



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



Annual Meeting 2003

**General report and
recommendations for joint action
in the context of the
CCNGO/EFA network**

Porto Alegre, 19–23 January 2003

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General report and recommendations

Introduction

Since the birth of the ‘Education for All’ movement in 1990, in Jomtien (Thailand), where governments, NGOs and other partners pledged to pursue and achieve Education For All (EFA) by the end of the decade, NGOs have brought their critical voices and concrete experiences to the debate. Their participation continued in Amman in 1996 (Mid-Decade Meeting of the International Consultative Forum on Education for All), in Hamburg in 1997 at the Fifth International Conference on Adult Education (CONFINTEA V), and in 2000, when the international community met once again in Dakar, to review the current situation of education in the world and called for urgent and effective multiple stakeholder action towards six time-bound goals, urging governments to establish broad-based partnerships with civil society for achieving quality basic education for all by 2015.

The Collective Consultation of NGOs on Education for All (CCNGO/EFA) is a thematic partnership mechanism created by the UNESCO Education Sector. Its purpose is to facilitate partnership between civil society organizations and UNESCO in the framework of the Education for All movement in accordance with the Dakar Framework of Action: ‘. . . to ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development’. This mechanism enables non-governmental organizations and UNESCO to think and work together in promoting lifelong learning.

To date the CCNGO/EFA has facilitated dialogue, critical collective reflection and co-operation among more than 500 civil society organizations around the world. It has developed joint activities to reinforce civil society participation in monitoring and evaluating education goals, capitalizing and mainstreaming civil society conceptual contributions and experiences in educational policies, and building the technical and institutional capacities of civil society organizations from the South. The 2001 annual meeting in Bangkok led to a clearer understanding of EFA related issues both internationally, and particularly in the Asian Region, clarified and advanced the CCNGO/EFA reform process, and provided a framework for collective action on regional and international levels.

To follow-up this process, the CCNGO/EFA called for its following annual meeting to ‘promote inter-linkages between quality issues in education, civil society participation and alternative globalization in order to strengthen the EFA movement and give it greater

meaning,' resolving to convene in Porto Alegre, Brazil, in January 2003, in conjunction with the Second World Education Forum (WEF) and the third session of the World Social Forum (WSF), to help situate questions around EFA in the larger context of civil society discourse on education, social justice and transformation. This linkage provided a unique platform for further strengthening the EFA movement among civil society organizations, on this occasion particularly in Latin America by engaging broader participation of Latin American NGOs.

The 2003 Annual Meeting objectives were to:

1. Assess and promote civil society participation in EFA processes since the World Education Forum in Dakar.
2. Discuss and inspire alternative thinking and practices in education and their relevance for quality education and social change.
3. Discuss and validate the working procedures of the CCNGO/EFA.

Appendix I contains the programme of activities of the CCNGO/EFA 2003 Annual Meeting.

A total of 167 representatives of NGOs and CSOs from forty-seven countries, as well as eight professionals from UNESCO, met in Porto Alegre from 19 to 23 January, for three days of CCNGO/EFA assembly activities, and two days of the Second World Education Forum, including a seminar organized by the CCNGO/EFA on 'Alternative Discourse in Education: Towards New Notions of Quality to Promote Lifelong Learning for Social Transformation' on the evening of 21 January. Appendix II offers a perspective on what can be retained from the seminar discussions. Many CCNGO/EFA participants remained in Porto Alegre to participate in the dialogues and debates of the World Social Forum.

1. Framing the 2003 CCNGO/EFA Annual Meeting

Welcoming remarks

The 2003 Annual Meeting commenced with words of welcome from Eliezer Pacheco, Co-ordinator of the World Education Forum, and Sergio Haddad of the World Social Forum Organizing Committee, who celebrated the gathering of civil society organizations from around the world in Porto Alegre to strengthen their commitment to education for social change. Jorge Werthein, the UNESCO representative in Brazil, called attention to the challenges educators face in empowering people to exercise their rights to information and technology, culture and identity, equality, and security and democracy; he stressed the special challenge and opportunity for educators in Brazil to respond to President Lula da Silva's call to mobilize to fight illiteracy. Pedro Pontual, President of the Latin American Council on Adult Education (CEAAL), the CCNGO/EFA Latin American focal point and host organization, evoked Paulo Freire's reflection that 'Without education, no change is possible,' calling upon all educators present to seek for paths towards social transformation, such as the CCNGO/EFA mechanism. As he said, the call 'Another world is possible' must convoke us all.

Overview on the situation of EFA and efforts to put the world on track, by Abhimanyu Singh, Lead Manager of the Dakar Follow-up Unit at UNESCO

With reference to the EFA Dakar Goals and Millennium Development Goals (MDGs), Mr Singh shared an overview on progress made to date highlighting the emerging architecture of international co-ordination among EFA partners, in which the CCNGO/EFA is one of many

active mechanisms. He pointed to the multiplicity of EFA developments on many fronts, including the Monterrey Development Compact, Fast Track Initiatives, G-8 Education Task Force, the Johannesburg Summit on Sustainable Development, the United Nations Literacy Decade, Regional Initiatives (New Partnership for African Development (NEPAD), African Forum of Parliamentarians in the Area of Education (FAPED), among others), the Annual Global Monitoring Report and the EFA International Strategy, as well as the High Level Group and Working Group Initiatives.

According to the assessment of the 2002 Global Monitoring Report, while eighty-three countries have a high chance of achieving all three quantitative EFA goals (universal primary education, gender parity and adult literacy) by 2015, forty-three countries are likely to miss at least one of these goals, and twenty-eight countries, principally in Sub-Saharan Africa, are at serious risk of not achieving any of them. The cost of providing EFA has been dramatically underestimated by multilaterals and countries alike due to the high cost of HIV/AIDS, the effects of internal crisis and post-conflict resolution and the cost effective incentive programmes for girls, especially for the poorest households. In all, there is an external funding gap of U.S.\$5.6 billion per year in order to support the move to universal primary education in forty-seven selected countries alone.

The commitment of countries to prepare comprehensive national EFA action plans by 2002 at the latest has at best injected urgency and energy into policy and planning; at worst, it has created parallel planning activities. The urgency implicit in the 2002 planning target and the 2005 and 2015 goals requires sustained commitment to reform, planning based on reliable data and appropriate levels of funding. As the leading proponent of EFA plans at the United Nations level, UNESCO proposes the following aspects for credible EFA planning: technically sound and politically strong, comprehensive, gender responsive, inclusive, fully budgeted and well-defined, that are re-worked and rethought in the context of 40 million people living with AIDS and seventy-three countries currently enduring crisis or reconstruction due to conflicts, disasters and instability.

With regard to UNESCO's performance assessment of its work towards EFA, Mr Singh cited strengths in information sharing and building alliances on EFA, as well as its efforts towards international co-ordination. However, the Monitoring Report considers UNESCO to have conservatively interpreted its mandate, citing difficulties in influencing political leaders and mobilizing resources for EFA, and has been less proactive in advocating EFA than desired. UNESCO will continue to emphasize its role as the primary United Nations stakeholder committed to EFA, seeking to promote long-term EFA planning, maintain the focus on all six Dakar goals, revisit the role of the Working Group on EFA, promote national legislation on free and compulsory basic education and strengthen advocacy and communication for EFA. Mr Singh also shared the Monitoring Report recommendations for UNESCO action which include acquiring greater technical resources, developing authoritative policy analysis, exercising greater capacity to influence the world's political and development community, and building greater in-house capacity to analyse international developments, changing aid modalities and comparative educational policy.

The Dakar Follow-up Unit will continue to strengthen the Global Monitoring Report. This annual publication charts and analyses progress towards the Education for All (EFA) goals agreed at the World Education Forum in Dakar (2000) and the Millennium Development Goals (MDGs) for education. It is designed to promote and influence education policy dialogue. Gender and EFA is the thematic approach of the 2003/2004 report; however, each year the report monitors progress across all of the six Dakar goals. It reports and reflects on education policies and reforms across the world, seeking to guarantee greater dissemination, debate and evaluation of the report findings.

Participant expectations

Following a dynamic introductory exercise among the participants, a questionnaire was completed to convey participants' expectations for the meeting; this is summarized below:

1. To get to know personally other people and NGOs committed to EFA, in order to further information exchange and expand the capacity for joint initiatives.
2. To increase awareness about the scope of challenges to EFA, the realities in different countries, the obstacles and the opportunities.
3. To become more informed about current NGO participation and strategies towards EFA, particularly those that involve social participation and/or those based in Latin America.
4. To reach a better understanding of the CCNGO/EFA mechanism and other forms of civil society partnership with UNESCO, including financial mechanisms, at a national, regional and international level.
5. To identify and learn from effective practices for Dakar follow-up, particularly for improving: (a) civil society / government dialogue; (b) local educational initiatives; (c) public policy formulation; (d) monitoring of the EFA process; and (e) evaluating civil society participation.
6. To discuss and identify ways to improve civil society articulation and co-ordination between national, regional and international organizations or networks. Find how to link macro initiatives to micro EFA work on the ground.
7. To further our understanding of what 'Education for All' and 'Quality Education' mean for our conception and practice.
8. To identify contributions that education is making and can provide to new paradigms of social transformation towards a more inclusive world. Specifically discuss the role of teachers and popular educators.
9. To define a more concrete and strategic CCNGO/EFA action plan for 2003.

Election of rapporteurs

The participants appointed a group of rapporteurs by consensus to draft the recommendations of the 2003 CCNGO/EFA Assembly. This drafting committee was comprised of Bernie Lovegrove of the Asian and South Pacific Bureau for Adult Education (ASPBAE), Monique Foulhoux of the UNESCO/NGO Liaison Committee, Jennifer Chiwela of the People's Action Forum of Zambia, Bettina Bochynek of UNESCO Institute of Education, Mariana Cifuentes of the UNESCO-EFA Global Monitoring Report Team, Claire Mollard of the UNESCO Contact Team and Rebecca Berner of Latin American Council for Adult Education (CEAAL).

2. The importance of civil society participation in lifelong learning for social transformation

Angela Barreto of the Brasilia UNESCO Office introduced keynote speaker Mr Pedro Demo. Currently a professor of social policy at the Universidade do Brasilia, Mr Demo was formerly a researcher at the Instituto de Pesquisa Económica Aplicada (IPEA) and served as the Director of the Instituto do Pesquisa UINEPE, in addition to authoring many books on social sciences, public policy and education. See Appendix III for Mr Demo's presentation.

3. From Bangkok to Porto Alegre, progress and challenges of the CCNGO/EFA mechanism to date: a report of the Transitory Co-ordination Group

Mr Fulgence Kone of the International Catholic Office for Education presented his fellow Transitory Co-ordination Group (CG) members to report on CCNGO/EFA activities and progress made since Bangkok 2001. Mr Ulf Fredrickson of Education International recounted efforts made by the Transitory Co-ordination Group during this transition period in response to the recommendations and mandates of the 2001 Assembly. Conscious of the challenge to use this period towards best securing the spaces opened up for greater involvement of NGOs and civil society groups, especially from the South in the unfolding EFA follow-up policy process, the CG specifically sought to mobilize substantive participation of CSOs, increase awareness of the Dakar Framework of Action, to reinforce NGO network and CSO capacities for monitoring and influencing EFA processes, as well as reinforce partnerships between UNESCO and civil society organizations.

In this transition period, the CCNGO/EFA functioned as a facilitating mechanism to enhance broader awareness on the EFA follow-up mechanisms and related debates through promoting and expanding existing communications efforts and stimulating regional and national-level consultations for information sharing. Mr Fredrickson also emphasized the Co-ordination Group's involvement in international EFA follow-up through participation in a variety of UNESCO convened international processes such as the Working Group on EFA, the Editorial Board of the 2002 Monitoring Report, the Task Force to Operationalize the Dakar Framework of Action, civil society consultation with the G8 Task Force, and UNESCO liaising, among others.

Another area of CCNGO/EFA activity was tracking civil society participation as a whole in EFA processes, for which an international study was launched to evaluate civil society contributions and challenges to further EFA participation. Capacity-building initiatives were launched on a regional level in relation to the EFA process. Additionally, in keeping with the recommendation of the 2001 Assembly, a broader consultation on the Transitory Working Procedures of the CCNGO/EFA was initiated.

The regional focal points characterized this period of CCNGO/EFA activity with increasing participation and co-ordination of CSOs and NGOs within each of their regions:

Asia: Ms Maria Khan of the Asia South Pacific Bureau for Adult Education (ASPBAE) spoke of how the active presence of the CCNGO/EFA mechanism in the region opened doors for policy-making and capacity-building processes with the participation of some 240 community-based organizations from thirty countries during this period. Both national consultations and meetings, held in Bangladesh, Fiji, India, Indonesia, Nepal, Pakistan, the Philippines, Samoa and Vanuatu, as well as three subregional consultations for the South Asia, South Pacific, and East and South-East Asia areas, were organized to create and/or strengthen capacities for advocacy work and policy engagement platforms. In addition, CSO participation in National Action Plan development and Dakar follow-up was tracked in six countries (Bangladesh, Fiji, India, Nepal, Philippines and Samoa) leading to national case studies. Throughout this period, the region also engaged in regional and international UNESCO/EFA forums.

Arab Region: Mr Samir Jarrar of the Arab Resource Collective (ARC) gave witness to new networking among NGOs in this region that have historically worked on literacy and educational issues, as well as new NGOs emerging in EFA related areas. These NGOs convened in a landmark workshop on EFA held in Beirut in January of this year,

where sixty-two participants made recommendations reaffirming their commitment to Arab networking and partnership initiatives in co-ordination with UNESCO and other actors towards EFA at national, regional and international levels in order to combat the current status of education in Arab societies. Appendix IV presents the main outcomes of the Beirut meeting.

Africa: In this region where education has been the most greatly affected by the existing political and economic crisis, Mr Gorgui Sow of the African Network Campaign on Education for All (ANCEFA) underscored ground-breaking networking initiatives at a national level and at a regional level through the ANCEFA network. Besides working to improve relations and communication with UNESCO internationally and regionally, as well as with national NGO/CSO coalitions, a participatory regional capacity-building programme was initiated to train broad-based sectors of civil society in EFA policy issues, curriculum and programme development, and pedagogy. The first phase of this programme was launched in six countries of Western Africa: Burkina Faso, Chad, Guinea, Mali, Niger and Senegal. Six national case studies were also developed during this period on civil society participation in financing education, in Burkina Faso, Ghana, Liberia, Mali, Niger and Senegal. In addition, a regional consultation process was held in preparation to the meeting of African Ministries of Education (MINEDAF VIII) in December 2002, resulting in pioneer CSO participation in this conference. These activities were carried out despite limited resources and scarce civil society / governmental dialogue.

Latin America: Mr Carlos Zarco of the Latin American Council for Adult Education (CEAAL) drew attention to efforts made to create and/or strengthen national civil society forums dedicated to policy engagement and civic monitoring of EFA progress in each Latin American country and he pointed to nine countries where civil society networking is becoming consolidated. A region-wide campaign, with the participation of NGOs and donors, was launched to raise consciousness among civil society on EFA goals through disseminating key EFA documents. Regional EFA networking initiatives also include the organization of three region-wide meetings held during this period (in Brazil, Chile and Mexico) that have facilitated information sharing and the definition of joint actions. A series of national and subregional workshops on civic monitoring of EFA progress has begun and in Central America, national case studies on progress made towards Dakar goals were developed in Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama. In addition to these efforts, NGO participation was guaranteed at two regional meetings of ministries of education (Regional Inter-governmental Committee of the Major Project in the Field of Education in Latin America and the Caribbean – PROMEDLAC, Cochabamba and the Regional Education Project for Latin America and the Caribbean – PRELAC1, Havana) and communication and participation with UNESCO was sustained at multiple levels, particularly in international EFA follow-up forums.

Overall, the Co-ordination Group expressed its satisfaction at the wealth of information generated and enhanced participation of civil society in EFA mechanisms since Bangkok. The focal points were pleased with the contributions of the CCNGO/EFA mechanism as a catalyst and space for studying and recognizing CSO/NGO participation in EFA at a national and regional level, for networking and creating capacity-building opportunities for CSOs/NGOs in the EFA field, and for engaging in dialogue with governments and multilaterals, particularly UNESCO. They shared their conviction in regard to the need for future action in these areas as well as their dismay at the limited resources available during this transitory period and the inconsistencies of the CCNGO/EFA mechanism at a regional and national level, which mark challenges for future action.

While recognizing these positive developments, the Transitory Co-ordination Group and the participants expressed concern with regards to issues such as the following:

1. The overall slow progress in pursuing the EFA targets.
2. The lack of action plans and sufficient budget on a national level.
3. The much-needed yet limited dialogue so far between governments and NGOs.
4. The lack of resources for NGO/CSO action and the limitations to effectively harnessing CSO capacities for policy impact.
5. The difficulties in forging NGO/UNESCO dialogue at a national and/or regional level
6. The need for and difficulties of NGO networking at a global level.
7. The special challenges for CS action in authoritarian countries.
8. The need to influence multilateral action.

All of these challenges point to the need to further qualify civil society action towards EFA, to transcend from being present at the stakeholder table to determining the policy agenda. In this sense, the actual potential for using the CCNGO/EFA mechanism as a proactive advocacy instrument within UNESCO needs to be further explored.

4. Civil society participation in EFA: lessons learned and challenges

Learning from advocacy and policy dialogue initiatives

Participants were able to listen to voices from four civil society platforms advocating for EFA internationally:

Global Campaign for Education (GCE). Ms Anne Jellema spoke on behalf of this coalition of civil society organizations, united since 1999 to make governments recognize education as a fundamental human right. Underlining GCE's goal of ensuring education through campaigning and lobbying for greater financial support for EFA, from national governments and international agencies, she stressed the need to increase the volume of financial aid as well as re-prioritize available resources to warrant genuine national ownership of the educational process in each country, taking advantage of international aid to finance gaps. Positive results have materialized from civil society monitoring efforts, policy advocacy and challenges to rich countries to fund EFA without hidden agendas. Current GCE efforts include putting pressure on rich countries to finance the Fast Track Initiative and the Global Action Week in April of each year (the focus being on gender parity in 2003).

Education International (EI). Mr Elie Jouen accentuated the context of profound societal transformations triggered by globalization that place pressure on education systems and teachers to respond to the basic challenges of ensuring quality and guaranteeing access to education. In this sense, current conceptions of quality education abound and vary, with education stakeholders striving to define indicators for measuring quality and the private sector, above all, denouncing the quality afforded by the public sector, seeking to gain new ground. Thus, he stressed that advocacy efforts, particularly by trade unions, should call for 'Public Quality Education for All', and not merely 'Education for All.' Advocacy efforts should be focused on providing more teachers per school, as well as teacher training programmes and better working conditions and remuneration.

Gender Education Office (GEO). Ms Cecilia Fernandez conveyed the strategic importance of education for the achievement of gender justice and gender equality, the focus of this network of women's organizations and individual women working together since

1997 on advocacy strategies and follow-up recommendations to international conferences and agreements. GEO/REPEM (Red de Educación Popular Entre Mujeres) sees international conferences as opportunities for negotiating and constructing a common discourse, while the ensuing dissemination of documents and conclusions of the conferences constitutes a political and educational act. Specifically, GEO illustrated the effectiveness of these strategies with its follow-up activities to CONFINTEA V, providing a control mechanism for civil society and a process for civil society learning and empowerment. Their integrated analysis of gender issues at different international conferences (CONFINTEA V, Beijing +5, Copenhagen +5 and Dakar) is another effective GEO contribution for enriching and furthering policy dialogue. GEO also helped to launch the Campaign for Lifelong Learning here in Porto Alegre.

