

Report of the Ninth Meeting of the Working Group on Education for All Paris, France, 12–14 November 2008

Preface

The Ninth Meeting of the Working Group on Education for All (EFA) took place at a significant time with the international community beginning to operate in a very challenging environment. Although the long-term effects of the financial crisis and economic slowdown on all of the Millennium Development Goals (MDGs) are unknown, it is essential that the international community remain vigilant in order to improve upon the notable progress towards international education goals that has been made since 2000.

Although we do not know how much of this progress is attributed to aid and/or to linkages and progress of other sectors, we do know that these advancements face the risk of being undermined if governments do not address education systems from an equitable and holistic perspective, and if sufficient infrastructures in child health and nutrition are not put in place. These were all key messages of the *2009 EFA Global Monitoring Report*, along with emphasis on improving governance and accountability, and urging donors to fulfil their international aid commitments.

Keeping in mind that a greater equity requires steady progress for all, from youth to adults, this meeting of the Working Group succeeded in elaborating a set of discussion points focused on topics that are inherent to improving learning opportunities for all: teachers, equity and governance, and financing, with an emphasis throughout on gender, capacity development, and the role of education in meeting global challenges and the MDGs. In this way, the Working Group continued dialogue from recent international events and sought to ensure that that progress occurs on all fronts over time.

Nicholas Burnett
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Introduction

The Ninth Meeting of the Working Group on Education for All (EFA) was held from 12 to 14 November 2008 at UNESCO Headquarters. Chaired by Mr Nicholas Burnett, Assistant Director-General for Education, UNESCO, the meeting attracted more than 130 people from 37 countries as well as representatives of non-governmental organizations, research institutes, foundations, civil society and the private sector.

This Working Group meeting was convened at a crucial time, when many countries, both developing and developed, were beginning to feel constraints due to global crises of the past year, especially those linked to fuel, food and finance. Working with evidence from the *2009 EFA Global Monitoring Report, Overcoming Inequality: Why Governance Matters*, participants focused on proposing key messages to serve as core elements of the High-Level Group outcomes document (the Oslo Declaration) and identifying substantive ways to ensure linkages between the programmes and initiatives of various EFA partners.

Assistant Director-General's Introduction

Mr Nicholas Burnett introduced the four key topics addressed during the meeting, in accordance with data from the *2009 EFA Global Monitoring Report*: the role of education in meeting global challenges and the MDGs, placing equity at the core of governance reforms, financing Education for All and addressing the EFA teacher gap. Underlining the importance of maintaining and reinforcing linkages between the EFA movement and global concerns through strategic opportunities, he called attention to the important work undertaken by the International Advisory Panel and to the need for all EFA partners to further raise the profile of EFA in their other networks and constituencies.

The structure of the meeting's proceedings was then explained, with particular attention given to the work that already been put into the Task Force on Teachers in advance of the Working Group meeting. Mr Burnett highlighted the necessity of working towards a limited number of specific outputs to take forward to the High-Level Group. He also urged participants not to lose sight of the broader vision of education for all, expressing concern about the international community's ability to maintain the many advances made in education in the past decade.

Director-General's opening statement

Mr Koïchiro Matsuura, Director-General of UNESCO, thanked participants for their continuing personal and institutional commitments to the cause of EFA, stating that this dedication was all the more critical given the recent financial crisis and the yet unknown global repercussions. He highlighted tangible efforts towards reinforced international cooperation that were seen throughout 2008, drawing special attention to the G-8 Summit in Hokkaido, the European Union Agency for Action on the MDGs, the United Nations' High-Level Summit on the MDGs and the Global Campaign for Education's 'Class of 2015' campaign. He stressed the need to ensure that implementation of these pledges are connected to other global processes to streamline all global, regional and national efforts to mobilize resources, improve capacity and target aid more effectively. Strengthening cooperation among the EFA convening agencies would play a large role in facilitating this.

The Director-General then concentrated on the four themes of the Working Group meeting, drawing attention to the importance of agreeing to action-oriented deliverables to bring forward to the High-Level Group meeting in Oslo. Mr Matsuura signaled some of the positive key messages from the *2009 EFA Global Monitoring Report*, citing the rapid progress in low-income countries towards UPE and gender parity as well as in reducing the number of out of school children. He spoke about the situation in sub-Saharan Africa still warranted majoring concern from the international community, noting that the present rate of progress—though commendable—is simply not fast enough to overcome current challenges if we are to achieve EFA by 2015. Stating that ‘business as usual is not sufficient’, he urged participants to address the deep disparities that continue to undermine EFA progress, especially in terms of promoting social justice and tackling inequalities, and emphasized the crucial nature of bold governance and policy reforms and more and better quality financing in this highly challenging period for education policy.

Organization of the meeting

The meeting was structured around four thematic workshops focusing on the following themes: the role of education in meeting global challenges and the MDGs, placing equity at the core of governance reforms, financing Education for All and addressing the EFA teacher gap. Each thematic workshop began with a plenary session introducing the topic, followed by a presentation by an EFA partner and a general discussion. Subsequently, smaller group sessions on these same topics were convened, during which participants were asked to seek agreement on four or five proposed key messages to take forward to Oslo. Outputs from these smaller working sessions were presented to all Working Group participants during the plenary sessions, and further deliberations took place. Although pinpointing specific key recommendations proved challenging, the main characteristics of each of the thematic workshops constituted the foundation for the first draft of the Oslo Declaration. Chairs for the thematic workshops and the smaller group work sessions were chosen to guide this process.

The Working Group agenda also included a session during which presentations were made by EFA partners on key cross-cutting issues: capacity development for EFA, with a special reference to countries facing conditions of fragility; assessing and improving quality learning outcomes; and an exploration of gender in the *2009 EFA Global Monitoring Report*. This session included a presentation and discussion centred on the impact of each of the three themes.

This report serves as a record of the proceedings. It captures discussions and summarizes key messages, both generally for the achievement of EFA initiatives as well as specifically relating to the current global crises faced by the international community. The Director-General’s complete opening statement, as well as background papers and presentations pertaining to the four thematic workshops are included as appendices, along with outputs from each of the smaller working sessions.

Evidence and analysis from the 2009 *EFA Global Monitoring Report*

The 2009 *EFA Global Monitoring Report, Overcoming Inequality: Why Governance Matters*, provided the basis for discussions of the Ninth Working Group meeting on EFA. Mr Kevin Watkins, Director of the EFA Global Monitoring Report Team, began by acknowledging the tremendous progress towards many EFA goals made since 2000. In order to achieve the EFA goals by 2015, however, Mr Watkins stated that the international community must urgently address inequality and governance issues—the focus of the 2009 Report—with different approaches. Schools need to be built, teachers must be trained, and timelines for investing and putting infrastructure in place must be developed soon if we are to reach the EFA goals by 2015.

