNGO/EFA in order to enrich it with the new and multiple expressions of civil society that share spaces and tasks with the NGOs. Reinforcement of the representativity of the diverse organizations and regions within the CCNGO/EFA.
  - Building a core political and social agenda that aims at the complete fulfilment of the right to quality education.
  - Development of regional, sub-regional, and national strategies and plans for CCNGO/EFA that are accompanied by UNESCO; implementation of new strategies of consultation, of preparation of studies and proposals that harness the results of the ordinary meetings and create new forms of socialization, debate and joint action. To that end, the UNESCO Secretariat should be strengthened at regional level.
9. We propose to UNESCO and all other EFA partner organizations to develop new mechanisms of collecting and processing information on EFA in countries, to improve reliability, highlight opportunities and potential, and present a holistic view of progress and deficiencies, making visible the demands and proposals of the marginalized and excluded groups. We ask UNESCO, and through UNESCO other EFA partners, to foster linkages and encounters for civil society with diverse actors.
10. We ask all CCNGO/EFA members to:
  - Report the outcomes of their initiatives to increase public expenditure on education and citizen participation in EFA
  - Monitor and report on their own expenditure on education
  - Exert pressure on national governments to legislate on the right to education.

We undertake to direct our endeavours to action along the lines indicated above and to persevere in our bid to secure the right to education for all citizens.

Dhaka, 24 March 2010

## Annex II: Programme of the meeting



**Collective Consultation of NGOs**  
ON EDUCATION FOR ALL  
**Consultation Collective des ONG**  
SUR L'EDUCATION POUR TOUS  
**Consultación Colectiva de las ONG**  
EN EDUCACIÓN PARA TODOS



### **Fifth Meeting of the Collective Consultation of NGOs on Education for All (CCNGO/EFA)**

**Dhaka, Bangladesh, 22-24 March 2010**

#### **Programme**

### **Sunday 21 March 2010**

15:00 – 20:00	Registration
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### **Monday 22 March 2010**

8:00 – 9:00	Registration
Rapporteur for the Day: Mr Ehsanur Rahman, Dhaka Ahsania Mission (DAM)	
9:00 – 9:50	<b><u>Opening Ceremony</u></b> <i>Master of Ceremony: Mr Olav Seim, Director, a.i. EFA International Coordination Team, UNESCO</i>
	<b><u>Welcome Addresses</u></b> <ul style="list-style-type: none"><li>▪ <b>Mr Etienne Clement</b>, Deputy Director, Regional Bureau for Education for Asia and the Pacific, UNESCO</li><li>▪ <b>Mr Kazi Rafiqul Alam</b>, President, Campaign for Popular Education (CAMPE), regional CCNGO/EFA focal point for Asia and the Pacific</li></ul> <b><u>Opening remarks</u></b> <ul style="list-style-type: none"><li>▪ <b>H.E. Excellency Mr Nurul Islam Nahid</b>, Minister for Education &amp; Chairman of the Bangladesh National Commission for UNESCO</li></ul>