International Council for Adult Education (ICAE). Mr Paul Belanger articulated the drastic situation of education as recorded in the Global Monitoring Report, underscoring the mere 1 per cent improvement in literacy levels, the decrease in bilateral aid and World Bank loans, the reductionist view of basic education that excludes the learning needs of youth and adults, as well as the hypocrisy of the Fast Track Initiative. He pointed to key focal points for future civil society advocacy: literacy, gender equity, bilateral aid and credit, the Fast Track Initiative, and adult and peace education. In view of this situation, ICAE continues its fight for the right to learn throughout life through three strategies: (a) a 'shadow report' on the right to learn to be published this upcoming September; (b) advocacy guides; and (c) participation in the CONFINTEA Mid-Term Review, also in September 2003.

In the ensuing discussion, panellists and participants supported the importance of strong civil society and public advocacy for being a watchdog and ensuring transparency from governments, both those that participate in international EFA initiatives and organizations as well as those that do not. Advocacy and policy dialogue should be guided by the search for lifelong learning as the overarching belt of EFA, since it includes adult learning and literacy issues, and the respect for diversity, given that EFA is not necessarily the same education for everybody. Others mentioned that quality measurement and/or a civil society control system must include evaluation criteria of quality in formal and non-formal settings; these should go beyond quantitative statistics to include dimensions of gender and culture, local needs, content analysis and success of pupils, etc.

UNESCO / civil society co-operation in EFA

At the end of the first day, speakers described multiple forms of UNESCO / civil society co-operation as well as existing challenges for improving this relation.

Ms Monique Fouilhoux of the NGO Liaison Committee observed that UNESCO is the only United Nations organization with a long tradition of co-operation with NGOs and civil society. UNESCO has ventured into new partnership mechanisms with civil society, such as thematic consultation mechanisms such as CCNGO/EFA, which is one of two such mechanisms established by the Education Sector, the other being the CCNGO on Higher Education. Through the CCNGO/EFA, UNESCO seeks to learn from its dialogue with civil society by promoting and furthering collaboration between governments and civil society, and encouraging the participation of civil society in joint EFA efforts. The CCNGO/EFA is open to the participation of all civil society organizations and networks of organizations that are non-governmental and not-for-profit and that work in the field of EFA. The naming of regional focal points was one of the evolutions of the CCNGO/EFA, proposed to consolidate and strengthen the Collective Consultation as a true broad-based partnership.

Mr Abhimanyu Singh, of the UNESCO Dakar Follow-up Unit, shared the UNESCO perspective recognizing the variety of roles that NGOs play in education, as implementers and service providers, as innovators and critical thinkers, as informed critics and advocates. In this sense, the CCNGO/EFA seeks to foster the EFA perspective within lifelong learning and give recognition to civil society involvement in EFA, strengthening NGO capacity and improving communication and policy dialogue with UNESCO and other international partners. He emphasized contributions made in the promotion of policy dialogue, information-sharing, capacity-building in Sub-Saharan Africa, facilitating access to new concepts and practices proposed by civil society, assessment of civil society participation in EFA processes, better understanding of current developments, contributions of the CCNGO/EFA process to date (such as regarding new forms of civil society organization and forging alliances among NGOs).

The challenges that UNESCO identifies to advance CCNGO/EFA contributions in the future are marked by further strengthening the participation and collective civil society voice in EFA forums, further clarifying UNESCO and CCNGO/EFA roles and capacities, and promoting additional co-operation and trust at all levels. In this sense, future strategies should accelerate regionalization of the CCNGO/EFA, support civil society participation in assessing their contribution to EFA and research on new thinking and practices, enhance CSO capacity-building and create spaces for policy dialogue. In conclusion, the ongoing challenge is to build foundations and create a structure and mechanisms for enduring partnerships between governments and civil society.

Mr Gorgui Sow speaking for the African Network Campaign on EFA-ANCEFA as a regional networking experience and Ms Vera Masagao speaking for the National Campaign for Education in Brazil, described innovative and exemplary efforts at civil society coalition-building since Dakar. The African experience joins twenty-five national civil society coalitions in participatory consultative and resource mobilization with EFA partners in Africa, including the UNESCO Regional Office in Africa (BREDA), government representatives and transnational donor organizations, such as Action Aid and the Commonwealth of Learning. The Brazilian campaign has sparked broad-spread nationwide participation, including NGOs, social movements, teachers unions and transnational agencies such as Action Aid, in consciousness-raising around Dakar goals and in EFA policy dialogue. In this latter experience, co-operation between the national movement and the UNESCO national office has improved over time, although it is not yet fully organic. In both experiences, respect for local, sectoral and regional differences and adequate structures that guarantee national and/or subregional representation, were found to contribute to more effective EFA consultation and resource mobilization.

Mr Charles Abani of the Global Campaign for Education, offered some orientations for networking in general. Network building implies partnership building and a partnership implies inclusiveness that must be conceived beyond mere numbers, but rather as a process. True partnership is grounded in understanding one's own self and one's position in order to weave a clearly articulated and shared vision that lies at the heart of an effective partnership. Transparency, accountability, a bottom-up approach, and the overall recognition that there is a right to partnership are other key elements. Several indicators exist to see whether a partnership is working: a free flow of information, space for articulation, the possibility and power to act on one's decisions, trust and reciprocity, a true learning process where mistakes are not repeated and some degree of progress towards common goals. These principles and indicators should be looked to for strengthening UNESCO / civil society co-operation.

Further comments from the floor indicated additional difficulties in building true partnerships with UNESCO offices, particularly at the national and regional level, mentioning the need to convince many offices to 'come on board' for EFA. Others referred to the importance of fostering authentic respect for difference, genuine participation and broad-spread alliance building in their relations and partnerships with UNESCO offices. These all require due attention and dedication to information-sharing, communication, dissemination

and consultation with all immediate and indirect EFA partners, in addition to building an appropriate structure for boosting participation and co-operation.

Reflections on civil society participation in EFA processes: CCNGO/EFA survey

The morning session of the second day was initiated by Mr Ulf Fredrickson who spoke on behalf of the Transitory Co-ordination Group to share the results of the CCNGO/EFA international survey that sought to evaluate the quality of civil society participation in implementing EFA goals. He reminded participants that additional studies on this same topic have been carried out on a national or regional level by ANCEFA (case studies), ASPBAE (case studies), CEAAL (national reports) and Education International (specifically on teacher organization involvement in EFA).

The survey, carried out in July 2002, included questions on the awareness of NGOs of the existence of an EFA national forum and national action plan in their country and, if yes, to what extent they had participated in their design and implementation. A total sample of sixty organizations from thirty-seven countries responded; twenty-seven organizations were not aware of the existence of the EFA forum in their country, five were aware but had not participated, and twenty-one were both aware and involved in the process; twenty-six organizations were not aware of the existence of an EFA national action plan, eight were aware but had not participated, and eighteen countries were aware and involved in their development.

Final conclusions drawn from the survey are as follows:

EFA forums and consultations do not seem to be well-established practices in all countries and access to information is limited in many countries.

Consultations are varied in their levels of genuine civil society input to policy design, implementation and evaluation of EFA plans.

The selection process for choosing which NGOs will be consulted or involved is often discretionary on behalf of the governments.

NGO EFA action appears to exist in three fashions: providing education on EFA to target sectors, consciousness-raising with greater civil society and the general public to strengthen their voice on EFA, and informing and pressuring governments about their responsibilities for EFA.

NGO involvement in EFA can be categorized on four levels: Information, Consultation, Participation and Partnership. At best, NGOs revealed null partnerships, limited levels of participation, broader levels of consultation albeit with difficulties and even greater levels of information.

5. Regional reflections on the strengths and challenges for achieving Education for All and the participation of civil society in the process

The regional caucuses (Africa, Asia, Arab Region, Latin America and International) met to address the following questions: (a) their principal strengths / opportunities and the foremost weaknesses / challenges that they face as civil society while working towards EFA at a local, national, regional and international level; (b) proposed strategies for EFA action; (c) their observations to the proposed CCNGO/EFA Transitory Working Procedures in the framework of the ongoing CCNGO/EFA reform process; and (d) discuss the appointment of a regional focal point for the upcoming period.

Strengths and opportunities for civil society participation in EFA

1. CSOs are more aware of what is happening on the ground.
2. The diversity of experiences permits NGOs to model significant educational alternatives in their localities and appropriate to their contexts.
3. Increasing social awareness about EFA, about the right to education as a public issue that demands the attention of all, albeit with different responsibilities.
4. There is an accumulation of learning about EFA and a growing number of NGOs interested in education policy campaigns and initiatives.
5. Governments are increasingly willing to listen to civil society voices.

Challenges

1. The hegemonic role of the World Bank and other multilateral institutions on educational reforms at national level leading to the reduction of the EFA initiative for primary education.
2. While the Dakar commitments call for reducing adult illiteracy by 50 per cent, UNESCO is the only United Nations Agency not to reduce its education budget.
3. The experience in EFA follow-up has different expressions, from countries with non-existent EFA processes / forums and civil society / government dialogue, to a number of countries with active multi-sectoral national campaigns with policy agendas.
4. A selective approach of governments in co-operating with civil society: in some cases ministers arbitrarily dictate who can and who cannot be involved in EFA forums.
5. The lack of exchange of information on EFA between countries and regions.
6. The weak link with the media on the subject of EFA.
7. The lack of co-ordination among civil society actors and the exclusion of certain groups such as teachers' unions and youth groups.
8. No civil society coalitions in most countries, although several countries are consolidating their networking experiences.
9. The lack of co-ordination between local / regional / international follow-up and advocacy initiatives around EFA.
10. The lack of capacities among CSOs, especially in the area of policy formulation and financial issues.

Proposed strategies for civil society action in EFA that emerged from the international and regional caucuses are integrated in the recommendations for joint action in the context of the CCNGO/EFA network that are presented in Part 8 of the report. The original detailed

conclusions of the different caucuses are presented in Appendix V. General recommendations concerning the Context and Working Procedures of the CCNGO/EFA are presented in Point 9 of the report. Proposed amendments of the text and detailed comments are annexed in Appendix IX.

6. Opportunities for further civil society participation: ongoing and future events and initiatives

Ms. Rasheeda Choudhury from the Campaign for Popular Education in Bangladesh (CAMPE) presented an overview of existing opportunities for advancing the EFA agenda:

EFA International Meetings in 2003

The United Nations Literacy Decade (2003–2013), New York, 13 February.
Second Meeting of the Preparatory Committee (PrepCom-2) of the World Summit on the Information Society (WSIS), Geneva, 17–18 February.
Spring Meeting of the World Bank Development Committee, March.
Meeting of the Editorial Board for the EFA Global Monitoring Report, Paris, 6–7 March.
Global EFA Action Week, 7–13 April.
Early Childhood Consultation Week, Paris, 12–16 May.
G-8 Summit, Evian, 1–3 June.
The Fourth Meeting of the Working Group on EFA, Paris, 22–23 July.
Higher Education Partners' Meeting: Follow-up to the World Conference on Higher Education (WCHE+5), Paris, 22–23 June.
International Literacy Day Event, Japan, September.
CONFINTEA Mid-Term Review Meeting, Thailand, September.
UNESCO General Conference: Ministerial Round Table on 'What is Quality Education?', September/October.
Education and Social Transformation: Questioning our Practices in Light of Paulo Freire, Paris, September.
Annual Meeting of the World Bank Group and the International Monetary Fund, Dubai, 23–23 September.
The Third High-Level Group Meeting on EFA, New Delhi, November.

International EFA initiatives

CONFINTEA Mid-Term Review
G-8 Support to Education
The Fast-Track Initiative in Support for EFA
The EFA Monitoring Report

Flagship Programmes

Early Childhood Regional Capacity-Building Initiative
Literacy for All within the Framework of the United Nations Literacy Decade (2003–2013)
The United Nations Girls' Education Initiative (UNGEI)
The Initiative on Education in Situations of Emergency and Crisis
The Interagency Initiative FRESH (Focusing Resources on Effective School Health)
The Impact of HIV/AIDS on Education
Teachers and Quality of Education
EFA and the Rights of Persons with Disabilities: Towards Inclusion
Education for Rural People

Then, in working groups on selected initiatives, additional information and civil society expectations were shared and recommendations were made on how to reinforce civil society participation in each initiative. Below are summary versions of these reports:

CONFINTEA V: mid-term review

In September of this year, UNESCO will convene this meeting in Thailand to analyse progress made towards the commitments and recommendations in ten thematic areas of adult education since the Fifth International Conference on Adult Education in Hamburg 1997. Seeking to identify new tendencies in basic adult education and lifelong learning at a political, programmatic and institutional level, participants will work to renew the CONFINTEA follow-up process and strengthen regional and thematic initiatives towards CONFINTEA goals. In January, UNESCO will circulate a questionnaire with governments and civil society organizations on CONFINTEA progress. In the context, ICAE is also developing a shadow report on current advances and innovative experiences in twenty countries.

Recommendations to the UNESCO Institute for Education (UIE) / UNESCO

1. Ensure a collective assessment of governments and civil society by sending the questionnaire not only to Member States but also to CCNGO/EFA members in order to gain their input and help them remind governments of their responsibility to respond.
2. Link the CONFINTEA follow-up with the EFA process and the United Nations Literacy Decade, by requesting a brief report on Dakar Goals 3 and 4 in the CONFINTEA questionnaire, and by requesting information on whether countries have included adult learning and non-formal education within their national EFA plans.
3. Develop an overview of new developments, tendencies and discourses in adult education and learning, such as citizenship, democracy, human rights, etc., and disseminate it broadly with the invitation to the Mid-Term Review.
4. Focus the meeting on verifying and evaluating CONFINTEA progress, seeking to clarify governmental and intergovernmental responsibilities and performance.
5. Allow for discussion on new debates, such as educator training.
6. Emerge from the September meeting with recommendations for the UNESCO General Assembly and instruments for strengthening civil society's policy-making and advocacy capacity in this field.

Recommendations for civil society

1. Advocate for a comprehensive understanding of adult education in national agendas and plans, rather than a reductionist vision of adult literacy.
2. Promote the creation of a civil society observatory on CONFINTEA.

The United Nations Literacy Decade

For the first time, this initiative was presented to civil society. Targets have been established for certain focus groups and cultural diversity is an important issue to be addressed. Proposals for concerted action exist on multiple levels: internationally UNESCO and NGOs will broadly disseminate information, regionally UNESCO offices will implement action plans

and nationally partners in this initiative will seek to involve all possible actors, not just NGOs.

Recommendations

1. Ensure NGO/CSO participation in the elaboration and implementation of the United Nations Literacy Decade process and develop linkages between this initiative and EFA processes.
2. Reaffirm the necessity for changing the educational systems related to Literacy and Adult Education so that they meet the needs of the target groups and encourage the community to support the participation of the civil society and the target groups in the decision-making process.
3. Provide the necessary political decisions in support of NGOs initiatives.
4. Allocate the necessary funding to promote and allow the success of NGO initiatives.
5. Support efforts aimed at publishing appropriate reading materials for the post-literacy stage and at involving clearinghouses and other sectors of the society in this field. This will avoid the return to the illiteracy stage.
6. Activate the role of the media in support of literacy programmes.
7. Seek to increase the training opportunities addressed to the personnel working in the field of literacy and adult education.
8. Specially disseminate information on gender and literacy, in addition to develop and demand government action in support of literacy training initiatives from a gender perspective.
9. Develop specific national, bi-national and multinational action strategies that seek to understand and address migrant needs and tackle barriers to greater educational opportunities for migrant populations.

Fast Track / G-8 support for education

In April 2002, the World Bank launched the Fast Track Initiative (FTI) with the support of G8 countries, the Dutch and Norwegian governments. This initiative seeks to mobilize resources to cover EFA funding gaps in eighteen low-income countries – eleven of which are in Sub-Saharan Africa, four in Latin America, in addition to Viet Nam, Yemen and Albania – that have a strategy for poverty reduction and an EFA National Action Plan.

Working group participants expressed the following concerns regarding the FTI

1. Civil society has not been an active associate.
2. Governments and UNESCO have exercised little influence on this initiative.
3. FTI addresses merely two (universal primary education and gender equity) of the six Dakar Goals.
4. The criteria for selection of FTI countries should have been more transparent.
5. The indicative framework of FTI creates a risk of producing a new form of structural adjustment in participating countries.
6. A rigid application of the indicative framework may affect the status and working conditions of teachers adversely giving cause for political crisis.
7. The Global Campaign for Education's pressure has been a determining factor in launching the FTI; however, that does not signify that the GCE agrees with the process to date, nor the conditions for its functioning.

And offered the following recommendations

1. It is absolutely necessary that the conditions for FTI selection and functioning be adapted on a country by country basis for participating nations.
2. We must think about the situation of countries that are still not eligible and help them find answers to EFA funding needs.
3. UNESCO is urged to increase its involvement in FTI follow-up and ensure that all six Dakar goals are addressed.

The EFA Global Monitoring Report

The EFA Global Monitoring Report is an annual publication that charts and analyses progress towards the Education for All (EFA) goals agreed at the World Education Forum in Dakar (2000) and the Millennium Development Goals (MDGs) for education. It is designed to promote and influence education policy dialogue. An independent team hosted by UNESCO in Paris prepares the report. It is an international project supported and advised by a number of agencies, international institutions and civil society organizations. Its quantitative data is compiled by the UNESCO Institute of Statistics based in Canada. The qualitative inputs come from several sources, such as the Poverty Reduction Strategy Programme reports, case studies of successful civil society EFA practices and comparative analysis.

Several case studies of innovative techniques or new ways in which civil society and local populations are working towards EFA are reflected in the report. Additional information is compiled on the character and progress made in relations between civil society and government in terms of their mutual learning and collaboration. The technical team seeks civil society input on policy-making and policy advocacy dialogue, in addition to progress made towards the decentralization of educational policy and practice.

Recommendations

1. Civil society should continue to participate in this joint civil society / UNESCO exercise offering an analysis of EFA progress from a civil society viewpoint.
2. Jointly support civil society case study development in order to assess the veracity of national governmental evaluation statistics on EFA progress, and be able to 'adjust' national data based on reality.
3. UNESCO should consider national action forums or regional co-ordination bodies as the natural beings for providing input to the monitoring process.
4. NGOs should share their experience and realities through case studies developed specifically for monitoring purposes.
5. Jointly seek to generate statistical references for the differences in educational programmes through qualitative case studies.
6. NGO coalitions should work to co-ordinate collective input concerning women, girls and broader gender issues for the upcoming report.

The United Nations Girls' Education Initiative (UNGEI)

This multi- United Nations Agency initiative was launched in consideration of the economic factors that prevent girls from having access to education. Three target groups are proposed: female school drop-outs, rural girls and women, and girls and women with special needs.

The following factors have been stated as supporting elements to the achievement of girls education: (a) activation, promotion or creation of appropriate legislation; (b) creation of a cultural and social climate that respects the right of girls to education; (c) activation of the role of educational institutions and improving the quality of education; and (d) establishment

of alternative diversified education systems. The challenges faced in terms of girls' education are mainly linked to the financing process, to the sustainability of work and to the definition of indicators that allow evaluation and follow-up.