An overview of the key subjects covered by the 2009 Report was provided, with a focus on the link between EFA and the MDGs, monitoring the six EFA goals, education governance and overseas development assistance. Regarding the six EFA goals, the Report indicates that the infant mortality goal is furthest off track, with a remaining 2 million infant deaths per year predicted for 2015. He reiterated the known linkages between educating women and reducing child deaths, specifically citing that a mother with primary education reduced the likelihood of primary mortality rate by one fourth. Given that one-third of all children suffer from malnutrition prior to entering primary school, these linkages are of crucial importance. On the more positive side, Mr Watkins informed participants that significant progress had been made towards achieving universal primary education and addressing gender disparities, particularly in certain sub-Saharan African countries whose extraordinary advancements in recent years would have been unthinkable in the 1990s. These achievements could not have happened without strong political will, backed by the right policy choices and international support. In addition, the global number of out-of-school children was reduced by 28 million from 2000 to 2006, although 75 million still remain, and estimations based on the current rate of progress indicate that at least 29 million are still expected to be out of school in 2015.

In assessing why some countries continue to move too slowly towards the EFA goals, the Report focused on the persistent inequalities. In many countries, the poorest 20 per cent account for 40 per cent or much higher of the total out-of-school population. Policies targeting the most marginalized populations are necessary and governments must prioritize measures to reduce disparities and address poverty. Concentrating on issues vital to teachers, such as recruitment and deployment, remuneration, benefits, etc, will be crucial to this end. Mr Watkins emphasized the central significance of education to equity and opportunity, at both national and global levels, and the need for donors to fulfill their aid commitments in order to ensure that this education is provided. With the current widening wealth gap, evidenced by the fact that children from the richest households are up to five times more likely to be enrolled in school than those from the poorest households, equalizing and expanding education opportunities is the key to achieving the broad-based growth necessary for halving poverty. This progress, of course, cannot occur without greater financial engagement.

Stressing that aid is not just about improving quantities but, more significantly, centred on making it more effective, Mr Watkins spoke about the need to reduce transaction costs, strengthen linkages and implement recommendations from the Paris Declaration. He noted the encouraging commitments pledged by donors since 2005, as well as the current shortfall of US\$30 billion in delivery against these commitments. Mr Watkins stressed that all countries need to further integrate broad education strategies with poverty reduction

strategies and that recipient countries in particular need to be provided with additional incentives to improve their public finance management systems. Decentralization was also addressed and its potential advantages emphasized. Mr Watkins cautioned, however, that decentralization is a complex issue, with great between country variation on how it has worked.

In conclusion, Mr Watkins proposed the following four policy recommendations for discussion during the Working Group meeting, based on evidence of the *2009 EFA Global Monitoring Report*:

- Setting targets for reducing disparities and accelerating progress towards the overall goals;
- Strengthening the link between education planning and poverty reduction strategies;
- Following through towards EFA targets with adequate and equitable financing; and
- Strengthening commitment to the quality of education through setting viable national goals and monitoring progress made towards them.

Discussion

Mr Watkins' presentation raised numerous questions from participants, many voicing support for strengthening linkages between education and other areas of development such as health and nutrition. Greater analysis of the impact of incentives aimed at addressing these was requested, such as evidence of the benefits of school feeding programmes. Several speakers appreciated the focus on equity, governance and rights, reiterating the necessity of reducing disparities through raising quality standards and strengthening the ability of schools to improve their own quality. The essential need to make public spending more efficient and equitable was also discussed, as well as how best to develop benchmarks to address equity concerns. In this context, addressing the teacher gap was seen as a major challenge to the equity issue, and one that must be addressed now. A lack of attention to the specific challenges faced by fragile states was noted, particularly with respect to educational provision.

International aid to education and allocation efficiency

Subsequent to the Report discussions, Mr Birger Fredriksen, Consultant, World Bank, provided a more in-depth analysis of the current landscape of international aid to education and recommended several strategies to improve the efficiency of its allocation. Major changes in the aid context since 2000 have included a growing role of knowledge in development, rapid progress towards Universal Primary Education (UPE), increased public education financing, changes in global structures and a decline in the aid community's capacity to provide technical aid. Based on these changes, he advised that Working Group discussions concentrate on how donors can address the following four potential areas for improved effectiveness; a more holistic approach; greater attention to the comparative advantage of aid in certain contexts; continuing improvements of technical efficiency for supporting policy and program development; and extra attention to allocation efficiency. Mr Fredriksen concentrated on the need to give more attention to allocating aid for tasks that enhance aid sustainability and limit the risk of harmful aid dependency, such as providing countries with resources to purchase technical support themselves, based on their own needs' assessments, rather than donor countries constantly supplying technical aid for them. Among other benefits, this will allow for the development of more effective funding and

implementation of capacity-building modalities focused on mobilizing, strengthening and utilizing existing capacity.

Discussion

Key discussion points on international aid and the efficiency of its allocation centred on the urgency of maintaining national needs and priorities at the forefront of all aid. Whether these priorities are not clearly understood or simply are not stressed enough, ultimately, initiatives should be more closely linked to the need of the recipient country and to national plans rather than be determined by aid priorities. Similarly, country priorities should be kept in mind when agencies make a decision about the types and quantities of technical expertise to provide.

Measurement was another key topic, particularly the question of how best to measure the efficiency of aid. Should this be in relation to progress made towards improving learning outcomes and opportunities for children or with respect to overcoming the remaining barriers? Concern was also expressed on how best to shift external aid from concentrating on universal primary enrolment and completion to an increasing focus on access, quality and gender parity in secondary education. In some situations, the lack of secondary education opportunities (and thus a lack of full opportunities to benefit from education) is cited as a reason why children from more marginalized populations are not attending primary school.

Thematic Workshop I: Role of education in light of global challenges

Education is a life long process that incorporates knowledge acquisition and development of skills, values and attitudes. In this rapidly evolving and technology-driven era, the definition of ‘learning’ is becoming more detailed and the importance of learning to do, learning to know, learning to be and learning to live together is being emphasized to a greater extent. By its very meaning, education is central to human existence, and offers opportunities and choices, such as access to broader social, economic, political and cultural benefits.

Humanity stands confronted with a multitude of formidable challenges in a climate of all-pervading uncertainty. The havoc wrecked in 2008 by natural disasters and climate change were accompanied by fast rising commodity prices, and food and energy crises. As the participants of the Working Group gathered in Paris, the fear of a global economic downturn touched all countries—developed and developing alike. Analysts considering the impact of the financial crisis on sub-Saharan Africa already forecast lower revenue from exports of raw materials, a drop in overseas direct investment accompanied by a credit crunch, cuts in overseas development assistance and diminishing fiscal resources for governments.