	<p><b><u>Vote of Thanks</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Ms Rasheda Choudhury</b>, Executive Director, CAMPE</li> </ul>
9:50 – 10:40	<p>Coffee/Tea break</p> <p><i>In parallel: Press conference for Media only</i></p>
<b>10:40 – 11:10</b>	<p><b><u>Introduction</u></b> by Mr Olav Seim, Director, a.i., EFA International Coordination Team, UNESCO</p>
	<p>Presentation and adoption of the agenda</p> <p>Objectives and expected outcomes of the meeting</p> <p>Report on the outcomes of the Ninth High-Level Group meeting on EFA</p>
<b>11:10 – 12:30</b>	<p><b><u>Session 1: UNESCO’s Collective Consultation of NGOs on EFA: From Dakar 2007 to Dhaka 2010</u></b></p> <p><i>Moderator: Mr Fulgence Kone, Office International de l’Enseignement Catholique (OIEC)</i></p>
11:10 – 12:00	<p><b>Progress report by CCNGO/EFA Coordination Group</b></p> <p>From Dakar 2007 to Dhaka 2010 – Achievements and new challenges for the CCNGO/EFA</p> <p><i>Panellists:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Mr Kazi Rafiqul Alam, CAMPE, regional CCNGO/EFA focal point for Asia and the Pacific</i></li> <li>▪ <i>Ms Seham Negm, Arab Network for Literacy and Adult Education, regional CCNGO/EFA focal point for the Arab region</i></li> <li>▪ <i>Mr Edgardo Alvarez, Consejo de Educación de Adultos de América Latina (CEAAL), regional CCNGO/EFA focal point for Latin America and the Caribbean</i></li> <li>▪ <i>Mr Matarr Baldeh, EFA/Net – The Gambia, regional CCNGO/EFA focal point for Africa</i></li> <li>▪ <i>Ms Monique Fouilhoux, Education International, International CCNGO/EFA focal point</i></li> </ul>
12:00 – 12:30	Discussion
12:30 – 14:00	<b>Lunch</b>
<b>14:00 – 15:45</b>	<p><b><u>Session 2: Progress and challenges towards the achievement of EFA by 2015</u></b></p> <p><i>Moderator: Mr Edgardo Alvarez, CEAAL</i></p>
14:00 – 14:45	<p><b>Key messages from 2010 Global monitoring Report (GMR) on EFA “Reaching the marginalized”</b></p> <p><i>Mr Samer Al-Samarrai, Senior Education Specialist, GMR team, UNESCO</i></p>
14:45 – 15:45	Discussion
15:45 – 16:00	Coffee/Tea break
<b>16:00 – 17:15</b>	<p><b><u>Session 3: Marginalization in education: response of NGOs</u></b></p> <p><i>Moderator: Ms Gina Chiwela, Peoples Action Forum</i></p>

16:00 – 16:30	<p><b>The role of NGOs to combat marginalization in education – Sharing Experiences</b></p> <p><i>Panellists</i></p> <ul style="list-style-type: none"> <li>▪ <i>Mr Alfredo Astorga, CLADE</i></li> <li>▪ <i>Mr Frederick Mwesigye, FENU</i></li> <li>▪ <i>Ms Attiq Ur-Rahman, Bunyad Foundation</i></li> </ul>
16:30 – 17:15	Discussion
19:00	<p><b>Cultural Evening and Dinner reception offered by UNESCO and CAMPE</b></p>

## Tuesday 23 March 2010

Rapporteur for the day: Mr Mohammad Mohsin, Plan International	
9:30 – 9:45	<p><b>Introduction and Summary of Day 1 (Mr Ehsan Rahman, DAM)</b></p> <p><b>Introduction to Group work: objectives and functioning</b></p>
9:45 – 12:30	<p><b><u>Session 3: Marginalization in education: response of NGOs</u></b> <i>(continued)</i></p> <p><i>Moderator: Ms Monique Fouilhoux, Education International</i></p>
9:45 – 11:00	<p><b>Group work (3 groups)</b></p> <p><i>Facilitators:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Group 1: Mr Edgardo Alvarez, CEAAL</i></li> <li>▪ <i>Group 2: Ms Raquel Castillo, ASPBAE</i></li> <li>▪ <i>Group 3: Mr Matarr Baldeh, EFA-Net – The Gambia</i></li> </ul>
11:00 – 11:15	Coffee/Tea break
11:15 – 11:45	<p><b>Group work (3 groups)</b></p> <p>Formulation of key recommendations</p>
11:45 – 12:30	<p><b>Report of group recommendations to plenary session</b></p> <p><b>Discussion</b></p>
12:30 – 14:00	<b>Lunch</b>
14:00 – 15:45	<p><b><u>Session 4: The impact of the global financial crisis</u></b></p> <p><i>Moderator: Ms Maria Khan, ASPBAE</i></p>
14:00 – 14:35	<p><b>The impact of the global financial crisis on education</b></p> <p>Presentations of CCNGO/EFA Regional Studies</p> <p><i>Panellists:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Mr Manzoor Ahmed, Senior Adviser, CAMPE</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>Ms Seham Negm, Arab Network for Literacy and Adult Education, regional CCNGO/EFA focal point for the Arab region</i></li> <li>▪ <i>Mr Edgardo Alvarez, CEAAL, regional CCNGO/EFA focal point for Latin America and the Caribbean</i></li> <li>▪ <i>Mr Matarr Baldeh, EFA/Net – The Gambia, regional CCNGO/EFA focal point for Africa</i></li> <li>▪ <i>Ms Monique Fouilhoux, Education International, International CCNGO/EFA focal point</i></li> </ul>
14:35 – 15:45	Discussion
15:45 – 16:00	Coffee/Tea break
16:00 – 17:00	<b><u>Session 5: The Way Forward</u></b> <i>Moderator: Mr Kazi Rafiqul Alam, CAMPE</i>
16:00 – 16:30	<b>The EFA agenda in 2010 - 2011</b> Presentations: <ul style="list-style-type: none"> <li>▪ <i>Global Advocacy Plan of Action, by Mr Olav Seim, Director, a.i., EFA International Coordination Team, UNESCO</i></li> <li>▪ <i>One Goal Campaign / 2010 EFA Global Action Week, by Mr Tanvir Muhammed Mohasin, Global Campaign for Education</i></li> <li>▪ <i>Follow-up to 9<sup>th</sup> High-Level Group meeting on EFA, by Mr Matarr Baldeh, EFA/Net – The Gambia, regional CCNGO/EFA focal point for Africa</i></li> </ul>
16:30 – 17:00	Discussion