In this sense, the role to be played by NGOs in this initiative will include exercising pressure on politicians and decision-makers, raising awareness and change the girls' image in the curricula, ensuring co-operation and consultation between concerned institutions, ensuring follow-up, and encouraging governments to meet their commitments in this regard.

Recommendations

1. Support local organizations to carry out UNGEI goals.
2. Identify priority issues and groups for UNGEI focus in each region and/or country, such as mapping out possible contributions by participating stakeholders and co-ordinating diverse efforts in search of greater impact.
3. Address factors outside of the school setting like employment opportunities and health issues.
4. Broaden UNGEI to cover women's literacy as well as girls' education.
5. Help to advocate and lobby donor countries to increase aid to girls' education.
6. Ensure that gender is a priority in the Fast Track Initiative.

Higher education

In 1998, UNESCO held a World Conference on Higher Education (WCHE) which adopted a Declaration and a Framework for Action. The WCHE+5 follow-up meeting in June aims to assess progress achieved, identify difficulties and new trends in the framework of the impact of globalization, and propose new strategies. The CCNGO on higher education met in January to prepare its input to this meeting: an evaluation of activities implemented since 1998 and recommendations on three main issues: contributions of higher education to EFA, contribution of higher education to sustainable development and the internationalization of higher education.

Conclusions and recommendations

1. UNESCO is urged to find ways for the two collective consultations to share and to jointly develop their reflections and action.
2. Higher education has a social role to play.
3. EFA has to be a priority for each segment of higher education and contacts have to be developed with university presidents and deans for this purpose.
4. Higher education institutions have to increase their support to the EFA process through research, teacher training and technical support for NGOs.
5. Need to support institutional autonomy and academic freedom for staff in order to ensure their independence.
6. Higher education is a public good. To that extent, public sources of funding should remain high, especially in the context of globalization and the increase of cross border education.
7. Pay due attention to accreditation, quality assurance and testing. UNESCO has an important role to play in the development of guidelines and good practices in addition to existing conventions on the recognition of qualifications and diplomas.

7. Seminar on ‘Alternative Discourse in Education: Towards New Notions of Quality to Promote Lifelong Learning for Social Transformation’

In order to create a space for public dialogue on the meaning of quality and its implications for re-thinking education systems, a seminar was organized entitled ‘Alternative Discourse in Education: Towards New Notions of Quality to Promote Lifelong Learning for Social Transformation’. The idea of the seminar emerged from the belief that a lot could be learned from alternative discourse and practice in education. Alternatives were understood as the experiences and insights of educational practice and real-life learning, which have so far been marginalized in public education policies and services. The planning and organization of the seminar involved civil society activists from different backgrounds and regions, tapping on their experiences of individual and collective engagements in reflecting and acting for social transformation.

The four civil society activists who were invited to share their thoughts are known for their experiences in educational and cultural initiatives and their critical analysis of the interrelations between education, culture and neo-liberal development frameworks: Munir Fasheh (Palestine) from the Arab Education Forum, Centre for Middle Eastern Studies and Harvard University; Manish Jain (India) from Shikshantar, the Institute for Rethinking Education and Development; Carol Medel Anonuevo (the Philippines), from UNESCO Institute for Education and Global Gender Network for Education; and Aminata Traoré (Mali), from the African Initiative for Ethics and Aesthetics. Carlos Zarco Mera (Mexico) from the Adult Education Council for Latin America facilitated the session.

The format chosen for the seminar attempted to move away from ‘talking at’ a passive and dulled audience fed with long presentations by speakers ‘who know’, to avoid falling into the trap of a banking and consumer approach. Rather, the seminar tried to ‘talk with’ the participants through shorter interventions based on an initial brainstorming with the floor and constant interaction and dialogue. ‘We will start by giving the floor to experts, that is, everyone of us!’ started the moderator.

The seminar started by inviting all participants to exchange ideas on why they chose to participate in this particular seminar. This exchange was followed by short interventions from the four invitees, which again provoked comments and questions from the participants and the speakers. The seminar was thus in line with the very spirit of Porto Alegre and became a living example of UNESCO’s intellectual role to promote the advancement of knowledge by creating platforms, where people from around the world can share their perspectives and experiences on themes that are relevant to education, science and culture. Following similar seminars supported by UNESCO, this gathering was another example of how UNESCO and the CCNGO/EFA network promote the role of civil society activists as critical thinkers, challenging and providing inputs to the debate on the meaning of education and learning.

Four hundred civil society representatives accepted the invitation of UNESCO and the CCNGO/EFA to engage in a dialogue on the possibilities for creating another world and the implications for learning. They contributed to paving the way towards genuine approaches to what quality education can be. They presented a critical view on the state of the world; the challenges before us and explored collectively some alternative visions and possible actions. The dialogue raised many questions with participants sharing diverse and sometimes conflicting ideas and proposals. This reflects the very strength of the CCNGO/EFA network and the World Social Forum itself: the pluralism of the world.

From the introductory brainstorming with the floor, a generic question emerged: ‘Why are we here, in Porto Alegre to participate in the World Social Forum? Taking this question as an entry point, participants explored meanings for quality in education by addressing the main challenges of re-connecting with culture and pluralism and analysing the

ideological foundations and the role of education institutions, with a view to formulate alternative possibilities and new questioning. Appendix II presents a perspective on what can be retained from the debates.

8. Towards renewed international, regional and national civil society action towards EFA: Recommendations for future action in the context of the CCNGO/EFA network

The morning session of 23 January opened with the presentation of the ‘Rapporteur’s Report’ by Bernie Lovegrove of ASPBAE on behalf of the drafting committee that sought to recollect the series of recommendations for CSO/NGO and UNESCO action on EFA as put forward by the regional caucuses and plenary discussions throughout the first two days of this meeting.

The CCNGO/EFA is a mechanism for dialogue and joint action between NGOs and UNESCO in the area of education for all (EFA). While some of the recommendations pertain to the CCNGO/EFA as a mechanism or to UNESCO action, others are more broadly for the consideration of NGOs/CSOs to act on at national, regional or international level. Moreover, many are relevant for manifold yet convergent levels of action with diverse EFA participants and partners.

Following the reading of the Rapporteur’s Report, the five regional caucuses were instructed to convene once again to reflect upon and discuss this draft report and return with their observations to the plenary. The draft rapporteur’s report is annexed in Appendix VI and the minutes of the different caucuses that met to comment on the draft are presented in Appendix VII.

After the different caucuses reported back in plenary, additional comments from the floor reiterated the need to go beyond general recommendations to focus the strategies and actions on concrete needs. Participants highlighted the importance of issues such as early childhood education, girls and women’s educational issues, non-formal education, parent/teacher relations, qualitative indicators for evaluating education, NGO leadership development, HIV/AIDS education and other special needs. Others stressed the strategic nature of UNESCO’s role in EFA, the broad-based concept of EFA, the forging of partnerships between UNESCO and local partners and the importance of building an inclusive EFA movement.

It was also highlighted that it would be valuable for future CCNGO/EFA international assemblies to be prepared by prior national and regional meetings to be able to provide more in-depth input and more serious debate on EFA issues before arriving at an international meeting of this nature.

The recommendations presented below attempt to integrate general and specific comments presented to the draft report as well as the recommendations from the different caucuses and working groups. Readers are invited to monitor the correct integration of these comments by referring to Appendices V, VII, VIII at the end of the report.

The recommendations pertaining to the CCNGO/EFA will be considered by the CCNGO/EFA Co-ordination Group along with additional points emerging from the last session of the Annual Meeting. The group will then develop a draft Plan of Action for comments from CCNGO/EFA members.

Networking within the CCNGO/EFA network

1. Re-ground national strategies and coalitions in local experiences, drawing organizations and coalitions' mandate from the people. In particular, take children's and youth's interests and rights into consideration when formulating projects and advocacy campaigns.
2. Decentralize national co-ordination bodies and networking spaces, taking them to a local level, towards the construction of a national strategy.
3. Reinforce national coalition building through initiatives such as: (a) the establishment of office-based secretariats with adequate resources for building effective and inclusive national and regional coalitions; (b) the designation of national focal points and yearly meetings to improve networking; and (c) enhanced collaboration between NGOs, CSOs and teachers' unions.
4. Create inclusive spaces for periodic gatherings so that civil society comes together and meets in each country, interconnecting their initiatives and strengthening one another.
5. Create opportunities for civil society networking with UNESCO field offices by taking advantage of already existing spaces or creating new ones.
6. Consolidate or create inclusive international, regional and national networks, coalitions and movements on EFA themes from among the existing networks dedicated to develop EFA-related initiatives.
7. Improve the articulation with international campaigns and networks such as the Global Campaign for Education and the CCNGO/EFA, making sure that they do not compete with existing regional structures.
8. Ensure that international NGOs work in a participatory and reciprocal fashion, seeking to further their relations and communication, and ensure continuity between global initiatives.
9. Ensure greater co-ordination with NGOs/CSOs working in the area of higher education, in particular through greater linkages between the CCNGO/EFA and the CCNGO/HE.

Reinforce dialogue with the state and other EFA stakeholders

1. Contribute to the definition of UNESCO's role in the different regions and promote its role in each country.
2. Strengthen UNESCO's facilitating role in state / civil society negotiation processes by putting pressure for the creation of national EFA forums and encourage governments to foster greater civil society participation in National Action Plans and policy processes relevant to EFA.
3. Use the CCNGO/EFA as a lever for providing more opportunities for CSOs to link up with other EFA stakeholders, especially with key financial institutions and donors.
4. Serve as a watchdog to guarantee true representation by the local government bodies in education.
5. Encourage other United Nations agencies to work towards the achievement of all EFA goals and the interconnection of EFA related initiatives, especially at regional and international levels.
6. Encourage the reform of UNESCO National Commissions to move from being departments of Ministries of Education to an inclusive forum for governments, CSOs and UNESCO.

Capacity building

1. Facilitate learning opportunities for regional and national NGO coalitions and their leaders, to address needs and gaps they identify.
2. Engage in more effective capacity-building initiatives with civil society to improve the engagement with governments and other stakeholders.
3. Promote the involvement of international and regional NGO networks in building capacities of local/national NGOs/CSOs to create or reinforce national civil society coalitions.
4. Focus capacity-building initiatives on education policy formulation, monitoring, evaluation and advocacy at regional and national levels.
5. Integrate information on flagship programmes and other initiatives in NGOs/CSO capacity-building programmes.
6. Strengthen the leadership and specialization of NGOs professional staff, in order to influence complex policy issues requiring specific competencies.

Research

1. Encourage research into education policy issues that will increase the effectiveness of NGO advocacy on EFA.
2. Construct a renewed knowledge base on EFA by documenting and disseminating information on successful interventions, quality practices and lessons learnt, especially through the reinforcement of integrated website development.
3. Set up e-group thematic discussions around education and development issues.
4. Select one or two specific research themes or issues to be studied collectively.
5. Strengthen civil society input to the development of the Monitoring Report.
6. Reflect on new paradigms in education that will better satisfy the growing demands and the dissatisfaction with the present ones. In particular, the network should be instrumental in clarifying the meaning of quality in EFA discourse.

Communication and information dissemination

1. Call upon UNESCO to ensure the publication of EFA documents in all United Nations official languages, including Arabic; and seek the translation of major EFA documents into more local and national languages.
2. Use the CCNGO/EFA mechanism as a lever to ensure smooth flow of information between UNESCO and civil society in the area of EFA to make sure that:
 - a. NGOs/CSOs are informed about spaces and opportunities with UNESCO, especially concerning flagship programmes and other EFA-related initiatives co-ordinated by UNESCO.
 - b. UNESCO is kept informed of civil society thinking and initiatives.
 - c. Critical civil society concerns and ideas about UNESCO are brought to the attention of UNESCO Secretariat, Executive Board and General Conference.
 - d. Timely information on EFA is delivered to civil society, especially concerning civil society involvement at national, regional and international levels.

Financing

1. Engage in monitoring EFA financing partners through initiatives such as:
 - a. The establishment of a commission to monitor and follow-up the financing received by governments (World Bank, donations and credits).
 - b. Advocacy to establish UNESCO as a financial watchdog to oversee and pressure financial agencies.
2. Strengthen and/or generate spaces for facilitating dialogue among financing agencies.
3. Reflect on possible strategies to source additional funding to support NGO efforts in promoting EFA both within and outside UNESCO.
4. Request UNESCO's General Conference to allocate from within the regular programme budget special resources to support CCNGO/EFA efforts, especially at regional level concerning research, monitoring and civil society organized events and initiatives.

Main recommendations related to the articulation with flagship programmes and other EFA international/regional initiatives*

1. Promote greater civil society involvement in the Fast Track Initiative follow-up.
2. Ensure that the six goals of Dakar are addressed in the Fast Track Initiative.
3. Ensure NGO / CSO participation in the elaboration and implementation of the United Nations Literacy Decade process.
4. Develop linkages between EFA processes and Literacy Decade implementation processes.
5. Develop specific strategies for migrants in the framework of the Literacy Decade on a national level to address in particular migrant workers needs.
6. Broaden the United Nations Girl's Education Initiative to cover women's literacy as well as girls education.
7. Continue to develop contact with the Monitoring Report Technical Team in order to ensure civil society involvement and collective input in the monitoring process of EFA
8. Disseminate information about the CONFINTEA Mid-Term Review, 2003 and its linkages to EFA and to encourage NGOs involved in adult education to contribute input in relation to EFA goals 3 and 4 in the CONFINTEA questionnaire.
9. Ensure a collective assessment of governments and civil society on CONFINTEA and link the CONFINTEA Mid-Term Review with the EFA process.
10. Develop a mechanism to monitor the implementation of the CONFINTEA objectives.

9. Adoption of the CCNGO/EFA Working Procedures

The assembly acknowledged that the period of transition and decentralization reform of the working procedures of the CCNGO/EFA has been successful in increasing the participation of NGOs/CSOs in CCNGO/EFA, especially civil society groups from the South. It was emphasized that the new structure of the Co-ordination Group has been instrumental in the process. It was however highlighted that the network should seek further inclusion of national NGOs/CSOs participation and perspective in CCNGO/EFA activities.

* See also detailed recommendations for each initiative, Point 6 of the report.

The CCNGO/EFA should be proactive, broad-based, and further strengthen the link between community, national level EFA CSO processes with regional and global CSO initiatives of the CCNGO/EFA. – *Asian caucus*

The CCNGO/EFA should be more substantial and participatory, more serious in addressing priority issues of interest rather than merely facilitating information exchange. This mechanism should be focused to produce knowledge about the education process. – *Latin American caucus*

The CCNGO/EFA should reflect a sense of mutual trust and collaboration to further improve partnership between civil society organizations and with UNESCO. – *African caucus*

The CCNGO/EFA should highlight the specific role of civil society in activating cultural expression as a means and content for learning. – *Arab caucus*

In this context, the international and regional caucuses endorsed the procedures as presented (see Appendix VIII), recalling that it should be understood in the light of the recommendations made regarding CCNGO/EFA actions in the future. The following comments were made for consideration in further improving the Working Procedures:

1. Regional Focal Points to actively work to strengthen co-ordination between national and regional initiatives.
2. Simplify and clarify the language of the Working Procedures and disseminate the document to all CCNGO/EFA members.
3. Working Procedures to give greater emphasis for supporting broad-based and national level NGO participation.

The following suggestions were made to complement the existing description of the CCNGO/EFA role:

1. Inform NGOs on relevant UNESCO plans, processes, programmes, structures, resources and developments in relation to EFA in a timely way.
2. Provide opportunities for NGO and CSO networking at the regional level.
3. Bring the concerns and recommendations NGOs have about UNESCO programmes, mechanisms, plans to relevant UNESCO officials.
4. Provide opportunities for NGOs to have a voice in relevant international forums and to engage with relevant international institutions.
5. Liaise with key international, regional and national NGOs involved in education policy.
6. Seek additional funding support for CCNGO/EFA activities.

Further specific recommendations from particular regions for the improvement of the Working Procedures were made. These comments should be considered by the CCNGO/EFA co-ordination group and UNESCO in the light of UNESCO's legal framework are presented in Appendix IX.

10. Appointment of the new CCNGO/EFA Co-ordination Committee

Regional focal points

<i>Africa</i>	African Network Campaign on Education for All (ANCEFA)
<i>Arab Region</i>	Arab Resource Collective (ARC)
<i>Asia</i>	Asia South Pacific Bureau for Adult Education (ASPBAE)

The place for the European focal point remained vacant.

International focal points

International Catholic Office for Education
International Federation of Training Centers for the Promotion of
Progressive Education

NGO Liaison Committee

11. Closing of the 2003 Annual Meeting: future commitments

The newly appointed Co-ordination Group and Mr Singh closed the meeting by thanking the 2003 Porto Alegre Annual Assembly hosts, the Brazilian Government, the UNESCO Brasilia Office, the regional focal point CEAAL and the Latin Americans as a whole, for their hospitality and militant spirit, as well as the depth of their engagement.

The Co-ordination Group expressed their commitment to promote the CCNGO/EFA as a catalyst for joint EFA action by pursuing the aforementioned recommendations. Individual members also highlighted the following orientations that they hope will guide them during this upcoming period:

1. Sharpen the broad recommendations put forth by this assembly, transforming them into a concrete and viable plan of action, to be broadly disseminated.
2. Make the CCNGO/EFA a space for collective generation of ideas and tools for working towards EFA goals, establishing individual and collective responsibility for Dakar follow-up.
3. Work from an understanding of our commonality and shared goals as members of civil society, listening carefully and engaging in dialogue to understand the outstanding differences between regions and nations and exercising due respect.
4. Seek to understand the lack of interest of international organizations and reawaken their interest and commitment.
5. Prioritize NGO and CSO capacity building to develop expertise and to enhance capacities of regional focal points.
6. Encourage ourselves to enter in unchartered areas to discuss the different meanings of education.
7. On behalf of participants from the Arab region, the Arab Regional Focal Point proposes Beirut as the site of the next annual CCNGO/EFA assembly. The proposal met with unanimous approval.