The multitude of new and urgent global challenges overshadowing education and their impact on the development gains in education made since 2000 constitute a major concern for all countries and citizens. It is of greatest concern, however, for the poorest and most vulnerable populations. Rising food and oil prices, and the effects of climate change are hurting the poor most. Given this, it is more important than ever that investments leading to improvements in health and the preservation of life are not reduced. There is accordingly a pressing need to reaffirm the centrality of education for human progress, and the need to maintain and sustain the EFA collective endeavour.

Why continued investments in basic education are important

Following a brief introduction by UNESCO, Mr Halsey Rogers, Senior Economist, Development Research Group, World Bank, presented the Working Group participants with five major messages aimed at encouraging governments to continue their investments in basic education, focusing on the direct and indirect benefits to individuals and society.

On average, greater coverage of basic education has led to increased productivity and national income, as well as improved social cohesion, reduced fertility and slower growth of public expenditures for social services. Enrolment rates, however, should not be indicators of accomplishment on their own. Recognizing the impressive increases in enrolment during recent years, Mr Rogers pointed out remaining gaps in coverage and deficiencies in education quality that translate into a lack of key survival skills and literacy for children, even those who are able to attend school. Successful educational interventions must remain broad and based on citizen needs, and must address quantitative deficiencies in terms of schools and the provision of facilities, the lack of qualified teachers and the capacity of teacher-training programmes, and the un-receptiveness of students due to illness and malnutrition. Appropriate and effective EFA-Fast Track Initiative (EFA-FTI) strategies for dealing with individual country constraints must also be developed, keeping in mind the need for innovation and alternative interventions.

Group work outputs

Discussions during the four smaller working sessions and the larger plenary session dedicated to this theme began by reasserting the notion that education is a fundamental right for every child. While acknowledging it is not in itself a solution for all world crises, participants stressed the increasingly important role education plays in fostering peace and stability, in addressing health issues and in furthering general development. It should thus remain a focus in all political elements for confronting challenges.

Group I

In view of education's leading role in fostering gender equality, environmental sustainability, poverty eradication, and health and food security, and in creating cohesive and democratic societies, and in the context of the current global crises (economic, food, climate and conflict) which could cause past gains in achieving all MDGs to be lost:

- Governments should keep children in schools by prioritizing investments in education for a knowledge society and protecting investments for the social sector, teachers, and education for marginalized and vulnerable groups (namely girls, minorities, hard-to-reach children, migrants and all those living in poverty) through proven and innovative strategies.
- Donors should increase aid equitably to achieve EFA, prioritizing fragile states and distinguishing between different forms of crises.
- EFA agencies should strengthen coordination and advocacy to scale-up joint action to achieve EFA, in particular Early Childhood Care and Education (ECCE), through integrated strategies.
- Governments should strengthen the policy coherence and inter-linkages between national education planning and other national development policies (such as Poverty Reduction Strategy Papers (PRSPs), and macroeconomic, health and child labour elimination policies)

Group II

Why education?

- An educated population/society is needed to challenge current and future crises.
- Quality education links directly to economic growth, better health indicators, social cohesion, stability, gender equity and justice, i.e. *the health and wealth of a nation*.
- Education is key to achieving other MDGs and vice versa – we must create virtuous cycles.

Needed: balance and consistency

- Treat the MDGs as the interrelated agenda it is: balance investment and establish firm inter-sectoral linkages (e.g. ECCE), create synergy and efficiency, and put a fair share of investment into education
- Do not let current crises compromise progress made. Protect investments and address remaining challenges (75 million out of primary school, inequities, quality).
- Balanced approach within education: skills agenda, from ECCE to tertiary. Quality basic education is a necessary but not a sufficient condition.
- Consistent and predictable funding and technical assistance.

- More equitable distribution of aid among countries—focus on need more than performance.

Group III

Education is still a priority, despite the decreasing percentage of public aid spent on education, the disappointment of developing countries that have put in tremendous efforts to reinforce their national plans without receiving any promised support, and the yet unknown effects of the financial crisis and economic downturn. Given this, we urge EFA initiatives to use more concretely all available resources—international aid as well as resources and capacity arising from local, national, regional and international Non-Governmental Organizations (NGOs) or civil society. We also propose the following points in order to mobilize the participants of the Oslo meeting, key EFA partners and civil society:

Key messages

- Education is a right (Universal Declaration of Human Rights, Convention on the Rights of the Child).
- Education has a cost, but is an investment with numerous benefits: educated individuals provide added value to investing countries.
- Education is an essential factor for sustainable development, is linked to other sectors such as poverty reduction, improvement of health and reduction of malnutrition, and provides the key to addressing global crises.

Proposed priority actions

- Maintaining efforts to provide primary education alongside emphasizing secondary schools (especially technical and professional schools) and higher education.
- Developing early childhood education alongside health programmes for primary school students and infants (such as school feeding programmes).
- Increasing recruitment and developing training programmes for teachers that incorporate improving their status.

Proposed targets of EFA initiatives

- Marginalized populations, such as women and girls.
- Countries farthest from achieving the Dakar goals.
- Countries facing conditions of fragility/conflict or post-conflict.

Regarding follow-up, we propose that a task force be created in Oslo to monitor the outcomes of the High-Level Group meeting, with specific evaluations and a timeline outlined.

Group IV

We recognize that inequities in education will be further reinforced and affected by global challenges unless we take action. Further, given that children living in rural areas represent four-fifths of out-of-school populations, and that their families will both be disproportionately impacted by the global crisis and will have a key role in mitigating climate change and rising food prices, and in reducing poverty and hunger, we call upon governments and their development partners to elevate education for rural people to a much higher level of visibility and policy focus.

We thus encourage governments to commit themselves to developing sound, credible sector plans, and to initiate and scale-up more targeted education and social policy measures that focus on girls, women and rural populations. The objectives sought are to mitigate the effects of all global crises (financial, health, nutrition, poverty, HIV/AIDS, etc), and to accelerate progress towards the achievement of the EFA and MDG goals.

For education to be more effective in supporting progress towards the other MDGs, there is a need to support equity for girls, disadvantaged and marginalized groups and underserved regions. We recommend that clear targets be set for reducing disparities, backed by practical strategies for achieving more equitable outcomes and by a concrete mechanism to develop indicators and to collect data for monitoring and evaluating their impact.

Development partners should commit themselves to maintaining and increasing support for education and to supporting governments in developing policies and programme activities, with an emphasis on strategies that link education, health, nutrition and poverty, thereby providing a more equitable usage of public spending and a more effective allocation of external aid.