## Wednesday 24 March 2010

Rapporteur for the day: Mr. M. Habibur Rahman, Save the Children - USA	
9:30 – 9:40	<b>Introduction and Summary of Day 2</b> (Mr Mohammad Mohsin, Plan International)
<b>9:40 – 12:30</b>	<b><u>Session 5: The Way Forward (continued)</u></b> <i>Moderator: Ms Sabine Detzel, UNESCO</i>
9:40 – 9:45	<b>Introduction to Group work: objectives and functioning</b>
9:45 - 11:00	<b>Group work (3 groups):</b> Discussion of the Draft Dhaka Declaration <i>Facilitators:</i> <i>Group 1: Ms Maria Khan, ASPBAE</i> <i>Group 2: Mr Matarr Baldeh, EFA/Net – The Gambia</i> <i>Group 3: Ms Monique Fouilhoux, Education International</i>
11:00-11:15	Coffee/Tea Break
11:15 – 11:45	<b>Group work (3 groups):</b> Discussion of the Draft Dhaka Declaration

11:45 – 12:30	<b>Report of group recommendations to plenary session</b> <b>Discussion</b>
12:30 – 14:30	<b>Lunch</b>
<b>14:30 – 16:30</b>	<b><u>Session 5: The Way Forward (continued)</u></b> <i>Moderator: Ms Monique Fouilhoux, Education International</i>
14:30 – 15:30	<b>2010 - 2011 CCNGO/EFA priorities and programme of work</b> Discussion
15:30 – 16:15	<b>Discussion and adoption of the Dhaka Declaration</b>
16:15 – 16:30	Coffee/Tea Break
16:30 – 17:30	<b>Closing Ceremony</b> <i>Moderator: Ms Rasheda K. Choudhury, Executive Director, CAMPE</i>
	<p><b><u>Address</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Mr. Abu Alam Md. Shahid Khan</b>, Secretary In-Charge, Ministry of Primary and Mass Education</li> <li>▪ <b>H.E. Mr Mohatar Hossain</b>, State Minister, Ministry of Primary and Mass Education</li> <li>▪ <b>H. E. Dr Dipu Moni</b>, Minister, Ministry of Foreign Affairs</li> </ul> <p><b><u>Closing Remarks by the Chair</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Mr Olav Seim</b>, Director, a.i., EFA International Coordination Team, UNESCO</li> </ul>
17:30 - 18:00	<b>Press Briefing</b>

## Annex III: List of participants



**Collective Consultation of NGOs**  
ON EDUCATION FOR ALL  
**Consultation Collective des ONG**  
SUR L'EDUCATION POUR TOUS  
**Consultación Colectiva de las ONG**  
EN EDUCACIÓN PARA TODOS



**Fifth Meeting of UNESCO'S Collective Consultation of NGOs  
on Education for All (CCNGO/EFA)  
Dhaka, Bangladesh 22 – 24 March 2010**

**Cinquième réunion de la Consultation collective des ONG  
sur l'éducation pour tous (CCONG/EPT)  
Dhaka, Bangladesh 22 - 24 mars 2010**

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