APPENDICES

APPENDIX I

2003 Annual Meeting of the CCNGO/EFA Proposed Program

- 9:00 – 10:30 Plenary**
Welcome and framing the meeting
- 10:30 – 11:00 Coffee Break**
- 11:00 – 11:30 Plenary**
Keynote speaker, Pedro Demo
The importance of civil society participation in lifelong learning for social transformation
- 11:30 – 13:00 Plenary**
Panel with the Transitory Coordination Group
From the CCNGO/EFA in Bangkok to Porto Alegre: What have we done? What have we learned?
- 13:00 – 15:00 Lunch Break**
- 15:00 – 16:30 Plenary**
Panel: Learning from advocacy and policy dialogue in different thematic areas
- 16:30 – 17:00 Coffee Break**
- 17:00 – 18:30 Plenary**
Panel: UNESCO-civil society partnerships for Education for All (EFA)
Questions/Answers Session
- 18:30 – 19:30 Regional/international Caucuses**
(i) Re-visiting the working procedures, (ii) identifying the new coordination group of the CCNGO/EFA
- 8:30 – 10:30 Role Play and feedback**
Highlights and challenges of civil society participation in EFA processes at country level
- 10:30 – 10:45 Coffee Break**
- 10:45 – 12:30 Group discussion by regions/sub-regions**
Identifying strategies for the country level on assessing and promoting civil society participation
- 12:30 – 13:00 Plenary (feedback from the working groups)**
(i) Outcomes/recommendations on strategies to assess and promote civil society participation at country level
(ii) Initial feedback from regional caucuses held on 19 January
- 13:00 – 15:00 Lunch Break**
- 15:00 – 15:30 Plenary**
Information-sharing on ongoing and future international initiatives
- 15:30 - 17:30 Group work on selected initiatives**
Express CS expectations and develop strategies for CS participation regarding selected initiatives in support of EFA
- 17:30 – 18:00 Plenary (feedback from the working groups)**
Outcomes/Recommendations on strategies for civil society participation in selected thematic areas
- 19:00 - 22:00 Seminar at the World Education Forum:**
"Violence in Schools and Strategies to Overcome it"
- 19:00 - 22:00 Seminar at the World Education Forum:**
"Alternative Discourse in Education: Towards New Notions of Quality to Promote Lifelong Learning for Social Transformation"
- 9:00 – 13:00 Feedback session with the CCNGO/EFA**
Synthesis / agreeing on a general plan of activities / evaluation of the meeting and processes

APPENDIX II

*UNESCO–CCNGO/EFA seminar in the framework of the
Porto Alegre forums, 21 January 2003*

Alternative discourse in education: Towards new notions of quality to promote lifelong learning for social transformation

*A perspective on what can be retained from the dialogue
by Claire Mollard, UNESCO Contact Team of the CCNGO/EFA*

In the mindset of many people, politicians and educators, learning is limited to the result of instruction within schools and adult education programmes. Growing frustration with narrow notions of quality and the need to place education in a broader context led UNESCO and the Collective Consultation of NGOs on Education for All (CCNGO/EFA) to organize its 2003 Annual Meeting in the framework of the Porto Alegre World Education and World Social Forums – symbols for genuine civil society expression and reflection. It was hoped that the multidisciplinary environment of these forums would provide an appropriate space to articulate education issues within the context of larger questions around socioeconomic challenges facing the world, including the spread of monoculture and the unsustainability of neo-liberal development frameworks.

The paragraphs below intend to present a perspective on what can be retained from participation in the collective exchanges. At the end of each section, some questions that emerged during the seminar are quoted, inviting the reader to continue the dialogue. The transcription of the seminar will be posted on the Internet along with this reflection and the report of the 2003 Annual Meeting of the CCNGO/EFA in Porto Alegre. Readers are invited to continue the debate and share their perspectives on what to retain from the debates.

Why are we in Porto Alegre?

Initiated as a symbolic ‘counter-summit’ to the World Economic Forum of Davos, the Porto Alegre Forum gathers activists who challenge the dominant neo-liberal and mercantile view of the world, where economic growth and profit are the ultimate goals. Participants question global dynamics that create economic, military and symbolic violence. During the initial brainstorming participants shared experiences of this process. Some emphasized the need to analyse the role of international institutions in maintaining the current dominant paradigms addressing their damaging capacity, especially in the South of the planet.

But Porto Alegre is not only about ‘being against’, and participants insisted on the fact that they came here to collectively reflect and formulate alternatives. In relation to education, it implies questioning its role *vis-à-vis* dominant institutions and genuinely exploring the role and meaning of learning in building alternatives. Learning is not only understood in terms of schooling in formal education systems but also relates to the ways of discussing and reflecting in the context of various spaces, including the space of the World Social Forum. As one of the participants put it, ‘the Porto Alegre Forum is not a discourse, it is life. We are not in theory. It puts us before our own attitudes towards one another’. The Porto Alegre Forum can be understood as an alternative learning practice, where people interact and grow collectively in search for alternatives to the neo-liberal paradigm dominating the world.

More questions emerged . . .

1. What does it mean to create another world that is neither driven by Western neo-liberalism nor dictated by Western socialism? Is there another world or other worlds beyond these two worlds?
2. How do we start to create our own rules to redefine the terms of engagement?
3. What institutions should we dump and which ones should we try to reclaim? What should be the criteria/process for doing so?
4. What is our role in creating that other world?

The challenge of re-connecting with culture: the meaning of power and pluralism

It is difficult to look at the world from a different prism than the one forced by those imposing their power. Humanity is embedded in a certain paradigm of development, an industrial, military paradigm of growth rooted in a definition of progress and success linked to competition and consumption. As an African participant explained, the dominant view of development is also about symbolic violence, a rape of imagination resulting in a double destruction of the human being: both in his/her capacity to imagine him/herself and in the ability to imagine his/her place in the world and the link with the Other. A way of addressing the challenge would be to regain diversity in learning and pluralism in living. A participant from the Arab Region strongly emphasized the need to reject universalism, especially 'universal tools', arguing that pluralism and assessing according to a universal measure do not go together. It is also contended that the process implies to move away from the supremacy of Western language and ways of interacting.

The debate looked at possibilities for creating more choices for people, to regain control – and power – over their individual and collective destinies. International co-operation and development aid from Northern bi-lateral donors and multilateral agencies were addressed. Some emphasized that whatever good 'developmental' intentions organizations and individuals may have, empowerment implies, by essence, an unequal relation of domination between the one who 'knows' and the one who 'does not know'. One participant made a case by stating that one cannot change anyone but oneself. However, changing oneself is not an individual process, in isolation of others and it should be undertaken in co-operation and interaction with others. Therefore, the challenge is not only a challenge to the Dominant and to the power of money, but a challenge of day-to-day life towards ourselves, in our practices of solidarity.

In this perspective, power should not be looked at as a zero-sum game to allow for new possibilities and opportunities to be generated. It is suggested to approach power in a perspective of abundance rather than scarcity. We can be and we all are powerful, but we have to define what we mean by power. Being powerful can mean going beyond this feeling that one cannot exist without possessing, this fight between having and being, to define individual and collective priorities according to another set of reference points. It is about 'Swaraj', the 'rule over the self'. It is about people's relationships at the intimate level. This paradigm shift supposes to be inventive and see the wealth where the neo-liberal lens only sees poverty. This supposes also to engage in the debate on new ideas about leadership and also dissent.

More questions emerged . . .

1. How can we overcome our fears to talk about power?
2. Shall we really materially possess to feel that we exist?
3. Can we start creating our own language, our own meaning, based on a different world view?
4. What do we mean by creating more choices for people?
5. What do we do when we face a power that can kill us?
6. How can we relate empowerment efforts with learning processes?

A fundamental critique of current education systems in the dominant globalization paradigm

Several contributions highlighted that current education systems reflect the neo-liberal paradigm of development and its dehumanizing effects. A critical analysis is considered necessary. Most education institutions advocate a world view based on competition through grading and labelling. Several participants claimed that schools are instrumental in perpetuating dominant frameworks alien to local cultures perpetuating the values and reference frameworks of the former colonial powers and the dominant West. Thus, many see schools as destructive institutions, re-instituting colonialism and dehumanizing learners by imposing on them what valuable knowledge is.

As other universal tools, schools can destruct creativities by spreading uniformity in thinking, which on top of it is claimed to be universal. As one participant put it, the ability of human beings to make sense of the world and create meaning is jeopardized when ‘meanings are given in a static curriculum, words in books and answers as ready made answers’. Experiences shared from Africa showed that the type of teaching going on in most formal schools does not only fail to support people in resolving their problems, but actually disempowers them. One participant emphasized that African schools carry a neo-colonialist curriculum modelled on the one of the former colonizer that inculcates to learners how under-developed and backward they are. Another participant underlined that schooling has actually reduced people’s capacity to imagine resistance options by advocating Western patterns of expressions as the sole possibility.

It is argued that institutions of education have taken control over the learning processes in many cultures. Schooling should therefore be questioned as an instrument of destructing pluralism of thinking and living because it does not leave any space to other ways of knowing and undermines traditional wisdoms such as solidarity. Other knowledge systems and frameworks are devalued, together with the actors and creativities producing this knowledge and know-how. The organic relationship of the human being with the world is kept out of the classroom walls and the links between the head, the heart and the hands, between human beings and nature are destroyed.

More questions emerged . . .

1. How do we reorient the school towards the human being when school has become a marketable commodity?
2. If we deconstruct the school, do we not leave power to the affluent, to those that found everything in their birthplace?
3. How do indigenous knowledge systems and other ways of knowing regenerate themselves?
4. How do we move towards education systems that are plural and rich from the point of view of the very diversity of the cultures in which we are rooted?

Alternatives? Proposals to engage in lifelong learning for social transformation

The critical dialogue around the neo-liberal development paradigm and the role of education institutions in perpetuating it raised many questions among participants of the seminar. Some expressed their frustration with the difficulties in formulating alternatives for meaningful learning. How to transform education systems? What are we proposing if we deconstruct the school? What is the way forward? How to move from questioning and challenging what exist to start building alternative systems and frameworks to support people’s learning for social transformation?

It was highlighted that the construction of new paradigms needs deconstruction of inappropriate ones. What is true for development should also be applied in the area of education. This process requires, as some pointed out, that people ‘unlearn’ their stereotypes. There is a need for unlearning mental frameworks about what people’s future, past, problems and potentials are. There is

a need for unlearning dominant narratives about the truth and look into peoples' memory and heritage, for the skills and the behaviours that kept them existing and resisting until now. The challenge however lies with the question of how to do this. There is no curriculum for unlearning and methodologies cannot be formulated as universal truths.

Some participants suggested moving away from institutionalized pedagogy and experts towards practices of learning rooted in principles such as the following: Every person is a source of knowledge. Every person is a source of understanding. Every person is a source of meaning. In applying these principles in different contexts, much can be learnt from illiterates, who are not embedded in the textual mind and rely mainly on different knowledge and communication systems. Several participants suggested to (re)-discover the values that kept indigenous knowledge systems and other ways of knowing alive, and tap on these to reconstruct meaningful learning spaces, content and techniques.

It is argued that to back away from brainwashing education and collectively define another world, there is a need to learn across cultures by engaging into genuine cross-cultural and inter-generational dialogue as 'co-creators of meaning'. Lifelong learning for social transformation should therefore focus on regaining the ability of each person and community to make sense of the world and to create meaning. The Arabic translation for 'discussion' – *Tanakosha* – illustrates this approach: a word meaning 'chiselling a stone'. Meaningful learning and dialogue is about chiselling each other's minds and opening ourselves up to being chiselled.

More questions emerged . . .

1. Amidst all the pressure to act and produce results, how do we create time for dialogue?
2. How do we get out of a rational win/lose debate discourse and move into an open dialogue which engages all of our senses and sensibilities?
3. How far are we willing to go both in terms of conceptual questioning and in terms of our own personal commitment?

Shall we be pessimistic?

The possibilities for creating a more peaceful and just world for all may seem so far away. Some believe that a great opportunity to move forward today are precisely those developing around the World Social Forum, because the leaders of the world are starting to realize that, somewhere, a counter-power is emerging. At the same time, many insist that the first step is to move away from a result-oriented attitude if we really want to build an alternative. As one participant asked towards the end of the session: have we even begun to understand what it is, when we use this word 'alternative'? Many participants left the room with more questions than answers, but it was amazing to witness the ongoing dialogue in the corridors beyond the seminar. One central message that can be retained is that the quest for (an)other world(s) starts with the questioning of certainties, and the Porto Alegre forums should also be seen as open spaces for learning.

To create another world means to transcend our own dominant ways of thinking; and learning has a crucial role to play in that process. A consensus emerges: when we talk about alternatives, it has to be plural. There is an urgent need to learn through interrogating each other about our cultures and identities. It is clear that UNESCO and the CCNGO/EFA Network have a crucial role to play in continuing this reflective process and cross-cultural dialogue, tapping on the intellectual role of the former and the rich diversity of the latter.

APPENDIX III

The importance of civil society participation in EFA

Education and democratic control

Presentation by Pedro Demo, UnB, Brasília, 2002

The purpose of this text is to work with the idea of the importance of organized society's participation in the education process in order to promote social transformation. A 'virtuous cycle' can be created between education and citizenship, instead of the traditional 'vicious cycle' where education cannot motivate society and society cannot motivate education. In the virtuous cycle, the strategic reference is the idea of 'democratic control'. This is a phenomenon that has always been at the centre of organized society.¹ This concept is understood as democratic control of society's ability to become organized to control the state and the market in a way that allows for the greater good to prevail. The most well-known expression in this realm is 'associativism'. This term includes community associations, unions, co-operatives, political parties and non-governmental associations. These are entities where people organize collectively to reach varied and numerous goals. The reaching of these goals always includes focusing on giving priority to preserving citizen interests over market interests or interests of the state (Demo, 1992, 2001a). Today the term 'third sector' is commonly used. This figure has a tendency to become farcical when statements are made saying that the third sector is not part of the state or the market, although it takes advantage of both the state and the market. This posture creates an illusionary space that also includes privatization (Montaño, 2002). It is impossible to exercise citizenship without including the state and the market. We cannot live our lives outside of an institutional and constitutionally organized place (the state) or away from a place that involves material survival (the market). Although associations cannot be formally pre-existing agencies of the state,² they are not outside of the state, at least from a legal point of view. Even if they are dedicated to spiritual or cultural issues they must depend on material survival.

We will start by discussing abuses of 'civil society' and the 'third sector'. This will be followed by an argument in favour of the importance education has for democratic control, as well as

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1. The concept 'democratic control' is used instead of 'social control' to indicate the phenomenon of 'outside' in adaptation, especially by sociologists, in the context of power relationships in society in an approach to sanctions, rules and correlating terms (Demo, 2002). In social politics the term 'social control' is frequently used to mean democratic control (Carvalho et al., 2002).
 2. Article 5 of the Brazilian Constitution (individual and collective rights and responsibilities) states (item XVIII) that 'the creation of associations is, in legal form, of co-operatives that are independent of authorization, with state interference in its operations prohibited'. For an association to be formed, a group of people (representatives and senators and constituents) develop what is indicated before the constitution, and an association develops. At least in formal terms, it is not the constitution that allows for the association, but the contrary. This, however, is not why the association is 'outside' of the state, because it has the role of 'regulating' the subject. This is why, in the same Article 5, there are other devices surrounding the association, such as freedom of the association (with the exclusion of paramilitaries – item XVII), or impeding compulsory dissolution if not by judicial decision (item XIX), the prohibition of obligatory association (item XX) and legitimate representation of branches, once they have been expressly authorized (item XXI).

the importance that democratic control has for education. With the emergence of 'social responsibility' in businesses, public spaces are being fought over by private initiatives and by initiatives that ostensibly involve privatization. These initiatives are clearly fulfilling a neo-liberal agenda. Focusing on the seriousness of this attack, we will begin the debate.

Privatization offensive in education

The Globo Communication Network invests in the Friends of the Schools Programme in order to redeem the value of the idea of volunteer efforts. This is done to great applause from the Solidarity Community of Brazil's former first lady. The programme is advertised as something that will find its place in public schools and make public schools work better. In a PIBIC survey (CNPq project that began scientifically and offers grants to students to do research as teachers/guidance counsellors), the Friends of the Schools Programme was observed in a systematic way. Although the sphere of the research is localized and qualitative, it is not representative, statistically speaking, for the first semester of 2002.³ Field research is limited to Ceilândia, one of the largest satellite cities surrounding Brasília. All registered schools with an electronic address valid on 9 December 2002⁴ were visited; there was a total of fifty-one schools. The first interesting phenomenon was the endless peregrination the researcher had to go through in order to discover the person 'in charge' of the Friends of the Schools project. The researcher had to identify the Globo Network project through the Jaime Câmara Foundation and explain that there was specific approval from the Solidarity Community. Public agencies such as IPEA and the Ministry of Education demonstrated visible discomfort with the project, and it was understood that the project was not well placed. On Internet, however, there was an illustrated page that began with the sponsors. These included the Groisman Programme 'Altas Horas' from the Globo Network as well as PETROBRÁS and TELEMAR. The presentation on Internet stated that (21 August 2001): 'Globo Network, the largest communications company in Brazil, is providing its potential for mobilization and service to a project in support of education: Friends of the Schools. This is an initiative directed at strengthening community participation in the effort to improve the schools.' It seems clear that the project fits into the 'social responsibility' area of the company, as a part of the commendable discussion of 'total quality'. However, further down the line, Globo Network looked for a way to pass on this responsibility in declaring that 'it is up to the school to interact with the community and establish partnerships'. The proposal was developed by the 'Brazil 500 Years Project' in conjunction with the Solidarity Community. The Solidarity Community itself did not provide adequate information on the project, and told the researcher to go back to the Ministry of Education. Finally, at the Ministry of Education, it was discovered that the project was from Globo Network in partnership with the Solidarity Community. The discussion stated what it was to be a volunteer: 'To contribute with your time or talent in order to improve the school and to help in learning. Volunteers in education do not just put their finger in the dike, nor do they make up for neediness. They never substitute the teacher. It is a permanent activity to support the teacher's work.'

The second phenomenon that stood out was the fact that the Friends of the Schools Project hardly existed. The researcher confirmed that after calling seven of the registered schools (four in Taguatinga, two in Recanto das Emas, and two in Paranoá) only one of the schools had the project and the person involved at that school was a school employee. Once it had been decided that the research would concentrate on Ceilândia, it was noted that of the eighty-three public schools, fifty-one (61.5 per cent) were registered. Of these, only seven had the Friends of the Schools Programme. One of them had only one person involved, and that person was a school employee. This person stated that they had registered the school because they adored the advertising on the Globo Network. Two other schools already had volunteers, but one of the school principals registered with the programme in the hope that the school would get something from the network. They received a kit with seven modules on volunteer work. The principal complained that they had not even received a tee-shirt with the programme name on it. The network's fascination with advertising seems obvious. The schools that did not participate in the Friends of the Schools Program justified themselves with the fact that Globo Network had not sent them anything and that they were still waiting. Without their knowledge, the network had 'cured' this problem in the definition of the programme. Mobilization of the Friends of

3. Field research was performed by Márcia Rejane Oliveira de Mesquita, a social service student at UnB whose performance and analysis data are greatly appreciated.

4. www.ammigosdaescola.com.br of Globo Communications Network (also: tel. 0800 221500).

the Schools Programme was the responsibility of the school itself. A large proportion of the directors applauded the programme, following the basic allegation that public schools are unable to maintain themselves alone and require volunteer community help. Only three principals seemed to be uncomfortable with the project, saying that they did not agree with the idea of substituting the obligations of the state.

Two schools were systematically observed and studied. These were Public School No. 25 in Ceilândia and Public School No. 05 in Cruzeiro. These schools were chosen because they seemed to have very active 'friends'. The principal of the school in Ceilândia boasted of having twenty-five registered 'friends of the school'. Of these, however, only one was very active and had not been seen for about three weeks. One of the tasks taken on was substitute teaching. This practice was contrary to the original proposal. To demonstrate the 'friends of the school' activities, a school feast was organized and the researcher was surrounded by women who were 'friends of the school'. With the exception of the organizer, all the women were school employees. Typically, the organizer only appeared at the end of the party. In the Cruzeiro School, the situation was very similar. The principal talked about twelve current 'friends', but there was only one who went twice a week to organize the library. The others were students' mothers that went with their children on school outings (the researcher participated in two outings). The 'friend' that worked in the library was dedicated and able, and treated the children well. She was very much appreciated, even though she said she did not like it when the students damaged the books.