Governments, supported by development partners, should also strive to strengthen the linkages between national education planning and broader policy frameworks such as national development plans and policies, PRSPs and macroeconomic policies, giving more explicit priority to the most disadvantaged populations.

Presentation of background papers on cross-cutting issues

Capacity development for EFA: countries facing conditions of fragility

Capacity development plays a pivotal role in fostering progress towards achievement of the EFA goals, as demonstrated by the presentation of Mr Anton de Grauwe, Programme Specialist, International Institute for Educational Planning (IIEP). As a complex process involving numerous actors—government, civil society and external agencies, to name a few—coordination and role clarity are of utmost importance within the framework of capacity development. Capacity development tends to involve one or all three of these actors, but research shows that the addition of outside technical assistance as a form of reinforced capacity to address gaps in the established leadership of national experts can be tremendously beneficial, both for short-term and long-term achievements. Mr de Grauwe expressed concern, however, that more concrete long-term processes were being overlooked for the satisfaction of immediate results.

At IIEP, a strong understanding is that prior to evaluating what external capacity and assistance are needed, a thorough assessment of national capacities needs to be undertaken. Mr de Grauwe stressed that this is especially crucial in fragile situations where increasing the appropriate capacity can make the difference between life and death.

Learning counts seminar

Ms Ana Luiza Machado, Deputy Assistant Director-General for Education, UNESCO, briefed participants on the outcomes of a recent seminar aimed at providing direction to the quality of learning process and outcomes. Born out of the framework of the EFA-FTI Task Team, the seminar brought together approximately thirty education and policy experts and specialists to discuss how best to strengthen developing countries' efforts to improve all aspects of the quality of education. Discussions during the course of the seminar encouraged the development of collaborative activities and this sharing of experiences, and culminated in the following concrete recommendations for measuring learning outcomes and improving learning processes worldwide.

- Need for recognized and measurable learning outcomes to be achieved by all, especially in literacy, numeracy and life/social skills.
- Reinforcing the importance of learning conditions' indicators as possible and desirable catalysts for improving education worldwide.
- Multidimensional, multipurpose nature of quality learning assessment.
- Need to be pragmatic by prioritizing simple, cost-effective and feasible steps toward more complex and longer term goals.
- Assessment of social skills should not be neglected, but does require more focused discussion based on collective research and experience.
- Assessment results should be integrated into teaching and learning practices as well as into decision-making processes at the system level.

In order to follow-through and begin implementation of these recommendations, a Working Group comprised of fourteen participants was established, with a central task of exploring multiple approaches and points of convergence to conceptualize, assess and improve quality learning outcomes. This Working Group's target was to reach a consensus on the definition

of key indicators of quality (for the learner, the system and classroom teaching practices), with specific recommendations for improving the EFA-FTI Indicative Framework.

2009 EFA Global Monitoring Report through a gender lens

Mr Robert Smith, Consultant, United Nations Girls' Education Initiative (UNGEI), discussed the need to maintain specific investments in girls' education. Women and girls are largely affected disproportionately vis-à-vis other populations, and even more so in times of global challenges, such as the current financial crises. He encouraged governments and donors to continue to address policies with gender sensitivity, citing experience proving that exacerbation of other disparities occurs when gender issues are not prioritized by national governments. Furthermore, strategies such as greater community engagement, school-based management, and empowerment of both women and men have proven to lead to greater accountability over educational resources (financial and human). To ensure effectiveness of public expenditure on education, gender equality must be an integral part of public sector programmes, policy and practice.

Research and experience shows that, as increasing numbers of households are pushed into poverty, educational participation and outcomes for girls will suffer first. Investing in education will have a significant impact on economic development and social equity, especially for women and girls, and will result in decreased repetition and drop-out rates, increased completion rates and improved learning outcomes. Overall system efficiency will also have a positive impact on broader development goals.

Mr Smith finished his presentation by recommending that governments (supported by donors and multilateral organizations) adopt a gender approach to the teaching profession through:

- Increasing the number of trained women teachers and emphasizing the nurturing and caring components of teaching to retain both boys and girls in school. This will require more gendered approaches to budgeting to assist the development of the teaching force—including targeting female recruitment, training, deployment and retention.
- More coherent national and regional visions and policies to ensure greater equality in the teaching force and to support institutions responsible for quality assurance, teacher education and professional development.

Discussion

The essential value of education was repeated, and it was unanimously agreed that the international community must strive to make education more politically relevant for international leaders. Acknowledging the crises in financing, food subsidy and the environment is a starting point; recognizing the critical role education plays in overcoming these challenges in the objective.

How best to define and measure learning outcomes—a recurring topic in recent years—was once again a convergence point. Emphasis was placed on encouraging countries to continue to strive towards setting targets and measuring progress towards their achievement, based on their individual country priorities and needs. In this regard, the usefulness of a capacity-mapping exercise to best identify the gaps in national systems was acknowledged. Caution on attaching too much importance to what can be measured was also voiced: human rights and

values, critical thinking that promotes active citizenship, etc, are of increasing value but cannot be measured.

Thematic Workshop II: Placing equity at the core of governance reform

The significant progress towards EFA depicted by the 2009 Report, particularly in terms of access to primary education and gender parity, are seriously undermined by the existence of deep and persistent disparities at the global level as well as between different population groups within countries. In the latter case, inequalities are often based on a broad range of marginalization and exclusion factors including income, gender, geographical location, ethnicity, language, disability and others. Evidence shows that education at every age plays an empowering and essential role in reducing poverty and building capacity for better livelihoods. Progress towards equitable education can act as a powerful catalyst for progress in other areas, such as public health, gender equality, participation and democratization. However, poverty remains one of the major barriers to more equitable opportunities as it limits access to, retention in, and completion of education.

An analysis of the goal of UPE clearly depicts the growing gap between rich and poor households, particularly in developing countries. Children from poor households account for more than 40 per cent of the out-of-school primary school population in countries where school attendance rates are above 80 per cent; and for 30 per cent to 40 per cent in countries with lower school attendance rates. While the gender parity gap has been reduced during the past few years, girls from poor/rural households are still much less likely to attend and achieve basic education than their rich/urban counterparts. The limited access of poor and disadvantaged children to early childhood care and education programmes is another major source of inequality and has a tremendous impact on health issues and other development sectors. In addition, the gap between the poorest and wealthiest households in terms of literacy can reach more than 40 percentage points. All of these factors suggest that many of the EFA goals and, more generally, the MDGs, will be missed if bold efforts are not undertaken to reach the poorest population groups and develop more equitable policies.

UNICEF case studies on the state of EFA

Mr Cream Wright, Global Head of Education, UNICEF, provided a brief introduction to the case studies on the state of EFA in China and Sudan undertaken by UNICEF alongside the respective governments. Focusing on China's experience in governance, management and financing of EFA, UNICEF colleagues provided findings from three case studies examining effective policies, efficient programs and best practices of the Chinese educational system.

China

The Central Government is the core of all policy decision making and sets both medium and long-term plans with 10 to 15 year targets, in-line with development directions and principles. However, a process of shared decentralization ensures that financial and management responsibility for the compulsory educational system (with 160 million students currently enrolled) is distributed to guarantee adequate fiscal support and targeted assistance to poor rural areas. Prior to 2001, lower levels of government bore primary responsibility for education costs, contributing more than 90% of funding, and unpaid teachers' salaries were all too often a common phenomenon in poverty-stricken regions. With the adoption of the

Compulsory Education Finance Framework in 2001, all levels of government were given responsibility to invest in rural compulsory education, and a mechanism to guarantee funding was initiated in 2005 that focuses on providing free textbooks, eliminating tuition fees, subsidizing poor families with boarding allowance, establishing long-term mechanisms for school building maintenance and guaranteeing teacher salaries in rural primary and middle schools. To a significant extent, this has resolved the situation of insufficient investment to compulsory education. The Government is also envisioning school standards and improving performance evaluation and accountability. Given the persistence challenge of rural-urban disparity, particularly in remote and mountainous areas, initiatives to establish boarding schools, improve teaching facilities, deployment and conditions and renovate buildings and equipment are being undertaken. Additionally, the expanded use of information and communication technology is being explored to supplement and enrich education and teaching methodologies.

Regarding teacher development, teacher education is currently free at six normal universities under the Ministry of Education, and special posts were created for rural school teachers, with financial support from the central government. Platforms for teachers have been encouraged, to allow for information sharing on curriculums and teaching tools, and there is discussion about revising the currently very minimal teacher qualifications. Additionally, teacher rotation among schools has been encouraged for more equitable teacher distribution.

Southern Sudan

In 2005, following 21 years of civil strife, the Southern Sudanese population face numerous education challenges including 80 per cent illiteracy rate (with 90 per cent illiteracy among females), shortages of learning spaces, teachers and materials and large gender inequalities. Additionally, a general constrained capacity for management and coordination existed. The establishment of a new Education Sector Plan and a Draft Education act making basic education a free and compulsory right has led to tremendous gains in this field, notably in terms of access and quality issues (especially for girls and female teachers). Strategies for sub-sectors such as community mobilization, classroom maintenance, recruiting and training of teachers, provision of teaching materials and school feeding programmes, among others, were established. These gains are currently facing a financial challenge as the education budget in the Sudanese Government has been slowly decreasing during the last few years, inconsistent with the growing demand. Although it is clear that political commitment is the first step towards improving educational systems, it remains to be seen what the next few years will bring for the education system of Southern Sudan.

Global Task Force on Child Labour

Although great strides have been made in recent years to address child labour issues, it remains an important barrier to achieving EFA, especially UPE. Child labour has a direct link with enrolment and drop-out rates, attendance and grade repetition, as well as being closely linked to poverty. Mr Patrick Quinn, Technical Advisor, International Labour Organization (ILO), informed Working Group participants about the important educational and advocacy work of the Global Task Force on Child Labour to tackle exclusion through sector activities aimed at pinpointing the 'pull' factors leading to greater child labour.

Established in Beijing during the 2005 High-Level Group Meeting on EFA, the Global Task Force seeks to ensure that national policies include appropriate responses to child labour

practices, specifically policies that address family issues. Currently, the Global Task Force, along with other EFA partners such as UNICEF and the Inter Agency Task Team on Education, is identifying the most prevalent indicators that lead to child labour, such as families affected by HIV/AIDS and geographical location (70 per cent of children involved in such practices come from rural areas). Mr Quinn referred to recommendations from other international summits that also called for targeted approaches and interventions aimed at poor households and for the elimination of gender parities, issues that are most often associated with child labour. He urged participants to revisit the 2007 High-Level Group decision to focus on mapping the characteristics of excluded groups to help inform policies and spoke about a Global Task Force initiative that will streamline initiatives of multiple agencies to better link work on child labour and EFA in certain pilot countries. Mr Quinn also urged participants to think about the increased drop-out rates resulting from rising food prices and the financial crisis, likely leading to greater numbers of child labourers. The High-Level Group should thus seek to give a strong message about the need to develop practical measures that reduce pressures forcing poor households to augment income or labour supply through child labour as well as strengthen incentives for sending children to school.

Discussion

Recognizing that education matters for citizenship and democracy, and promotes active participation by citizens in civil and political processes, participants focused on the nuances of providing equity and equality in education. Concern was raised that in many societies, unequal treatment of different population groups is necessary (such as not abolishing school user fees and allowing richer households to subsidize fees of poorer students).

China

Concern was expressed on a lack of explicit focus on the education of linguistic minorities and for rural populations in the case study on China. A more in-depth analysis of education provision to families of the millions of migrant workers was also requested.

Child labour

In order to address child labour issues, it was emphasized that in depth research and analysis needs to be conducted in order to identify these children and where they are located. Without this vital information, the appropriate responses to remove these children from situations of exclusion remain elusive.

Group work outputs

Group I

- Promote evidence-based policy and planning to ensure proper financing from both governments and donors.
- Recognize the need for on-going monitoring of learning outcomes and inclusion of processes and governance dimensions at the school level. Inter-country learning and support could take place through peer-review mechanisms, study tours or other means.
- Take into account specific country contexts and encourage national ownership of initiatives, incorporating cross-sectoral approaches and instruments (for example, PRSPs).
- Develop an understanding of decentralization and its intended/unintended consequences
- Prioritize issues pertaining to language, ECCE and gender.

- Recognize that capacity development is critical at both national and sub-national levels and that greater emphasis on monitoring of their implementation is needed at both levels.

Group II

Proposed key message

- Donors should ensure a sharper equity focus in global educational assistance by targeting the most EFA-challenged countries.
- The international community should ensure a sharper equity focus in global educational assistance by targeting the most disadvantaged within EFA-challenged countries (for example, by developing equity indicators within the EFA-FTI indicative framework).
- National legislative instruments should be equitable, incorporating pro-poor policies and budget allocations (keeping in mind gender, rural population, ethnic and linguistic minority status, etc.)
- All partners should find ways of translating sound equitable policies into practice, including in existing school fee abolitions, school management, etc.