Interviews took place with six 'friends' in Public School No. 05 in Cruzeiro (half of the registered 'friends') and with eleven of the twenty-five registered in Public School No. 25 in Ceilândia. The first school is in a middle-class neighbourhood, the second is in the periphery. The schools have different social and historical contexts. In Ceilândia, four of the 'friends' were between 17 and 21 years of age and unemployed. They had not finished basic education. Their principal motivation for participating was to have some kind of opportunity beyond informal employment, not necessarily to work as a volunteer. In Cruzeiro, the majority of the 'friends' were students' mothers. They decided to become 'friends' for a specific reason. There was a mixture of middle-class and poor children (coming from the nearby *favela*) in the school. They were worried about their children living in a socially aggressive context. There was a confrontational process of classifying students among those who were the 'most civilized' and others who were possible 'invaders'. These were labelled as 'violent' students. One of the mothers' concerns was that their children came home using bad language. In the mothers' minds this could only be the influence of the poorer students. In light of this, they preferred to put their children in private schools, with the explicit goal of making their children more competitive. Some 'friends' sought out the programme to promote themselves. The most explicit example of this was a *capoeira* teacher that secretly received R\$5.00 per student, but in public swore that it was all for free, for love of the children. What the Globo Network wanted most was to advertise the project. As a rule, the 'friends' had a very limited concept of the programme. Seven of those interviewed had no idea what it was about at all. Others sought out the programme to gain some kind of professional experience, particularly to prepare for an eventual teacher qualification course. The librarian mentioned above was called a 'great friend', not so much for her work in the library, but because she substituted the teachers. The teachers were on strike at the time and discussion against the strike or lack of interest in the strike was frequently heard among them. They also talked about the strike as a tactic to pit the population against the union. Among the 'friends', ideas about citizenship and rights were extremely precarious. Social rights issues alone were emphasized (health, security, work, education). These issues were generally seen as government donations. Of the 'friends' that were interviewed, only four said they had had some kind of contact with social movements aimed at improving public schools. Generally, an intense lack of political involvement was predominant. There was little idea of the necessity of an associative organization that could qualify and not substitute the state.

The data collected on the Friends of the Schools Programme are not representative and do not allow for generalizations. Although this is true, however, the data strongly suggest a social policy that is a farce. On the one hand it comes from the government itself when it tames the poor population by playing the Good Samaritan in order to guarantee votes. On the other hand it comes from the communication company that proclaims the volunteer theory and dubiously claims to assume a socially responsible role. It must be remembered that in the case of the Friends of the Schools Programme, using Brasília as an example may be complex and difficult. The programme may work better in other regions. It is impossible that every situation is as farcical as the one seen in Ceilândia. This research is much like that of Paoli's (2002) analysis of the 'social responsibility' of businesses:

social marketing is almost always just marketing. The neo-liberal theory of privatization of public spaces is in operation due to the allegation that the state is bankrupt and needs to be saved by volunteers. Instead of collaboration to put organized pressure on the state and demand that it fulfil its constitutional requirements, the private or privatizing initiative is offered as a substitute. Authentic 'Friends of the Schools' are citizens that become organized to exercise democratic control over the state in terms of offering high-quality public education. In theory, the idea is worth while. Social volunteering involves people willing to donate towards the common good. However, when those in command are suspect in origin and unilateral in position, the idea is exploited as a labour mass that serves private purposes. This also creates false hopes in insinuating that it is possible to deal with the extreme poverty of the majority through volunteer initiatives. It is not enough to condemn businesses to discover their 'social responsibility'. This is a trick to absolve the state in terms of fulfilling its constitutional duties. Boasting about the superiority of the private initiative obfuscates the huge factory of extreme poverty that the capitalist company is part of. This enables the state to escape being controlled by an organized population. Controlled assistance policies that do not involve large resources are preferable when this is the case. Additionally, the company does not appreciate encouraging the population to become part of any association that would control the market and demand that the company submit to the common good.

It is a good idea to review some of the current ideas that are already worn out and insignificant or even contradictory. One of these is the concept of 'civil society'. This category has important patrons like Gramsci but has never managed to be a clearly defined category. This is true above all in any unequivocal situation that would pit this 'civil society' against the state. First, it must be remembered that controlling the market is as important as controlling the state, even though there are strong alliances between the two. Secondly, the central importance of the state in social policies has become deformed. This includes education where there is still an old-fashioned (Leninist) notion of using the state to guarantee citizenship. In practice, the state cannot be better than the citizenship it supports. This is particularly true in terms of conserving the quality of the state. What must occur in terms of the state is qualification, not combat or reduction or subordination. The quality of the state is not found intrinsically in the state or in its historical mission. It is found in democratic control. The idea of a functioning 'civil society' is a reminder of the democratic control mandate. If this 'civil society' is weak or manipulated, the excluded population is included in a sparse fashion. An even more equivocal concept is that of the 'third sector'. As previously mentioned, this idea creates unreal and furtive dichotomies while taking advantage of everything, including the state and the market, in a clearly privatizing manner.

The idea of democratic control to qualify the state is abandoned and an offensive privatization effort is taken on. This is done either by encouraging private sector efficiencies or by trampling on the weaknesses in the public machine. There is no way of denying that the public machine is capable of functioning very badly. This happens easily when something poor is designated for the poor. However, presenting a capitalist business as a social model is ridiculous. In the social area, competition is far from being the main category.

It needs to be recognized that these initiatives emphasize the importance of popular citizenship and volunteerism. However, their directions are contradictory. A privatization position disguises the idea of the common good. It also causes deformation to take the place of qualification when dealing with the state. There is a certain irony to all this. For example, there are many NGOs that boast of Immaculate Conception and demand resources from the state and the market (Vieira, 2001). There are also the companies that, as a rule, use 'socially responsible' proposals as social marketing when they are only marketing. 'Solidarity as an effect of power' (Demo, 2002*b*), can be explored here as it is essentially designated to maintain the neo-liberal paradigm of fighting the state, the socially deregulated market, privatization of services and access and mercantile activity that is detached from labour. The most important message of the 'third sector' is part of its flagrant contradictions. This is the need to mobilize society. This implies abandoning the idea of 'civil society' because once again, this brings on dichotomies that do not survive any complex analyses that are linked to society. The current decline in associations and unions has become a painful concern (Dupas, 2000; Demo, 2001*a*), although this has been partially compensated by initiatives, such as the Porto Alegre forum. There is also a trend towards reacting against organizations that are emblematic of powerful neo-liberalism such as the IMF, Development Banks, G8 and United Nations Forums on social issues, the Landless Workers Association and multicultural appeals. Under no circumstances does organized society need the terms 'civil society' and 'third sector' in order to discuss citizenship

and associativism. Education needs public oxygen (Carnoy, 2002). Even if we admit that in Brazil's case private education needs to be regulated and founded on the common good.

Otherwise, it will depict the surreptitious or even the obvious strategy of the privatization of rights. Education is one of the founding categories in the idea of practising rights, and as a rule cannot be treated as merchandise. Education cannot be bought or sold. It is not possible to provide a trigger for egalitarian development, or to serve everyone if education is merchandise. A huge problem is that the public offer of education includes very poor quality. Quantitative advances have been made recently. There is almost 100 per cent school coverage for the obligatory age, and there is a large proliferation of private higher learning institutions and an increase in registration for middle school. Precarious private schools exist, especially at the higher levels. This is used as a historic failing in order to detract from the public offer instead of providing the necessary democratic pressure to make the schools adequately qualified. The state cannot be substituted by the market and vice versa. Both should be at the service of the common good. Many NGOs are established in the expectation that they will not be confused with governmental or political initiatives. They focus on the challenge of democratic control. They may be associations or social movements that are respected and valued. It is important to mention that it is very important to emphasize the minefield that these entities traverse. There are NGOs that are dedicated to popular causes, but there are also those described by Vieira (2001), that wish to establish the right to capital on the direct expenses of the marginalized populations.⁵ There are also NGOs that are only fund-raising offices; they are merely financial agencies with no correlation to the 'social movement' idea, much less in a popular sense. This is why it might be preferable to talk about the ways that a society can organize in favour of the common good without forgetting that there will always be corporate associations that will defend private interests at the cost of society as a whole.

Education and democratic control

The material side of poverty has been defined as to include hunger, lack of employment and lack of income. This type of poverty has been differentiated from 'political poverty'. This is understood to be not another type of poverty but another side of the same dynamic that marginalizes the population (Demo, 2002c). This can be summed up in the weaknesses of democratic control or in the conditions of the labour masses. When Paulo Freire emphasized the 'politicalness' of education, he demonstrated the fundamental challenge of the 'pedagogy of the oppressed'. Today this is called the 'Paulo Freire problem, or challenge'. As long as the oppressed wait to be liberated by their oppressor, they will not be free or their freedom will be a lie. Reality must be interpreted from a critical and autonomous point of view to be able to construct the possibility for the marginalized to control their own situation. Above all, it is the job of the individual's critical conscience to discover how he/she has been marginalized, and to understand in the most basic way what has occurred historically. This process also involves understanding what has taken place to keep him/her marginalized. When there is an understanding of how to think about the problem, the realization that it is always important to emphasize organized citizenry can follow – preferably by way of individual citizenship. Organized citizenry is important, but individual citizenship is decisive. Finally, the confrontation that is necessary to change the situation of the marginalized can be constructed through a social alternative project. Paulo Freire's question was how to influence the student in a way that the student will not allow him/herself to be influenced.

This apparent contradiction deals with influence as linear. There is little for the influenced party to do except to obey. Therefore, if we adopt a non-linear concept of power, the influenced party can take some democratic control of the necessary conditions that include formal quality and political quality education. This occurs in a natural way in a family where children are raised to be autonomous. All of the influence that parents exercise over their children has the objective of making them independent. This is an unbreakable biological law among animals. After a certain time each animal follows a fixed path, or succumbs. There may be some kind of liberating influence when education includes a dynamic that moves from the inside out. There are numerous biological arguments for this today. For example, Maturana and Varela (Maturana, 2001; Demo, 2002d) say that

5. This refers to the efforts of the lenders from the capitalist centres to protect capital against Third World countries and the involved risks. This tendency completely inverts the order of things from the human rights point of view.

every living being lives in a way that moves from the inside out, even when under the influence of the outside moving in. Speaking in an explanatory fashion, everything that enters our heads comes in through the door of interpretation. This involves the observer/subject in a reproductive and not a passive position. To a certain point, this is a 'constructivist' argument that sees knowledge as something that is not transmitted or passed on or reproduced. Knowledge is something that is constructed (Becker, 2001). In Paulo Freire's vision, the oppressed individual needs to become the subject of his/her own story and for this purpose education is a fundamental policy.

In order for education to be a crucial strategy in democratic control, an effort must be made to re-examine the links between education and knowledge. This is also necessary in order to be able to deal with the involved ambiguities. One of the strongest characteristics of knowledge is its 'disruptive potential'. This means questioning things. In traditional critical theory to know is always to 'question'. It is not just affirming, stating or verifying. In the history of humanity it seems that this ability has always been part of triggering enormous changes in so far as human beings have refused to accept destiny as something fixed and unchangeable. In practice, everything can be questioned. This includes the history we have already lived through and the evolution we have experienced, as well as the world we see. It can also include us. Biological engineering is promising to make over the design of the human body. Technologies are permeated with the 'divine' pretension of domination and of putting the human being in charge of the world and in charge of life itself. This arrogance (hubris) is also part of the questioning spirit, and comes into play when the intention to question everything forgets to include questioning oneself. This takes place in modernism when the science that promised to free the peoples became caught up in fantastic Eurocentric colonialism in practice. The same knowledge that clarifies and illuminates also makes people imbeciles. Those that know how to think almost never appreciate the fact that others know how to think as well. The history of knowledge is the same as the history of censorship or forbidden knowledge (Rescher, 1987. Shattuck, 1996). The comparative advantage that is the most decisive and at times is fought over in a predatory fashion is what appears in a harmful way in the superior education realm. It is important to remember that 'superior' education is not called that by accident. Today the market reserve in this area is, above all, held by the United States (Aronowitz, 2000).

However, the darker side of knowledge does not take away from the issue of knowledge as a disruptive force. Knowing how to think is, above all, knowing how to question and how to change (Demo, 2001b). From the point of view of social transformation, we have the concept of rebellion as a fundamental reference. The oppressed need to rebel (Hooks, 1994; Santo, 2001). In more concrete terms, this is what Paulo Freire called 'politicalness'. This is the ability of the oppressed to know how to think and to rebel, taking destiny into their own hands. This democratic control that moves from inside out cannot be constructed along authoritarian lines. Neither can it be simply a 'transmission' of knowledge. The formal quality and political quality of education become essential. Formal quality is understood to be the ability to manage knowledge with autonomy in typically reconstructive terms that surpass the common methods of simple reproduction of knowledge. The dialectic dynamic of knowledge must be paid attention to here. It is potentially disruptive as a dynamic that is reconstructive, questioning and invincible. Knowledge is not just transmitted or reproduced content. This type of thinking treats knowledge as information to be stored and processed. Knowledge that is simply reproduced is not 'potentially disruptive' because it is absorbed from outside and not forged from within. Political quality can be understood as the ability to use knowledge towards goals for the common good. This makes knowledge a decisive factor in alternative intervention. It is no accident that there is a separation between these two terms. Political quality is not different from formal quality. They are both just different facets of the same dynamic. Political quality does not emerge outside of the classroom or in the student body or in a cultural programme. It is found within formal quality and vice versa. When a student learns how to communicate, he/she is forming and forging his/her citizenship. The skills involved include knowing how to argue and rebut and how to listen to others while paying attention or waiting to speak. They also involve learning how to speak properly and how to provide a foundation for, and elaborate a text. They involve working with a group and not only improving and practising knowledge but also practising citizenship. Finally, citizenship is being dealt with. This is the type of citizenship that knows how to manage knowledge in an advantageous decisive fashion. Although citizenship is not restricted to managing knowledge, it is certain that just getting organized is not enough. It is essential to 'know' how to organize and to 'know' how to intervene.

Basic education could fulfil the strategic function of fomenting democratic control in so far as it is able to forge students that know how to think in order to intervene in an alternative fashion. A

population that knows how to think and that is able to adequately unite education and knowledge (Demo, 2001c) is more able to resist being manipulated by the state or the market. This is a population that votes with more independence and a more critical eye. This is a population that knows how to demand accounting information; that knows how to impose power recycling or loss of power. It is a population that knows how to struggle for the common good and demand that laws be obeyed and rights be fulfilled. This political quality is the antidote for political poverty. Today, our society is made up of a dense labour mass. In that most public policies consist of poor things for the poor, there are a great number of 'royal families' in the various states that practise a definitive type of dominating politics. The elite uses the state as if it were a private concern. The market acts unto itself and not as an instrument of society. Clearly any hopes can only be accomplished through profound changes in the didactic approach of today's schools. This approach is deeply related to reproducing knowledge. Learning theories that are based on biology and explanations reveal that schools work with knowledge as passive content that can be copied and reproduced in tests. There is no inclusion of research, development, argument or questioning. The students' autonomy is not encouraged and neither is knowing how to think (Moraes and Lima, 2002).

In what is known as education for life, this context involves the acquisition of the essential capacity to create history both in an individual and a collective sense. This process is not submitted to competition, but unites all the goals of formal quality (in the sense of disruptive knowledge) and of political quality (in the sense of autonomous training). Democratic control is nourished in people that know how to think and how to get organized to produce alternative projects. This phenomenon was seen at the beginning of the welfare state, when some countries in Europe with a social state installed much more humane market rules. All of this lasted just thirty years and had little effect on the centre of capitalism. However, it did show that with just citizenship that included unions, associations and political parties, society could put the state and the market up against the wall and qualify both elements in a significant fashion. This phenomenon occurred because of decisive influence on the education levels of the involved population. All of these countries adopted a well-developed fundamental education system, and most of them adopted middle schooling as well. Certainly, there are no mechanical or automatic affects that can be used in a political field that is so complex and non-linear. This is due to the natural non-linear quality of ambivalence. Even though quality education is not enough to guarantee democratic control, it is certainly an essential condition.

Democratic control and education

Above anything else, democratic control depends on organized society. This allows for decisive influence to be practised on the state and the market. This is done not to deform these elements, but to qualify them. Every society has a state and a market. They are historic and structural elements. For 'capitalists' this is a historic alteration that may be changed. If this is changed we will not have a society without a state or market. Instead, we will have a state and market that are compatible with the common good in a way that allows for the common good to prevail. The disturbing question is whether or not we have a society that is organized to the point that it can exercise democratic control. The available data resound and the answer is emphatically 'No'!

In Table 1, two time periods are compared (1988 and 1996), based on information from two slightly different studies (the first refers to large regions and the second refers to six metropolitan regions) in reference to membership in political party organizations and community associations. Even when a cautious examination is made, the evidence leans towards a strong decrease in associativism. In 1988, for example, the South Region had 33.2 per cent membership. In 1996, in Porto Alegre, this number was only 20.3 per cent. The first number refers to the region as a whole (including urban and rural areas and large and small cities). As the number for Porto Alegre represents the most important large metropolitan area in the region, it causes even more concern. In general, all of the numbers are small, even in the South Region where one-third of the population is shown for 1988. In practice this was the only region that registered above average (Brazil). In 1996, the number for Porto Alegre is significant, but with a much lower proportion, comparatively speaking (less than one-fifth). Figures for cities such as Rio de Janeiro and São Paulo indicate low numbers (around 10 per cent). These data cannot be taken completely literally. This is true, in part, because they are only quantitative (they talk about 'membership', not 'participation' or 'militancy'). This is also true because although these data are representative statistically speaking, they imply pre-defined

ideas of associativism that are always highly arguable. We will not debate these issues here (Demo, 2001a). Even so, the value of this type of IBGE study must be recognized.

Table 1. People 18 years of age or over, members of political parties or community associations. Large regions (1988) and six metropolitan regions (1996) (percentages)

Brazil	16.8	Total	10.8
North	10.9	Recife	08.3
North-east	09.6	Salvador	06.9
South-east	15.8	Belo Horizonte	10.8
South	33.2	Rio de Janeiro	09.1
Central-West	16.0	São Paulo	11.1
		Porto Alegre	20.3

Source: IBGE, PNAD, 1988 (Supplement); PME, 1996 (Supplement); (Demo, 2001).

In an examination of the national scenario, the picture is not so bleak. It is difficult to separate important social movements with the relative victory of the Worker's Party in the last municipal elections. The recent Worker's Party victory of Brazil's new President Lula is an important part of this scenario. Other elements include the Landless Workers Movement and recent pressure on Congress that resulted in the expulsion of four senators (Magalhães, Jader, Arruda and Estêvão). There is also the Porto Alegre forum and the important Betinho social programme that has been active since the time of Itamar Franco. Brazilian society can, at least, be said to be easily mobilized. However, it needs to be mobilized in a systematic permanent sense – and this needs to happen soon. The words to the national anthem that say Brazil 'lies eternally in a splendid crib' are far from the reality of the situation! Dupas explores the question of the decrease in labour unions that has occurred because of a precarious labour market and economic competition. The idea of 'full employment' has become a pompous lie (Dupas, 2000). The slowing down of associativism is among one of the primary causes of the decline or disappearance of the welfare state. Society has shown that there are no longer historic circumstances that allow for the option of neo-liberalism. The NGOs have emerged in the meantime and have demonstrated once again the importance of organized citizenry. However, we have not yet reached the point of abandoning capital at this time. Alternatives are to be found everywhere, but we are still timid about exploring them. Santos (2002a; 2002b) tries to defend the idea of 'counter-hegemony'. One of the tips of this iceberg is the concept of 'economic solidarity'. This issue is ambiguous and scant. However, it has the traits of an important alternative, above all because it is grounded in popular organization (Singer and Souza, 2001; Demo, 2002b).