Group III

- Efforts to date have not achieved equitable access to education and already dramatic gaps are expanding.
- Equity in education will require new approaches to decision-making, policy formulation, financing, investment and implementation structures. This should reflect participation of all stakeholders, including unheard groups.
- Governments are encouraged to establish national strategies with clear equity targets that track the lowest quintile along with national averages. This will require mapping of excluded children, especially girls.
- Regarding development assistance, donors should not rely solely on performance-based aid but include needs-based approaches, particularly in states experiencing fragility and conflict.

Group IV

- Effective and efficient governance must be driven by equitable perspectives that include the voice of disadvantaged groups. Experience has shown that policies to increase resources to tackle issues of inequality must be matched by policies to strengthen more equitable national and local governance. To this end, community participation is crucial.
- Governments (and the relevant ministries in particular) should develop well-defined objectives with proactive strategies such as targeted financial and in-kind incentives for enrolment and retention of children, with the aim of reducing disparities in education based on wealth, gender and rural/urban differences.
- Governance should develop inter-sectoral collaboration between ministries of education and other ministries to develop policies that address the linkages of equity to the global crises.
- Indicators and monitoring processes that capture equity in financing should be refined, in conjunction with transparency and accountability

Discussion

It was clear to Working Group participants that the importance of education is not self-evident to those not working directly in the sector, be they in governments or households. Thus, the international community must think about how best to express education's role to a broader audience, to those who are not yet fully convinced and/or briefed on its intrinsic value, while continuing to push governments to develop targeted policy strategies aimed at reducing inequalities and disparities. Mapping and measuring remains an important challenge. Prioritization was another question raised—should programmes be implemented across the most disadvantaged countries or should they target specific populations deemed to be the most disadvantaged within certain countries?

Thematic Workshop III: Financing education for all, respecting the compact

Government spending has increased since 1999 in the majority of countries with data, although there continues to be great variation across different regions and income groups. In some countries, notably Ethiopia, Kenya, Mozambique and Senegal, increased spending has been associated with substantial progress on EFA goals. However, low-income countries in sub-Saharan Africa, and South and West Asia, where approximately 80 per cent of the out-of-school children live, tend to invest the smallest proportion of Gross National Product (GNP) in education. Improving education access and quality, and overcoming disparities, require more equitable domestic spending and more international aid. Donors have pledged on several occasions since 2000 to increase their commitments, in particular to Africa, but have thus far failed to act on their commitments. The 2009 EFA Global Monitoring Report estimates that the annual financing needed to reach EFA in low-income countries is US\$11 billion. In 2006, aid in support of basic education to all low-income countries was just one-third (US\$3.8 billion) of the estimated requirements, leaving a financing gap of around US\$7 billion. The recent slowdown in aid to education will have potentially serious consequences for educational progress in low-income countries. The international community must now strive to maintain investments and progress made thus far by setting priorities, such as shifting away from individual projects to support national programmes aimed at sector-wide enhancements.

Aid effectiveness in education: setting priorities in a time of crisis

UNESCO introduced this workshop by providing a brief overview of the current aid structure and emphasized specific outcomes from recent international meetings focusing on strengthening country ownership, increasing the predictability of aid, building more effective partnerships and accounting for development results.

Mr Halsey Rogers, Senior Economist, Development Research Group, the World Bank, then presented Working Group participants with an overview of major changes in the global financial landscape of the past year, focusing on their potential implications as economies are faced with increasing unemployment and slowing growth. Recognizing that these changes will translate into a greater need for aid, at a time when donor countries will face increased domestic pressure on aid budgets, Mr Rogers spoke about the benefits of education and the essential need to maintain current aid resources, identifying key priority areas to encourage governments to focus on.

Recent years of global expansion saw aid flows rising by two-thirds, from \$61 billion in 2000 to \$106 billion in 2005. The current and forthcoming economic slowdown will include a reduction in private capital flows to the developing world, leading to an estimated drop of Gross Domestic Product (GDP) collective economies by, on average, 5 per cent in 2009. Although the total impact of the slower growth period on developing economies is as yet unknown, Mr Rogers stressed that it would certainly include a rise in education needs in the poorest areas, alongside fiscal pressures on governments, potential expenditure cuts and reductions in the ability of households to contribute to children's education. Naturally, emphasis will be placed on results and effectiveness that specifically link back to certain policies and projects. Implications for donor countries will include maintaining aid efforts, reconsidering the allocation of aid, and focusing on aid effectiveness and efficiency of public

spending. Developing countries will also face tough aid allocation choices to ensure the greatest return on investment. Experience depicts that carefully considering where to prioritize efforts and protecting the most vulnerable and disadvantaged (especially ethnic minorities and girls) will help developing countries curb the greatest long-term costs of the crisis.

Noting that substantial progress has been made toward reaching international education goals, Mr Rogers emphasized the present need to focus on removing barriers to aid effectiveness. He provided Working Group participants with an overview of several current barriers to aid effectiveness (see below), encouraging the smaller working sessions to further elaborate how best to address these barriers and ensure aid can further contribute to education progress.

Recommendations to address aid effectiveness barriers

- Improving the flexibility of aid, especially donor countries helping recipients focus on education results, improve management of public expenditures and maintain national efforts.
- Greater harmonization of efforts in response to recent increases in aid fragmentation, ensuring that this harmonization is in line with national priorities.
- Making aid as counter-cyclical as possible, as aid has proven to be more effective when it can help recipient countries address economic shocks.
- Identifying breakdown in service delivery, for both aid-financed and domestically financed programmes, in order to augment the returns on public education expenditure
- Encouraging the development of monitoring and evaluation programmes, and their integration with domestically financed programmes.

Enhancing results by applying the Paris Declaration at sector level

Mr David Wiking, Team Director, Knowledge, Education and ICT, Swedish International Development Association (SIDA), briefed participants on the Accra High-Level Forum on Aid Effectiveness (Ghana, Accra, 2 – 4 September 2008), paying particular attention to the outcomes of Roundtable 8 that addressed applications of the Paris Declaration at sector level.

Specifying the need to broaden the perspective of global development and move from aid delivery to sector development, Mr Wiking emphasized the importance of focusing more on impact of results and, particularly, on mutual accountability. In this context, participants of the Roundtable 8 unanimously agreed to focus on the following: ensuring that capacity-building mechanisms are demand-driven; prioritizing harmonization among development partners; and gradually broadening country ownership to include citizens, their organizations and other stakeholders. Mr Wiking also spoke about the importance of placing further emphasis on gender and human rights, and on promoting pragmatic mechanisms, and reminded Working Group participants that, in this globalized world, it is increasingly critical to respond first and foremost to countries' needs.

Discussion

Concern was expressed for current approaches to aid, with participants noting that, in comparison with other sectors, existing approaches to aid allocation remain insufficient and need to be broader and more innovative. In doing so, it is crucial to incorporate community initiatives and civil society approaches more thoroughly.

Group work outputs

Discussion

All participants agreed that governments and the international donor community should ensure that funding and commitments are sustained. The financial crisis can be interpreted as a confirmation of the urgent need to meet the EFA goals, for their specific benefits as well as the crucial role they play in achieving all of the MDG objectives. Thus, strategic aid measures that target the neediest should be put into place. In order to do so, increasing linkages with key groups of policy-makers, such as finance ministries and parliamentarians, is essential. Concern was expressed on the development of a 'new mechanism'. Instead, greater emphasis and monitoring of mutual accountability in the current compact should be emphasized.

Group I

In view of education's leading role in fostering gender equality, environmental sustainability, poverty eradication, health and food security, and in creating cohesive and democratic societies, and in the context of the current global crises whereby past gains in achieving all MDGs can be lost:

- Governments should strive to maintain all children in schools by prioritizing investments in education for building a knowledge society, protecting investments for the social sector, teachers, and education for marginalized and vulnerable groups (namely girls, minorities, hard-to-reach children, migrants and all those living in poverty) through proven and innovative strategies and through setting clear targets.
- Donors should increase aid equitably to achieve EFA, prioritizing fragile states, (distinguishing between different forms of crisis).
- EFA agencies should strengthen coordination and advocacy to scale-up joint action to achieve EFA, especially ECCE, through integrated strategies.
- Governments should strengthen the policy coherence and inter-linkages between national education planning and other national development policies (such as PRSPs, macroeconomic, health and child labour elimination policies).

Group II

Governments and the international community should retain and increase investments in education and ensure long-term predictable financing. Failing to invest in education will have a significant impact on economic development and social equity, especially for girls and other vulnerable groups.

Governments and developing partners need to be increasingly attentive to where and how educational funding is allocated. Countries that are furthest from reaching EFA goals may require innovative mechanisms to address these needs.

Group III

Greater consideration should be given to macroeconomic returns to education, keeping in mind leverages that can be given to education by outside forces. EFA partners should continue to support education and the international community should recommend that 1 per

cent of donor aid budgets and 20 per cent of developing country budgets be allocated to education. Alongside this, both donors and recipients should be accountable for their investments and efforts.

Where allocations of funds are faced with challenges and bottlenecks, we should seek to ensure that education is ‘crowded in’ rather than ‘crowded out’. In the FTI, for example, funds allocated to basic education might be used to benefit other areas of education, if implementation barriers persist. Financing in countries facing conditions of fragility should be approached differently, with more emphasis on needs and less on results. This entails a certain reconsideration of risk assumption on the part of donors.

Group IV

In the face of the global crisis and the potential threats, countries should safeguard their gains. Resources set aside for education should remain spent on education. Countries should also seek to diversify sources of financing.

We encourage countries to make prudent use of their public financing and look for resources from private sources, corporate funding, private aid, etc. Innovative ways and funding sources will aid in synergizing and ensuring better usage of resources. Prioritization and strategic investments (such as promoting education for girls, rural populations, those with disabilities and the urban poor) can also lead to improved aid and development effectiveness alongside increased quality of education.

Thematic workshop IV: Addressing the EFA teacher gap

The 2009 Report estimates that 18 million teachers are needed before 2015 if we are to achieve UPE by then. These numbers increase dramatically if trained teachers are considered or if teachers at other levels are included, such as those for early childhood, secondary, vocational/technical and non-formal education. In addition to recruitment issues, national education systems face major challenges such as migration in search of better salaries, moving from primary to post-primary opportunities without proper qualifications; or being recruited for other professions. Furthermore, many teachers resort to ‘moonlighting’ in second jobs to supplement their income, which all too often negatively affects educational quality. Health issues such as HIV and AIDS continue to deplete the current teaching force. In addition, although female teachers are widely acknowledged as being a key element in girls’ schooling, they are generally under-represented in the teaching force—especially in sub-Saharan Africa and in rural areas where they are most needed—and often confined to the lower levels of education (pre-primary and the first/second grades of primary).

This shortage of teachers is recognized as a formidable barrier to further progress on the EFA agenda, both in terms of enrolment levels and learning outcomes. Recent studies show that quality education has the greatest impact on countries’ development, with quality teachers being the sole source of ensuring quality learning. Qualified teachers in sufficient numbers are therefore central in building countries’ abilities to harness and adapt knowledge to ensure sustainable human development and to realize national goals.

Task Force on Teachers

The ad hoc Task Force on ‘Teachers for EFA’ was created in September 2008 as a means of catalysing international action and ensuring follow-up to activities advocating for more support and financing for teachers; promoting policy dialogue; collecting and sharing information, experiences and good practices; disseminating policy-relevant analytical work; providing support for national capacity development on policy-making, planning and management; and monitoring and reporting on progress. Speaking on behalf of the Task Force, Mr Dankert Vedeler, Director General, Norwegian Ministry of Education and Research, provided an overview of the work the Task Force had undertaken during the past few months. Noting the major impact of teachers on issues of governance and management, especially given that salaries constitute on average 80 per cent of education spending in most countries, Mr Vedeler emphasized the importance of looking beyond the sheer number of teachers and addressing all aspects of the teacher gap. He reminded participants that a holistic approach is necessary to address equity and quality issues as well as quantity. Mr Vedeler also spoke about the need for countries, with appropriate support from the international community, to ensure that necessary short-term solutions implemented will lead to sustainable long-term teacher policies. In particular, this requires a focus on the professional development of existing teachers, long-term quality assurance and strengthening technical capacity to plan for, recruit, train and manage teachers.

UPE in Africa and the teacher challenge

Following Mr Vedeler’s introduction, Mr Jean Pierre Jarousse, Coordinator and Scientific Education Adviser at UNESCO-Pole de Dakar presented an overview of the current teacher challenge in Africa, specifically focusing on primary education. He provided Working Group participants with excerpts from a forthcoming publication, *Universal Primary Education in Africa: The Teacher Challenge* that features the following five topics: teacher needs to achieve UPE; teacher remuneration and expansion of enrolment; practices for new teachers; qualifications pertaining to specific learning outcomes; and improving teacher management. He advised the international community to pay more attention to national management needs before turning to advocating for donor involvement, noting that, for the vast majority of countries in Africa, additional efforts needed to achieve UPE will be inferior or equal to the tremendous efforts deployed during the 2000 to 2005 period. He cautioned that this progress was not always deemed sustainable and was too often made at the expense of reduced salaries.