This is why the national scenario does not look so bleak. Society is undeniably capable of alternative mobilization even just because we are surrounded on all sides by an enormous labour force. The justice system is obviously corrupt. Legislators manipulate funds and increase their own salaries. Executives are immune in terms of having to show their accounts and fulfil legal requirements. Drug trafficking dominates entire cities and privileges are part of everyday life for the elite. The last thing the elite wants is 'democratic control' using shameless assistencialism to avoid it. This begins with the 'Bolsa Escola Scholarship' of \$R15.00. This amount is not just invisible – it treats people like imbeciles.

There is horrendous material need involved here. The political policy towards poverty is tremendously damaging. The most significant element of assistencialism is the defect that allows for democratic pressure to be avoided. Unfortunately, it is cheaper to buy the desperation of the poor. This market is free and open and the price is extremely cheap. The ends become self-fulfilling and deal with the population as a labour mechanism. The role that popular organization plays in this scene is sacred, especially those that act in a militant fashion. Instead of substituting the population, they organize the population. It is essential that pressure comes from the bottom and moves upwards with the objective of qualifying the state and the market.

In the field of education, Brazil is one of the worst countries in the world in terms of quality. This is a very uncomfortable situation for Brazil. According to the Human Development Report of 2002, Brazil was placed seventy-third, when it had been fiftieth in 1990. This index has other components, of course, but education accounted for a great part of this number. This implies that our quantitative advances are still due to qualitative intentions. The evaluations should be examined

cautiously, especially when an attempt to understand the ‘quality’ of education. This is particularly true when it comes to children’s ‘learning’ where extremely low or declining levels are indicated. The data in Table 2 compare school performance in Portuguese and mathematics in the fourth grade in Brazil and in the large regions between 1999 and 2001. The decline in performance is immediately visible in the national average (Brazil) and is accentuated in some regions (the poorest ones). The richest regions experienced stability or a slight decline. These figures have been widely distributed in the press and on television and are part of the new government’s issues. Quantitative advances do not correspond in any way to qualitative concerns. Children go to classes (for the 200 calendar days that are obligated by the ‘Law of Guidelines and Bases’), but they do not learn. There are signs that school performance is lower than 10 per cent. In mathematics, the numbers come close to zero.⁶ This does not detract from the quantitative efforts that involve an increase in mandatory registration and registration in middle school as well as an increase in openings in superior education. There has also been salary improvement in FUNDEF and improvement in evaluations for the three education levels. Clearly, however, the Ministry of Education has not become sensitive to the question of quality. This is particularly true in terms of the basic teacher. Although we have had a ministry for eight years now – something rare in Brazil – it is painfully obvious that at the end of this administration there has been a drop in school performance indicators.

Table 2: Comparison of school performance averages in Portuguese and Science, 4th grade, Basic Education.

	Portuguese		Mathematics	
	1999	2001	1999	2001
Brazil	170.7	165.1	181.0	176.3
North	160.2	156.9	171.3	163.6
North-east	157.5	146.9	168.9	158.7
South-east	179.8	178.8	188.9	189.8
South	179.1	175.9	188.5	188.1
Central-West	170.5	164.4	183.2	175.7

Source: INEP/SAEB, 2001 (www.inep.gov.br).

The largest cause for concern in the public schools is the extreme poverty of the schools. The issue that interests us, however, is how to change this historic trend towards degradation. At first, this question is generally directed to the state and governments. This is because there is no citizenship base that is properly institutionalized and we still trust the ‘good princes’. In spite of hearing vehement lies for 500 years, the popular imagination still holds on to the hope that if solutions are to be found, they will come down from up above and will be ‘given’. Certainly, the Constitution says that education will be offered publicly and freely, particularly basic education. This is the foundation for the popular hope that the offer should correspond to the promise. It must be mentioned that this should be expected from the state, because it is a constitutional duty. However, this politically impoverished view should be enhanced by a citizenship point of view. It is not enough to blindly trust the state. We know that the quality of the state is not an intrinsic quality. It is imposed from outside through democratic control. There are offers of quality education within the state in many federal and state universities and in Pedro Segundo College and the military schools. These offers do not reach the masses, however, because the elite take the openings. They appeal with pretentious arguments for non-discrimination. The rich cannot be discriminated against and they are the ones that get the openings. They do not recognize that this is just another type of vicious discrimination. The poor are pushed out even though they are obligated to pay the same tributes. The irony becomes clear: those who apply pressure manage to get what they want.

We have another irony in our history. The parents’ and teachers’ associations are generally the ‘teacher’s knock-out blow’. This is because the disparate interests of those involved are mixed and they usually bow to the teachers’ association. This avoids parental pressure and offers the same ‘clientelistic’ approach that the inveterate policies do. The best way to strip a community association

6. This news comes from a 2002 evaluation performed in the state education system in Pernambuco, using SAEB methodology. Mathematics performance in the third year of middle school was around 2 per cent, and around 5 per cent in Portuguese.

of its power is to give the leader some kind of public job. The teachers, as educators, should encourage popular control. As usual, however, the linear logic of power means that they do not want to be controlled. In practice, society should organize independently. This is especially true for the students' parents. The objective of organization should be to exercise unmitigated democratic control regarding the school. This includes the teachers. This democratic control is not questionable because it includes the essential support of the teachers as well, mainly in regard to training, recycling and salaries. The historical rule prevails: the state works if it is duly pressured to do so. At this point, public property becomes public patrimony. This is as it should be where schools are concerned. The most strategic popular patrimony is school for basic education. This should be the 'education check' that shrewd policies attempt to use to make the state pay for private schools. This is where the route to citizenship should begin and the people should start to march.

The attempts of the 'third sector' to attack public funds for education or to privatize spaces that have been won constitutionally conceal society's failings in terms of organized citizenship. This is especially true for the large businesses and shrewd politicians that use the 'third sector'. If there is no just democratic control, then everything just occurs without checks and balances. This is how programmes such as the Friends of the Schools Programme emerge. They are a sign of the state's failure to fulfil obligations such as basic education. Creating 'education checks' is a shrewd political attempt to make the state pay for private schools and organize private co-operatives. This effort is disguised by an appeal for competition among schools and it goes on from there. Nothing is more urgent than taking care of the quality of public free schools. In the end, this is really the only chance that a poor person has in this country. This care can only be effective if society knows how to get organized and takes the place of what has predominantly become the NGO position in a popular sense. This means searching not to substitute the state, but to systematically qualify it.

'Instructionalism' must be fought against tenaciously. This is the largest swindle in our private and public system. This means the didactic practice of authoritarian direction coming from above and moving down and moving outside in (Tapscott, 1998). All learning theories that have an outside-in dynamic preconception must be disregarded. 'Instructionalism' cultivates submission and denies students the right to think. Rebelliousness is purged in the name of a productive classroom. Value is given to tests based on reproducing knowledge. Bureaucratic procedures and automatic progress are essential parts of the learning process. This type of system has been widely abused over the past few years. This is certainly one of the reasons for the decline in school performance. We have to defend continued progress in basic education because it is the student's right. It is every student's right to be able to complete eight grades of school. This can only take place using automatic tricks. These include employing useless excuses and inventing good news statistics. This kind of tactic leaves everyone behind. The greatest student right is to learn with just quality. It is up to the school to exert all of its power to take care of the student's learning. This means doing the possible as well as the impossible. This is the school's goal. It is the school's reason for being.

The role of organized society is to exercise firm democratic control to accomplish quality learning for the students. This includes:

Taking care of the teachers: so they can take care of the students' learning. The teachers need to learn on a continuous basis through courses, recycling, studies and research. Part of this care involves ensuring dignified salaries so the teachers themselves can be the first proof of a dignified society. Teachers that are part of the excluded population cannot manage to include the lower levels of popular society. Teachers are part of democratic control and they need to fulfil their responsibilities by performing adequately, following the curriculum, taking care of the students and keeping themselves up to date, etc.

Taking care of the students: this is the main purpose of the school. The students have the full right to quality learning. They deserve the support of all of the theories and methods that enable better learning. They need evaluations that are truly committed to learning as well as didactic methods that are deeply educational and training oriented. They need a large amount of special up-to-date help in order to avoid missing classes and repeating grades. Taking care of learning is an important part of school today and must continue to be so. Strict attention must be paid to the students' best possible performance instead of just to quantitative data.

Taking care of the principal's office and school administration: the main role of school administration is student learning. Obviously, this should also include the administration itself. The administration is the means and learning is the goal. The principals need to have a significant pedagogic project at the school in order to guarantee that the students learn. 'Democracy' in

the schools should always be in favour of the students. This does not always occur due to diatribes about self-protection from teachers and school employees. These arguments repeat the traditional contradiction of a public service that is little concerned with the public;

Taking care of the school: there is nothing in the tradition of the public school that treats the school as public patrimony. We do not treat our cities as public patrimony either. Our tendency is to passively wait for the school to take our children in and return them at the end of the year 'passed on' to the next year. The constant complaint of the state's failure to maintain the school in good condition needs to be vindicated with an initiative from organized society that focuses on obligating the state to fulfil its duties. The state cannot be substituted and space cannot be given to destructive privatizing efforts. The public school is public space and needs to be maintained publicly.

Taking care of the public school adversaries: this is the largest and most urgent task. This means making an appropriate counter-attack in order to detect badly intentioned advances. Above all, this means rescuing the school and getting rid of discussions that talk about public failure and ostensible or repetitive neo-liberalism. The job here is to respond with quality politics that will mobilize the public.

The fact is that the public school has been very much abandoned. This causes the teacher to be abandoned as well. The school suffers as everyone throws stones and makes demands and calls the school bad names. It seems that no one owns the school. Society has forgotten that it owns the school and does not make an effort. In reality, all public schools need to be surrounded by social movements or NGOs that focus on exercising implacable democratic control. If we want social transformation, we have one of the most strategic public areas right in front of us. We must find solutions that will not just be a panacea.

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APPENDIX IV

Arab Regional Workshop on the participation of NGOs in the EFA process in the Arab Region, 8–10 January 2003

Recommendations

The participants to the ‘Arab Regional Workshop on the participation of NGOs in the EFA process in the Arab Region’, held at the UNESCO Beirut Office on 8–10 January 2003, adopted the following recommendations:

1. The participants at the Beirut Workshop express their deep concern about the status of education in the Arab societies in terms of shortage, disparities, and deprivation as well as the violation of the right of millions of children, women and adults to basic education for all. The participants reiterate their commitment to enhance local contributions to ensure quality and appropriate education to a large number of children and adults. They call upon governments, United Nations Agencies and other international agencies to support these vital efforts through the establishment of partnerships and collective responsibility.
2. The participants recommend that UNESCO ensures the publication, on a large scale and in Arabic, of the main documents related to EFA, including all periodic and electronic publications.
3. The participants recommend Arab local and regional networks concerned with education and other educational activities, as well as other associations and organizations (children’s rights associations, women’s rights associations and associations concerned with persons with special needs) to adopt the EFA frameworks and the outcomes of the Beirut Meeting and, to give priority to the EFA concepts and goals within their programmes and resources.
4. The participants reiterate the importance of the United Nations Agencies role, such as UNESCO, UNICEF, UNDP, the World Bank as well as of international and regional organizations such as ISESCO, ALECSO and AGFUND, in the development of the capacities of local institutions and organizations concerned with Education for All, by supporting and financing EFA programmes.
5. The participants of the Arab meeting reaffirm the necessity for Arab NGOs to take part in the planning, follow-up and evaluation committees at the national level. They also reiterate the necessity to establish national committees for Education for All in countries where such committees have not yet been established.
6. The participants support the efforts of the participants to the Porto Alegre Forum to:
 - evaluate and promote the participation of the civil society in the EFA processes;
 - develop the education system and disseminate alternative, complementary and appropriate programmes related to the provision of EFA;

- promote the local community capacity to provide quality education and to enhance the participation of the civil society in the education process in order to strengthen the EFA movement and give it more importance and priority.
- 7. The participants of the Beirut Workshop call upon the civil society organizations and the NGOs taking part in the Porto Alegre Forum, as well as the international community to put an end to the denial policy practised by the Israeli occupation *vis-à-vis* the Palestinian people through the paralysis of the education process and the intimidation of civilians. They also call upon the international community to put an end to the threat of war facing the Arab Region, especially by the Iraqi people and to the blockade on Libya and Sudan.
- 8. The participants of the Beirut Meeting recommend participants of the Porto Alegre Forum to raise the issues related to needs and challenges faced by the NGOs in the Region as regards the achievement of education for all.

APPENDIX V

Minutes of the international / regional caucuses on the strengths and weaknesses of EFA civil society participation and future strategies

International caucus

1. **Strengths and weaknesses**

- Foundational principles.
- International non-formal organizations committed to working in participatory approach with a commitment to reciprocity. ‘Relationship and communication’ are key elements of partnership.
- Challenge to CCNGO/EFA is the strengthening of the ability to facilitate the participation of smaller NGOs in the EPA process. Helping to create ‘space’ for input.
- The global EFA approach sits on the shoulders of local teachers.

2. **Proposed strategies**

- Need to work together to ensure continuity between global initiatives.
- Call for CCNGO/EFA to facilitate greater civil society participation in national action plans for EFA. Encourage governments to engage civil society on EFA.
- Seek ways to strengthen co-operation in the development of the Monitoring Report.
- Recognizing our mutual limitations, encourage the development of an integrated website which would link international / regional / national information on EFA.

3. **CCNGO/EFA Working Procedures**

The International Caucus endorsed the procedures as presented.

4. **Nominated Co-ordination Group members**

- International Catholic Office for Education
- Fédération Internationale des Centres d’ Education Active

Latin America caucus

The caucus drew attention to three key elements of the Latin American context: the diversity of countries, financial difficulties for NGOs and the influence of the World Bank on educational reforms that have led to the reduction of the EFA initiative for primary education:

1(a) Strengths of civil society participation in EFA

- A potential for mobilization and organization for a great plurality of initiatives, projects and programmes.
- The diversity of experiences permits NGOs to model significant educational alternatives in their localities and appropriate to their contexts.
- Increasing social awareness about EFA, about the right to education as a public issue that demands the attention of all, albeit with different responsibilities.
- There is an accumulation of learning about EFA among social organizations throughout the region.

1(b) Weaknesses of civil society participation in EFA

- A lack of co-ordination among NGOs for participating and influencing public policy.
- Tensions between the local and national level.

2. Proposed EFA strategies

Overarching strategies

- ☞ Pressure for the creation of national EFA forums
- ☞ Mobilize broad-based civil society participation.
- ☞ NGO political leadership development, capacity-building and socio-educational reflection.
- ☞ Engage in civil society-state dialogue, negotiation and collaboration.
- ☞ Information exchange.
- ☞ Joint focused research.
- ☞ Consolidate and decentralize national networking spaces.
- ☞ Create a regional follow-up system of Dakar goals.
- ☞ Engage in monitoring of EFA finance partners.
- ☞ Strengthen civil society-UNESCO relations and EFA networking.
- ☞ Show that education is an investment.
- ☞ Modify the existing vision from the South, coming together as sister organizations to strengthen the degree and effectiveness of our international relations.
- ☞ Work to institutionalize Treaties, Conventions and Agreements in each country
- ☞ Hone our political role as NGOs/civil society.
- ☞ Contribute to the definition of UNESCO's role in the region.

Regional strategies for training, research and capacity-building

- ☞ Invest more in research and training in order to develop leadership and policy capacities for becoming governmental officials.
- ☞ Strengthen the leadership and specialization of NGO professional staff, in order to influence more difficult policy issues, or those that require very specific treatment and development.
- ☞ Create and generate mechanisms for dialogue and negotiation with the state that respond to our logic as civil society, looking for win-win situations.
- ☞ Take children's and teenagers' interests and rights into consideration during project development.
- ☞ Enhance information exchange among our countries, using international co-ordination mechanisms or bodies such as CEAAL.
- ☞ Strengthen the facilitating role of the UNESCO in state / civil society negotiation processes.
- ☞ Exchange lessons learned and broadly disseminate them.
- ☞ Select one of two specific themes or issues to be studied collectively.
- ☞ Create a national NGO network dedicated to develop EFA initiatives.
- ☞ Create a Latin American network or body on EFA from among the existing networks.

Regional strategies for dialogue and communication

- ☞ Consolidate existing networks on different levels and reinforce agreements on polemic issues.

- ☉ Create spaces for periodic gatherings so that civil society comes together and meets in each country, interconnecting their initiatives and strengthening one another, beginning with joint budgeting exercises.
- ☉ Decentralize national co-ordination bodies, taking them to a local level, towards the construction of a national strategy.
- ☉ Strengthen and deepen the relations among relevant governmental bodies and commissions at a federal and local level.

Regional strategies for financing

- ☉ Strengthen and/or generate spaces for facilitating dialogue among financing and credit agencies and, in general, regarding civil society issues and topics.
- ☉ Form a commission to monitor and follow-up the financing received by governments (World Bank, donations and credits).
- ☉ Serve as a watchdog to guarantee true representation by the local government bodies in education.
- ☉ Take advantage of leadership development opportunities created by opposition bodies, fighting to include our ideas in the debates.
- ☉ Create a follow-up system to the Dakar goals.
- ☉ Share information, initiatives and agreements achieved in each country with governments in order to reinforce the progress made.

3. CCNGO/EFA Working Procedures

The Latin America regional caucus made the following recommendations:

- ☉ In Section III, Point 9, add an additional task of the co-ordination group ‘Link international, regional and national networks working on education to strengthen their co-ordination.’
- ☉ In Point 4, add ‘Encourage United Nations bodies to foster EFA goals.’

This working group also made three recommendations to UNESCO:

- ☉ Study and/or promote UNESCO’s role in each country, not just at a technical level.
- ☉ Strengthen the co-ordination among specialized UNESCO offices (with training) and civil society organizations, taking advantage of already existing spaces or creating new ones.
- ☉ Work to establish UNESCO with a role of financial watchdog to oversee and pressure loan and credit agencies.

4. Nominated regional focal point

Consejo de Educación de Adultos de América Latina (CEAAL)

Asia caucus

1(a) Weaknesses of civil society participation in EFA

- ☉ Need for greater capacity building of CSOs to engage them in an ongoing fashion and strengthen the link with local NGOs.
- ☉ Many CSOs do not have national coalitions or inclusive co-ordinations.
- ☉ Limited CSO access to financial resources.
- ☉

1(b) Strengths of civil society participation in EFA

- ☉ Growing number of NGOs interested in education policy campaigns and initiatives.
- ☉ Governments are increasingly willing to listen to civil society voices.
- ☉ CSOs know what is happening on the ground.

2. Proposed strategies

- ☉ Build and consolidate inclusive national NGO/CSO coalitions on EFA.
- ☉ More effective capacity-building with civil society to engage with governments and other stakeholders.

- ☞ Build an inclusive movement for local NGOs and other EFA partners, such as teachers associations.
- ☞ Strengthen the regional EFA platform and further articulation with the GCE.
- ☞ Strengthen links with UNESCO.
- ☞ Locate resources for sustaining a long term role in EFA.

3. CCNGO/EFA Working Procedures and role

The Asia caucus endorsed the CCNGO/EFA procedures as presented and made the following recommendations in regard to its future role:

- ☞ Inform CSOs on spaces and opportunities with UNESCO.
- ☞ Be informed of what CSOs are doing and thinking and thus maintain that UNESCO be informed of key actions and civil society network initiatives.
- ☞ Providing opportunities to CSOs to link up with other EFA stakeholders.
- ☞ Take an activist orientation for bringing critical civil society concerns about UNESCO to UNESCO.
- ☞ Achieve financial autonomy.

In regard to the desired character of the CCNGO/EFA: it should be proactive, broad-based, and further strengthen the link between community, national level EFA CSO processes with regional and global CSO initiatives of the CCNGO/EFA. The Asia Caucus also recommended that the detailed submission of Dhaka Ahsania Mission, Bangladesh in November 2002 on amendments to the draft Working Procedures of the CCNGO/EFA be tabled for reference by the Co-ordination Group in its ongoing and future review.

4. Nominated regional focal point

Asian South Pacific Bureau of Adult Education (ASPBAE)

Africa caucus

1. Opportunities/potentials and threats for civil society participation in EFA

Based upon a review of ongoing national and regional EFA networking efforts in the region, the caucus shared the differences and similarities between these experiences:

- ☞ No existing EFA forums, or just beginning in some countries.
- ☞ Competing interests between CSOs and other EFA civil society actors.
- ☞ Selective participation: in some cases ministers dictate who can and cannot be involved in EFA forums.
- ☞ NGOs working on their own without involving teachers' unions.
- ☞ No CSO coalitions in most countries, although several countries are consolidating their coalition experiences.
- ☞ Weak flow of information among countries.
- ☞ Need for stronger co-ordination mechanisms for forming networks, achieving coherence in ideology and agenda.
- ☞ Lack of resources and capacities on policy issues and budget tracking.
- ☞ Lack of effectiveness of UNESCO at country level.

2. Proposed strategies

- ☞ Establish office-based secretariats with adequate resources for building effective and inclusive national and regional coalitions.
- ☞ Launch CSO and NGO capacity-building in planning, advocacy and policy analysis.
- ☞ Open and further UNESCO/NGO relations and regional relations with the CCNGO/EFA.
- ☞ Ground objectives and goals in local realities and populations.
- ☞ Seek UNESCO support for CSO organized events and initiatives.

3(a) **Recommendations on the role of the CCNGO/EFA and of UNESCO**

- ☉ More support from international agencies for NGO EFA action and national coalitions. UNESCO to exert pressure to mobilize resources for capacity-building programmes.
- ☉ Greater information sharing and networking.
- ☉ E-group discussions around thematic areas.
- ☉ Success stories on how different strategies have worked in different countries.
- ☉ CCNGO/EFA to mobilize resources to support its members.
- ☉ Brokering role between unions and CSOs.
- ☉ Direct communication at different levels.
- ☉ Support and help strengthen UNESCO's role in backing up civil society action.
- ☉ Define the relationships between CCNGO/EFA and UNESCO and what support we expect from UNESCO.
- ☉ UNESCO to assess different situations in different countries.
- ☉ Integration of CSOs in EFA follow-up (e.g. data collection, data processing and consolidation) for monitoring report.
- ☉ UNESCO should provide CCNGO/EFA resources for research and monitoring.
- ☉ Reform the National Commissions of UNESCO to move from being departments of ministries of education to an inclusive forum for governments, CSOs and UNESCO.

3(b) **CCNGO/EFA Working Procedures and role**

The Africa caucus made the following recommendations:

- ☉ Expand the scope of the CCNGO/EFA by changing the term CCNGO/EFA to CCCSO/EFA while continuing to limit the participation to public interest not-for-profit organizations.
- ☉ Review the UNESCO Constitution in regard to the following recommended amendment.
- ☉ In Section II, Point 3, Item 4, the CCNGO/EFA, rather than UNESCO, should be responsible for validation.
- ☉ In Section II, Point 5, Item 4, add the phrase 'subject to review'.
- ☉ In Section III, Point 6, remove the need for 'approval of the Director-General'.
- ☉ In Section III, Point 8, remove the word 'conceptual'.
- ☉ In Section III, Point 9(b)iv, remove the need for 'maintaining official relations' with UNESCO.
- ☉ Guarantee that the CCNGO/EFA structure does not conflict with existing regional structures.
- ☉ Seek to incorporate subregional focal points.

4. **Nominated regional focal point**

African Network Campaign on Education for All (ANCEFA)

Arab Region caucus

1. **Strengths and weaknesses of civil society participation in EFA**

- ☉ Arab NGOs and CSOs are missing the expanded vision of EFA, lack of awareness.
- ☉ Lack of participation in national plans.
- ☉ Missing inclusion of all partners in an effective coalition tracking EFA. Teachers and youth are neglected.
- ☉ Need for capacity building.
- ☉ Weak media links.
- ☉ Complement government efforts by reaching marginalized populations.

2. **Strategies**

- ☉ Construct a new knowledge base on EFA by documenting and disseminating information on successful interventions and quality practices.
- ☉ Create space for direct input from CSOs that are more inclusive.

- ☞ Reflect on a new paradigm in education that will better satisfy the growing demands and the dissatisfaction with the present paradigm.
- ☞ Create inclusive national coalitions on EFA.
- ☞ Create regional thematic networks.
- ☞ Strengthen media coverage.
- ☞ Help CSO and NGO capacity-building.
- ☞ Define national focal points and yearly meetings to improve networking.
- ☞ Form a regional advisory board.
- ☞ Create a regional website.

3. CCNGO/EFA Working Procedures and role

The Arab region caucus delegates endorsed the CCNGO/EFA Working Procedures as presented yet reminded fellow participants of the following roles for the CCNGO/EFA:

- ☞ Act as a catalyst to ensure timely delivery of information on EFA.
- ☞ Provide an opportunity for CSO and NGO networking at the regional level.
- ☞ Inform UNESCO about CSO's and NGO's concerns and needs.

They also made the following recommendations to the CCNGO/EFA:

- ☞ Ask UNESCO's General Conference to allocate special resources to support NGO efforts at the regional level from within the regular programme budget.
- ☞ Call on UNESCO Headquarters to ensure the publication of all UNESCO documents regarding EFA in all United Nations official languages, including Arabic.

4. Nominated regional focal point

Arab resource collective

APPENDIX VI

Recommendations for the CCNGO/EFA future action: draft rapporteur's report

1. CCNGO/EFA background and current context

- Concern regarding the hegemonic role of the World Bank and other multilateral institutions and their impositions on national educational reform.
- While the Dakar commitments call for reducing adult illiteracy by 50 per cent, UNESCO is the only United Nations agency not to reduce its education budget.
- The experience in EFA follow-up has different expressions, from countries with nonexistent EFA processes and civil society-government dialogue, to a number of countries with active multi-sectoral national campaigns with policy agendas.
- Growing awareness of the EFA challenges
- Increased national, regional and international NGO efforts in movement building, capacity building and policy engagement. The lack of resources continues to limit broader-based participation of NGOs and all regions in the process.
- Period of transition and decentralized reform of the working procedures of the CCNGO. Increased representation of NGOs in CCNGO and the Co-ordination Group was strengthened with the presence of regional NGO representation.
- The current challenges to the EFA movement include: (a) building more inclusive movements with union and CSO voices present; (b) linking local / regional / international follow-up and advocacy initiatives; and (c) increasing the number and quality of national forums and action plans.

2. Appointment of the new CCNGO/EFA Co-ordination Committee

Regional focal points

Africa:	African Network Campaign on Education for All (ANCEFA)
Arab Region:	Arab Resource Collective (ARC)
Asia:	Asia South Pacific Bureau for Adult Education (ASPBAE)
Latin America:	Latin American Council for Adult Education (CEAAL)

International focal points

International Catholic Office for Education
International Federation of Training centres for the Promotion of Progressive Education

NGO Liaison Committee

3. Recommendations for CCNGO strategies and action

The CCNGO is a mechanism for dialogue and joint action between NGOs and UNESCO in the area of education for all (EFA). While some of the following recommendations pertain to the CCNGO as a mechanism, others are more broadly for the consideration of NGOs to act on at national, regional or international level.

The recommendations pertaining to the CCNGO will be considered by the CCNGO Co-ordination Group along with additional points emerging from the last session of the Annual Meeting. They will then develop a draft Plan of Action for comment from CCNGO members.

Strengthening the NGO EFA movement

- ☛ Facilitate the participation of more NGOs in EFA processes.
- ☛ CCNGO to involve higher education in EFA processes
- ☛ CCNGO Co-ordinating Group to identify mechanisms to include national NGO participation and perspectives in CCNGO activities
- ☛ International organizations continue their commitment to work in a participatory and reciprocal fashion, seeking to further their relations and communication, and ensure continuity between global initiatives.
- ☛ NGOs to undertake efforts at collaboration with teachers' unions.
- ☛ Create spaces for periodic gatherings of civil society in each country, to improve networking, collaboration and pooling of resources towards common goals.
- ☛ Re-ground national strategies and coalitions in local experiences, drawing their mandate from the people.
- ☛ Create regional thematic networks on EFA.
- ☛ Consolidate existing national and regional networks on EFA and reinforce our dialogue with others.

NGO capacity building

- ☛ CCNGO and NGO networks to help build capacities of NGOs to more effectively engage with governments and other stakeholders in education policy formulation, monitoring, evaluation and advocacy at regional and national levels.
- ☛ CCNGO and international and regional NGO networks to support the work of national NGO coalitions and help develop them where they do not exist
- ☛ That CCNGO adopts a pro-active approach, advocating on behalf of NGOs in their efforts to participate in EFA processes.
- ☛ CCNGO to facilitate learning opportunities for regional and national NGO coalitions and their leaders, to address needs and gaps they identify, including on complex and specialized topics and working with governments.

Policy research and advocacy

- ☞ Encourage research into education policy issues that will increase the effectiveness of NGO advocacy on EFA.
- ☞ Strengthen NGO co-operation in the development of the Monitoring Report.
- ☞ CCNGO to provide opportunities for NGO dialogue with key financial institutions and donors, particularly in regard to civil society EFA issues.
- ☞ NGOs to monitor and follow-up the financing received by governments (from the World Bank, donations and/or loans).
- ☞ Improve visibility of EFA through the media.
- ☞ The need to take children's and youth's interests and rights into consideration when formulating our projects.
- ☞ There is a need to clarify the meaning of quality in education.
- ☞ CCNGO and NGO networks to develop a mechanism to monitor the implementation of the CONFINTEA objectives.

Communication and information dissemination

- ☞ CCNGO to facilitate responsive, efficient and effective interactions between NGOs and UNESCO.
- ☞ CCNGO to ensure timely dissemination of information related to EFA and especially NGO involvement at national, regional and international levels.
- ☞ CCNGO to increase awareness and knowledge of NGOs concerning UNESCO flagship programmes and initiatives.
- ☞ NGOs to generate greater information exchange among countries, using international networking.
- ☞ CCNGO and NGO networks to support the documentation and dissemination of effective NGO practices and interventions in order to exchange lessons learned.
- ☞ Working sessions on the Flagships programmes and other initiatives have to be integrated in NGOs/CSO capacity-building programmes.
- ☞ CCNGO to disseminate information about the CONFINTEA Mid-Term Review, 2003 and its linkages to EFA and to encourage NGOs involved in adult education to contribute input in relation to EFA Goals 3 and 4 in the CONFINTEA questionnaire.

Resource mobilization

CCNGO is to consider strategies to source additional funding to support NGO efforts in promoting EFA both within and outside UNESCO.

4. Adoption of the CCNGO Working Procedures and suggestions for future consideration

The Document, 'Transitory Context and Working Procedures', was endorsed by the delegates. The following comments were made for consideration by the new CCNGO Co-ordinating Group to add to the Working Procedures in the future:

- ☞ Regional Focal Points to actively work to strengthen co-ordination between national and regional initiatives.
- ☞ Simplify and clarify the language of the Working Procedures and disseminate the document to all CCNGO members.
- ☞ Working Procedures to give greater emphasis for supporting broad-based and national level NGO participation.

The following suggestions were made to complement the existing description of the CCNGO role:

- ☞ To inform NGOs on relevant UNESCO plans, processes, programmes, structures, resources and developments in relation to EFA in a timely way.
- ☞ Provide opportunities for NGO and CSO networking at the regional level.
- ☞ To bring the concerns and recommendations NGOs have about UNESCO programmes, mechanisms, plans to relevant UNESCO officials.
- ☞ To provide opportunities for NGOs to have a voice in relevant international forums and to engage with relevant international institutions.
- ☞ To liaise with key international, regional and national NGOs involved in education policy.
- ☞ To seek additional funding support for CCNGO activities.

Further specific recommendations from particular regions on the Working Procedures which were delivered to the Co-ordination Group and UNESCO to be put to future review. They will be annexed to the final report of this annual meeting.

5. Recommendations for UNESCO

- ☞ To further encourage and monitor the establishment of national EFA forums.
- ☞ To strengthen UNESCO's role in state / civil society EFA negotiation processes where needed, generating mechanisms to further dialogue with government bodies.
- ☞ to lobby bilateral and multilateral funders to finance EFA follow-up including CSO involvement and to act as a watchdog ensuring funding commitments are met.
- ☞ The CCNGO particularly calls upon UNESCO to locate and channel special resources to support NGO's efforts in EFA at the regional level within the regular programme budget.
- ☞ To specifically support CSO initiated meetings and initiatives on EFA.
- ☞ Maintain and improve the integrated website which links international / regional / national information on EFA.
- ☞ Encourage other United Nations agencies to also work to further EFA goals.
- ☞ Improve awareness on EFA by ensuring the publication and dissemination of all UNESCO documents regarding EFA in the six official languages of the United Nations. For example, UNESCO to translate the Global Monitoring Report into more national and local languages.
- ☞ Strengthen EFA co-ordination among specialized UNESCO offices and institutes in involving civil society organizations through training, taking advantage of already existing spaces or creating new ones.
- ☞ Encourage the reform of UNESCO National Commissions to be more than a budget line for ministries of education and to include NGO representation.

Flagship programmes

- ☞ Increase its involvement in the Fast Track Initiative follow-up.
- ☞ Find ways for the two collective consultations (EFA and higher education) to share and jointly develop their reflections and actions.
- ☞ Ensure a collective assessment of governments and civil society on CONFINTEA and link the CONFINTEA Mid-Term Review with the EFA process.
- ☞ Ensure NGO / CSO participation in the elaboration and implementation of the United Nations Literacy Decade process.
- ☞ Ensure that the six goals of Dakar are addressed in the Fast Track Initiative.
- ☞ Broaden UNGEI to cover women's literacy as well as girls' education.
- ☞ Develop linkages between EFA processes and Literacy Decade implementation processes.
- ☞ Develop specific strategies for migrants in the framework of the Literacy Decade on a bi-national level to address in particular migrant workers needs.

- Co-ordinate where possible for the next Monitoring Report, collective input concerning women, girls and broader gender issues, and for the first theme work of the Literacy Decade.

APPENDIX VII

Minutes of the regional caucuses commenting on the draft rapporteur's report

Latin America caucus

This caucus understood that the spirit of these recommendations is to help us orient and further concretize our own regional agenda. To that extent, a series of observations and emphasis in regard to the draft recommendations were made:

- Emphasize the intersecting/traverse nature of education across a diversity of educational efforts, particularly with women, indigenous peoples and special education.
- In terms of the importance of reaffirming UNESCO's leading role in the EFA process, UNESCO should further open EFA spaces to civil society participation.
- A deepening concern was expressed about the growing influence of the hegemony of the World Bank and other financial institutions and their influence on educational policy in the region brings Latin American participants to ask that 'UNESCO favour greater NGO dialogue with the World Bank and other financial institutions in the Latin American region'.
- Reinforce the effectiveness of UNESCO's leadership in the EFA process by activating national and regional offices to participate in EFA follow-up in a co-ordinated fashion with civil society.
- Guarantee and strengthen civil society participation in the Fast Track Initiative, particularly in decision-making for defining the FTI countries.
- Interconnect different UNESCO organized initiatives in education, with a special emphasis on the regional educational plans developed by the ministries of education and EFA processes: Guarantee the participation of civil society in these arenas where regional agreements and goals are established and assist Latin America civil society in strengthening its instruments for lobbying EFA issues.
- Strengthen co-ordination among different UNESCO initiatives that exist on a thematic or sectoral level in the region and nationally. For example, a regional meeting on adult education was convened by the regional UNESCO office (OREALC) in Mexico in September 2002, but due to its nature, it cannot be considered a regional consultation on CONFINTEA.
- The Collective Consultation by name should be more substantial and participatory, more serious in addressing priority issues of interest rather than merely facilitating information exchange. This mechanism should be focused to produce knowledge about the educational process.

- ☉ Regional consultations should help to consolidate civil society's own organizational process, leading to greater levels of representation within each region and the naming of delegates, for example, to future consultations.
- ☉ Need for capacity-building for NGOs in issues of public policy and monitoring. UNESCO should provide opportunities for the region in this area.
- ☉ Need to co-ordinate EFA efforts with teachers' unions and organizations who are already mobilizing around EFA.
- ☉ Parallel civil society monitoring efforts on EFA (such as the ICAE CONFINTEA Shadow Report) reflects civil society readings of its own reality, providing it with tools for pressuring governments and also for self-evaluation of civil society's own networking capacities.
- ☉ In regard to future action by the CCNGO/EFA Co-ordination Group, it is proposed that these recommendations be translated into a plan of action as soon as possible with clearly identified activities, expected outcomes and participants and that it be broadly distributed in a timely fashion.

Asia caucus

In Section 1 – The Contextual Framework:

- ☉ Reorient this introduction to include progress made and lessons learned from Bangkok to Porto Alegre, particularly by incorporating the results of the 19 January report from the Transitory Co-ordination Group and the same day's session on civil society partnership on EFA.
- ☉ Incorporate the first two points (regarding the World Bank and Dakar commitments) further on in the report in a more appropriate section and format.
- ☉ Further develop and sharpen each aspect mentioned in this contextual outline.
- ☉ In the last point referring to current challenges to the EFA movement, also include lack of financing.

Overall recommendations:

- ☉ Sharply focus each recommended strategy and action.
- ☉ Give greater emphasis to the involvement, role and action of local level/grassroots and national NGOs in carrying out EFA strategies.
- ☉ Reflect the importance of fostering a more proactive CCNGO/EFA.
- ☉ Given that each of us is the CCNGO/EFA, reflect our own personal and institutional commitment to and accountability for implementing these recommendations and strategies. In this sense, reword the document to focus the responsibility for implementation upon ourselves.
- ☉ Clearly identify the needed structure for implementing these recommendations, recognizing the opportunities and limitations of the existing support structure for CCNGO/EFA action, and guarantee UNESCO support to make them possible.

In Section 3(a) – Strengthening the NGO EFA Movement: in regard to the second point on higher education, reword this recommendation to read: 'Develop better linkages with higher education processes.'

In Section 3(c) – Policy Research and Advocacy: in regard to the seventh point on quality in education, we should further our conceptual reflection and dialogue within the CCNGO/EFA on who defines quality and what we mean by quality in order to clarify what we will demand from our governments in regard to learning outcomes.

In Section 5 – Recommendations for UNESCO:

- ☉ In regard to the last point, amend this recommendation to only read 'Encourage the reform of National UNESCO Commissions'.
- ☉ Include that UNESCO should enhance its budget support for CCNGO/EFA activities.
- ☉ Amend the flagship programmes subtitle to also include 'other initiatives'.

Arab Region caucus

Reorient the preamble as recommended and re-edit the document for greater clarity and presentation.