Mr Jarousse reminded participants of the variety of measures that have been implemented to attempt to diminish salary costs, most—including the lowering of academic requirements and the elimination of the civil-servant status of teachers—leading to a decline in quality and motivation. He finished his presentation by accenting the concrete changes and re-evaluation of teacher policies needed to fulfil teacher needs towards the achievement of UPE instead of unsustainable scenarios that only provide immediate solutions.

Presentation: Teachers in fragile states

In fragile states, teachers are very often one of the most financed areas of education by donors, although the teaching core itself remains incredibly understaffed. Mr Halsey Rogers, Senior Economist, Development Research Group, World Bank, provided evidence on why this type of response from the donor community to support teachers is a very noble effort, but in its lack of coordination, often creates additional challenging situations that need to be addressed and resolved. Frequently, teachers returning to an improved environment are

confronted with new management systems and standards that do not recognize their qualifications, thus exacerbating already difficult situations of attracting, retaining and motivating teaching forces as well as promoting waste due to the inefficient use of available skills. In light of this, practical situations must be undertaken such as in Kosovo and currently in Afghanistan, where all previous teachers are being reinstated and are—in small groups—provided with training programmes to update their qualifications.

Mr Rogers stressed the importance of recognizing that the contribution of teachers to student learning is the single most influential factor, and thus quality and standards must continuously be enforced. Consensus on recruitment criteria must be reached, in accordance with evolving political environments. Governments are faced with challenging questions such as identifying the most appropriate incentives for female and minority teachers, putting in place induction programmes for returning teachers, etc. He urged Working Group participants to focus on the large inequities in teachers living in fragile states due to various providers and the support systems put in place. Unstable fiscal situations and banking systems are a common problem leading to continual poor salaries.

Discussion

Many participants agreed that the challenges depicted in the presentation on teaching in fragile states are quite similar to those faced by developing countries, notably the lack of qualified teachers coupled with high absenteeism rates and pupil/teacher ratios, and far too many children still out of school. Inequities in teacher policies addressing distribution, deployment and salary were also referred to. Policies must be reformulated, with added incentives to encourage attraction, to aid in recruitment and to address issues of migration. In regards to this, special attention and incentives need to be given for those working in rural areas, as most developing countries have large rural populations lacking education. Recognizing that quality has the largest impact on sustainability, it was suggested that basic criteria of qualifications for the teacher profession be identified, depending on region of the world and the challenges faced.

With respect to the concern expressed over the predicted shortage of teachers in fragile states, South Africa asked participants to keep in mind that similar presentations made ten years ago inaccurately predicted a teacher shortage of 30,000 by 2006. As such, a report on the progress of UNESCO's Teacher Training Initiative in sub-Saharan Africa (TTISSA) program was requested.

Several representatives of donor countries and agencies expressed concern with the current context of aid allocation. Driven by aid effectiveness principles, donors often support sound education sector plans rather than specific programmes targeted at improving quality learning or teacher training. In this situation, consistency between donors and recipient partner countries is key. Individual programmes can be addressed by national governments once donors have worked closely with them in building appropriate infrastructures to allow these initiatives to be implemented. Global mechanisms must include analytic and policy work by both sides to develop comprehensive systems addressing separate issues.

Group work outputs

Discussion

Improving the quality of teachers is an issue confronted and understood by all countries. This complex issue is comprised of many angles – be it recruitment, salary, role, status, motivation, deployment, professionalization, etc. It is understood that teachers are the cornerstone of education systems and that many aspects need to be re-assessed and adjusted. Ideas on how to bring about such change, however, are widely varied. This Working Group discussion focused largely on the need to improve teacher management systems, including maintaining a focus on secondary education in order to encourage students to move towards the teaching profession. The need for developing countries to identify specific policies and methods/mechanisms of implementation proven successful within their countries, or in countries with similar contexts, was stressed. Based on this research, collaborative programmes for investment by both developing and donor countries can then be more thoroughly planned. In this manner, the international community can further ensure efforts are streamlined and targeted to specific country contexts. Although donor countries should not be dictated on which area of teacher quality they should provide funding for, this type of collaborative programmes will help with allocation and effectiveness of aid provided. Concern was expressed for the quality of teaching staff in early childhood programmes, which are frequently led by the most inexperienced level of teachers despite concrete evidence often depicting it as the level of education having the most impact on a child's future.

Group I

Priority areas of concentration

- Mobilizing more domestic and external resources for teachers with sustainability and predictability.
- Developing a holistic approach to teacher management, noting that the estimated 18 million teacher shortage is only for achieving universal primary education and does not encompass requirements for teachers of secondary and tertiary levels of education.
- Innovative thinking, including a reassessment of existing models and practices; exploring the potential benefits of ICTs in supporting teaching and learning; and the idea of teachers, especially for math and science, serving in more than one institution.
- Emphasizing quality of teachers alongside quantity. Professionalization of teachers with minimum standards and considerations of working conditions and professional development are crucial.
- Examining further the issue of teacher retention which is heavily affected by migration and brain drain issues. Teacher mobility remains necessary and the Commonwealth Protocol could be a good model on which to base policies.

Group II

Priority areas of concentration

- Address gender and equity to have ensure opportunities for boys and girls.
 - In fragile environments, conduct teacher training on peace education and peer-learning between conflict countries.
 - Establish policies to attract female teachers.
- Contract teachers should be an exceptional solutions limited to a short time periods.
- Need for a higher percentage of overall financing for teachers (catalytic fund).
- Harmonize education policies, taking into account specific characteristics of different regions.

- Improve the professional development of teachers with a shift towards personal rights learning.
- Improve the status of teachers and establish appropriate environments to encourage recruitment and motivation, strengthening dialogue among teacher unions, civil society, government and international partners.
- Improve management of inflow and outflow of teachers (e.g., motivation, decentralization policy).
- Strengthen cooperation and training with involvement of countries from the south.

Presentation of Key Messages Document: UNESCO

UNESCO presented a list of consolidated key messages put together by the Moderators of the Thematic Workshops, based on each of the outputs put forth by the group work sessions. The three-page document was aimed at showing progress that developing countries had made, urging the international community to address the EFA goals holistically and innovatively.

In the aim of keeping the key messages concise, many details were omitted. Thus, requests for greater mentions of certain issues were made by many participants, including the impact of HIV/AIDS, targeted activities for countries facing conditions of fragility, and addressing issues related to the management of teachers and adult learning. Furthermore, participants noted a lack of emphasis on initiatives that have proved successful thus far, noting that political leaders like to invest in activities that have clear long-term economic development benefits. A greater emphasis on accountability was also stressed.

The document presented during the meeting was not formally edited and adopted by participants of the Working Group meeting and is thus not included in the annex of this report. However, the document—with participants comments incorporated—will form the basis for the Oslo Declaration Draft Zero.