Be mindful of what appears to be a predominant emphasis on adult literacy and adult education within the document. To that extent, reinforce efforts towards the other five Dakar Goals.

Heighten the attention paid to issues of quality in education.

In Section 3(c) – Policy Research and Advocacy, add the following recommendations:

- ☛ Highlight the specific role of NGOs in activating cultural expression as a means and content for learning.
- ☛ Provide spaces with resources to help youth realize their potential through experimenting and expressing themselves within NGOs.
- ☛ Build a knowledge base on EFA through an articulation of expressions within the EFA framework.

Africa caucus

In regard to the structure of the document, the appointment of the new Co-ordination Group should appear after the recommendations to UNESCO.

In Section 1 – CCNGO/EFA Background and Current Context: Include progress made by the CCNGO/EFA to date, current problems facing education and the barriers that NGOs encounter as they work towards EFA.

In general, reflect the original recommendations and positions expressed during the course of the 2003 Porto Alegre assembly, particularly those from the regional caucuses.

The overall language of the recommendations should reflect a sense of partnership, rather than a managerial relationship, ‘ensuring’ or ‘facilitating’ rather than ‘providing.’

Regional recommendations should comprise part of the body of the final document rather than an annex, giving them due importance as part of the Collective Consultation rather than a prerogative of UNESCO.

Relationships between UNESCO and local EFA partners should be emphasized.

This regional caucus reiterates its deep-seated recommendation that the CCNGO title should be changed to CCCSO in order to include EFA partners who do not fall under the ‘NGO’ category.

International caucus

In Section 1 – The Background and Current Context: reformulate this preamble in the same terms recommended by other caucuses, but also giving particular mention to: (a) non-formal education, education for disadvantaged populations and peace education; and (b) consideration of the reallocation of military spending towards EFA.

In Section 3(a) – Strengthening the NGO EFA Movement: in Point 5, expand this point to recognize all teacher-based organizations, thus reword it to read, ‘Ask NGOs to undertake efforts at collaboration with those organizations representing teachers’.

In Section 3(c) – Policy Research and Advocacy: modify the second point to read, ‘The CCNGO/EFA will continue to develop contact with the Global Monitoring Report on EFA Team in order to ensure civil society involvement and collective input in the monitoring process of the EFA’.

In Section 5 – Recommendations for UNESCO:

- ☛ Insert the following text, ‘Seek to involve donors in planning and delivery of initiatives in addressing EFA goals’ as the third point, prior to lobbying efforts.
- ☛ In regard to the second to the last point on the flagship initiatives, broaden this recommendation to refer to creating greater educational opportunities for migrants in

general, thus modify the text to read: ‘Develop specific strategies for migrants in the framework of the Literacy Decade on a national, bi-national and multinational level to address particular migrant worker needs.’

- On the final point, clarify the nature of the co-operation among the Global Monitoring Report Team (as an independent group), UNESCO and civil society.

APPENDIX VIII

Context and Working Procedures proposed by the Director-General for the Collective Consultation of NGOs on Education for All

*Adopted by the 2003 Annual Meeting
Porto Alegre, 19–23 January 2003*

I. Introduction

Since its creation, UNESCO considers NGOs key partners in fulfilling its mandate. In 1984, the Education Sector created a collective consultation mechanism to facilitate dialogue between UNESCO and NGOs on the theme of basic education. This mechanism enabled the NGOs and UNESCO to work together and carry out joint activities in order to promote education in a perspective of lifelong learning.

During the last decade, civil society's involvement in sustainable development and education expanded considerably, particularly at national level. Prompted by the active participation of civil society organizations in the evaluation of the Jomtien objectives as well as in regional and international meetings on education and development, especially the World Education Forum (Dakar, 2000), UNESCO and the NGOs have reconfirmed their interest in working together, in a framework adapted to the new forms of civil society organization and expression, in order to make an effective contribution to the reflection on the concept of education for all and its implementation.

The new context of globalization involves challenges, such as growing economic poverty and the need to support the dynamics of sustainable development. But the process also offers new opportunities in the field of communication and cultural diversity worldwide. There is a need to broaden the concept of Education for All, to encourage innovations and to promote societies that enable everyone to continue to learn and acquire the necessary knowledge and competencies that are relevant, context-specific and supportive of individual and collective development.

Taking into account the priority given to the national level by the Framework for Action adopted by the international community at the World Education Forum (Dakar, 2000) as well as the new dynamic of civil society involvement in the areas of education and sustainable development, especially at national and regional levels, UNESCO and the NGOs saw the need to reform the Collective Consultation of NGOs on Education for All (CCNGO/EFA). With a view to developing the concept of lifelong learning, the democratization of education and the improvement of its quality, the new CCNGO/EFA, in the framework of the follow-up to the World Education Forum (Dakar, 2000), will focus on strengthening its activities at national and regional levels, and on opening its network to all NGOs engaged in the drive for education for all.

So that this process of mutual inspiration can develop in a spirit of transparency and consensus, the context, purpose and internal working procedures of the CCNGO/EFA are set out below.

II. Context and purpose

In order to understand the context in which UNESCO collaborates with civil society organizations it is useful to recall the following:

- ☛ The important role conferred by UNESCO on the non-governmental organizations in educational co-operation and the central role of civil society recognized by the international community at Dakar, which committed to ‘ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development’ (Paragraph 8 of the Dakar Framework for Action).
- ☛ UNESCO’s mandate concerning the advancement and dissemination of knowledge and innovative practices, the formulation of policies and the need to develop new visions and practices for education and lifelong learning.
- ☛ UNESCO’s mandate concerning the follow-up to the World Education Forum (Dakar, 2000) and the follow-up to international meetings such as the fifth International Conference on Adult Education (Hamburg, 1997); the fourth Women’s Conference (Beijing, 1995), the World Summit for Social Development (Copenhagen, 1995) and the World Conference on Special Needs Education (Salamanca, 1994).
- ☛ The changing landscape of civil society organization and expression, particularly at national level, and UNESCO’s mandated role in ‘coordinating EFA partners and maintaining their collaborative momentum’(Paragraph 19 of the Dakar Framework for Action).
- ☛ The most recent version of the Directives concerning UNESCO’s relations with non-governmental organizations (NGOs), which foresee thematic collective consultations.

1. Definition

The CCNGO/EFA is a thematic mechanism within the Education Sector to facilitate reflection, permanent dialogue and joint action between the NGOs and UNESCO in the area of education for all (EFA) with a view to strengthening co-operation between partners at all levels and promote lifelong learning. It is taken into account in the regular UNESCO programme.

2. Purpose of the CCNGO/EFA

In the framework of UNESCO’s mandate concerning intellectual co-operation in the field of education and its co-ordinating role of the EFA partners, the purpose of the CCNGO/EFA is to foster partnership between NGOs and UNESCO with the aim of:

- ☛ Contributing to broadening the concept of EFA.
- ☛ Reinforcing knowledge of NGO roles and experiences in EFA and promoting its dissemination.
- ☛ Facilitating the collective expression and co-operation among the NGOs in the field of EFA.
- ☛ Facilitating the capitalization of conceptual contributions and experiences of NGO so that they are taken into account in education content and policy formulation.
- ☛ Facilitate the consideration and mainstreaming of NGO conceptual contributions and experiences in EFA programmes.
- ☛ Facilitating the participation of the NGOs in monitoring and evaluating EFA goals.
- ☛ Reinforcing NGO technical and institutional capacities, particularly at the local level.

3. The CCNGO/EFA assembles

- ☞ NGOs maintaining official (formal and operational) relations⁷ with UNESCO.
- ☞ Organizations and networks of organizations not maintaining official relations with UNESCO provided that: (a) they are non-governmental and not-for-profit; (b) they work in the field of EFA; (c) they supply a written request to the UNESCO contact team of the CCNGO/EFA with information on their statutes, activities, co-ordinates, contact persons and members of the organization; and (d) the request is validated by UNESCO.

4. UNESCO sets up the CCNGO/EFA in order to . . .

- ☞ Strengthen the involvement of civil society organizations in the programmes, meetings and mechanisms of the follow-up to the World Education Forum (Dakar, 2000).
- ☞ Facilitate the collaboration of CCNGO/EFA members with education specialists at UNESCO Headquarters, regional field offices and institutes and with other EFA partners.
- ☞ Facilitate contacts and exchanges between NGOs to capitalize their experience.
- ☞ Foster the development of CCNGO/EFA activities at the regional and national levels.

5. Organizations participating in the CCNGO/EFA are encouraged to:

- ☞ Contribute to the development of a broader vision of education and the concept of lifelong learning.
- ☞ Work in a spirit of co-operation, tolerance and solidarity while respecting members' cultural identities.
- ☞ Respect UNESCO's mandate as defined by its Constitution.
- ☞ Respect the purpose and internal working procedures of the CCNGO/EFA.
- ☞ Participate in the implementation of joint activities and the mobilization of the necessary resources.

III. Working procedures proposed by the Director-General for the CCNGO/EFA

6. Annual Meeting of the CCNGO/EFA

The CCNGO/EFA may meet, with the approval of the Director-General, once a year, in turn at Headquarters and in the regions.⁸ To prepare for this meeting, initiatives will be undertaken to consult the NGOs at regional level.

The purpose of the Annual Meeting is as follows: (a) consultation and reflection on EFA specific themes; (b) adoption of thematic priorities for joint activities; (c) evaluation of past and present work; (d) adoption of recommendations concerning EFA; and (e) Constitution of the co-ordination group, every two years.

7. Official relations: institutionalized partnership established between UNESCO and NGOs. The criteria for establishing official relations can be found in the most recent version of the directives concerning UNESCO's relations with non-governmental organizations, which were adopted by the General Conference at its 28th session in 1995 (Resolution 28C/13.42).

8. The regions as defined by UNESCO are as follows: Africa, Arab States, Asia and the Pacific, Europe, Latin America and the Caribbean.

7. Joint Activities to be carried out through the CCNGO/EFA network

On the basis of the thematic priorities chosen at the annual meeting, joint activities, such as action research, training, seminars/workshops, discussion forums/round tables and pilot projects are proposed by the NGOs and/or UNESCO in collaboration with other EFA partners. They are initiated, implemented and monitored by UNESCO and NGOs of the network and, as appropriate, in collaboration with other EFA partners.

8. UNESCO contact team

UNESCO's Education Sector designates a focal point and a contact team. The team is responsible for the following tasks:

- ☛ Providing conceptual, technical and administrative support to the CCNGO/EFA meetings and activities.
- ☛ Facilitating co-operation and communication between the NGOs and with education specialists at UNESCO headquarters, regional offices and institutes as well as other EFA partners, in particular by means of the new communication and information technologies.
- ☛ Co-ordinating CCNGO/EFA activities with the UNESCO programme.

9. Co-ordination group

(a) Tasks

The co-ordination group is set up to ensure, in collaboration with UNESCO, the follow-up of activities and serve as an interface between the Dakar follow-up programmes and mechanisms and the CCNGO/EFA. Set up for two years, renewable once, it is responsible for the following tasks:

- ☛ Collaborate with UNESCO in the co-ordination and follow-up of the activities;
- ☛ Be a contact group for the CCNGO/EFA;
- ☛ Support the collaboration between regional and local NGOs, National Commissions and UNESCO offices;
- ☛ Elaborate synthesis and disseminate information about the CCNGO/EFA and its activities in the different regions and through the Internet;
- ☛ Collaborate with UNESCO in preparing the annual meetings.

(b) Composition

The co-ordination group is composed of eight NGO representatives, including five regional focal points, two international focal points and one representative of the UNESCO/NGO Liaison Committee.

(i) Specific tasks of the regional focal points

Among the co-ordination group's joint tasks, the regional focal points will concentrate on the following:

- ☛ Monitoring the CCNGO/EFA activities in their region.
- ☛ Acting as intermediaries to strengthen the CCNGO/EFA within the region.
- ☛ Receiving candidatures for the function of focal point in the region and facilitate consensus building.
- ☛ Ensure the preparation of contributions from NGOs in the region to the annual meeting.

(ii) Criteria for becoming a regional focal point

Candidate organizations must fulfil the following criteria:

- ☛ Have expertise and experience in the area of Education For All in the region.
- ☛ Be a member of a national, regional or international civil society network.
- ☛ Commit that the representative attends the CCNGO/EFA annual meetings.

- ☛ Commit to remain a member of the co-ordination group for the full two-year term.
- ☛ Commit to mobilize and put at disposal the necessary means for the fulfilment of the tasks.

(iii) Specific tasks of the international focal point

Among the co-ordination group's joint tasks, the international focal points will concentrate on the following:

- ☛ Ensuring that the recommendations formulated by the NGOs in the framework of the CCNGO/EFA are voiced at the UNESCO General Conference and the Executive Board, in accordance with the procedures in force;
- ☛ Acting as intermediaries for strengthening CCNGO/EFA internationally;
- ☛ Receiving candidatures for the function of international focal point;
- ☛ Ensure the preparation of contributions from NGOs at international level to the annual meeting.

(iv) Criteria for becoming an international focal point

The candidate organization must fulfil the following criteria:

- ☛ Have expertise and experience in the area of Education For All;
- ☛ Maintain official relations with UNESCO;
- ☛ Commit that the representative attends the CCNGO/EFA annual meetings;
- ☛ Commit to remain a member of the co-ordination group for the full two-year term;
- ☛ Commit to mobilize and put at disposal the necessary means for the fulfilment of the tasks.

(c) Meetings

The co-ordination group will hold at least two meetings through teleconferencing and one face-to-face meeting per year. The latter shall take place, one year out of two in parallel with the UNESCO General Conference, and in the intervening years on the occasion of an international or regional EFA meeting. Members of the co-ordination group will maintain regular contact with each other by telephone and e-mail.

10. Procedure for establishing the co-ordination group

The co-ordination group will be constituted by a procedure combining consultation and consensus. Organizations may submit only one candidature. The procedure is in five stages:

Stage 1: UNESCO invites NGOs from the network to express their interest and availability. This announcement is sent to all the NGOs participating in the CCNGO/EFA.

Stage 2: The organization sends its candidature to the focal point concerned, filling in a form containing the following information: (a) letter of motivation; (b) statement of commitment to the purpose, internal rules and working procedures of the CCNGO/EFA and to the tasks of the co-ordination group; (c) name and function of the representative of the organization.

Stage 3: Each focal point facilitates exchanges on the candidatures with the view to reaching a consensus, and communicates the process and the results to the other members of the co-ordination group and the UNESCO contact team.

Stage 4: The secretariat circulates the results to all NGOs of CCNGO/EFA for information and reaction.

Stage 5: Each representative of a candidate organizations introduces himself or herself to all NGOs at the annual meeting. The annual meeting validates the choices issued of the consensus.

11. Modification of the working rules of CCNGO/EFA

The present working procedures may be modified at the annual meeting with the support of UNESCO. Any NGO of the network may propose modifications to this document. Any proposal must be forwarded to the CCNGO/EFA co-ordination group and UNESCO. The co-ordination group disseminates the information to all NGOs of the CCNGO/EFA for advice. The proposal is presented during a plenary session of the annual meeting and is validated by the NGOs.

APPENDIX IX

Detailed comments on the CCNGO/EFA Working Procedures

The Africa caucus made the following recommendations:

- ☉ Expand the scope of the CCNGO/EFA by changing the term CCNGO/EFA to CCCSO/EFA while continuing to limit the participation to public interest not-for-profit organizations.
- ☉ Review the UNESCO Constitution in regard to the following recommended amendment.
- ☉ In Section II, Point 3, Item 4, the CCNGO/EFA, rather than UNESCO, should be responsible for validation.
- ☉ In Section II, Point 5, Item 4, add the phrase ‘subject to review’.
- ☉ In Section III, Point 6, remove the need for ‘approval of the Director-General’.
- ☉ In Section III, Point 8, remove the word ‘conceptual’.
- ☉ In Section III, Point 9(b)iv, remove the need for ‘maintaining official relations’ with UNESCO.
- ☉ Seek to incorporate subregional focal points.

The Asia Caucus recommended that the detailed submission of Dhaka Ahsania Mission, Bangladesh in November 2002 on amendments to the draft Working Procedures of the CCNGO/EFA be tabled for reference by the Co-ordination Group in its ongoing and future review.

The Latin America regional caucus made the following recommendations:

- ☉ In Section III, Point 9, add an additional task of the co-ordination group ‘Link international, regional and national networks working on education to strengthen their co-ordination’.
- ☉ In Point 4, add ‘Encourage United Nations bodies to foster EFA goals’.

APPENDIX X

List of participants

<i>NGO</i>	<i>Name</i>	<i>Function</i>
Ação Educativa	Maria Clara Dipierro	Coordenadora de Projetos
Ação Educativa	Vera Ribeiro Masagão	Secretária Executiva Adjunta
ACAPES	Diagne Bougouma	Secretarie General ACAPES
Ackunaid	Akinyemi Abimbola	Co-ordinator
Actionaid Bangladesh	Islam Shafiqul	Director Operations
Actionaid Nigeria	Charles Abani	Country Director
Agence Intergouvernementale de La Francophonie	Agbojan d'Almeida	Responsable de Project Education de Base
Agence Intergouvernementale de La Francophonie	Samir Marzouki	Directive
ANCEFA	Sow Gorgui	Co-ordinator
Annisa Cooperative'	Suryatni Mukmin	
APAE-SP	Edgilson Tavares	Coordenador
APAE-SP	Nelson Vilaronga	Coordenador Geral
Arab Resource Collective	Samir Jarrar	
Arab Resource Forum	Munir Fasheh	Co-ordinator
Arabic Network for Illiteracy and Adult Education	Negm Seham	Secretary General
ASPBAE	Bernard Lovegrove	Programme Officer
ASPBAE	Maria Lourdes A Khan	Secretary General
ASPBAE Faculty of Education	Somsak Phuvipadawat	University Lecturer
Associação Brasileira p/ Superdotados - Seção RS	Susana Graciela Pérez Barrera Pérez	Presidente
Associação Ecocidade	Romulo Lima Ayres	Delegado
Asociacion Alemana de Educacion de Adultos	Benito Fernandez	Director
Association Alternatives	Nadira Barkallil	Vice-Presidente
Association Makassed Philantropique	Souheir Mansour	Directrice dell'institut
Associaton Algerienne d'Alphabetisation Iqraa	Aicha Barki	President

Ayuda em Acción	Margarita Salinas de Holm	Coordinadora Regional
CADEP - José Maria Arguedas	Rócio Mildred Alvarez Torres	Promotora de Educacion
Campanha Nacional pelo Direito à Educação	Camilla Silva	Educadora/Coordenadora Geral
Campanha Nacional pelo Direito à Educação	Simone Dias	Jornalista/periodista
CAMPE	Rasheda Khatoon Choudhury	Director
CASEP - Taller de Educacion Alternativa	Norma M. Ortiz Guzman	Coordinadora CASEP-TEA Puerto Rico
CEAA - Int. del Hombre	Eduardo Musto	Director IDH
CEAAL	Carlos Zarco Mera	Secretário General
CEAAL	Cecilia Amaluisa	Tesorera
CEAAL	Felipe Rivas Villatoro	Co-ordinator
CEAAL	Pedro Pontual	Presidente
CEAAL	Rebecca Berner	Assistente
CEBIAE	Maria edit Oviedo	Coordenadora de Projetos
CECIM	Isabel Sanchez Nunez	Diretora
CEDIS - CEAAL Ecuador	Cecilia Viteri	Enlace
CEERT	Isabel Santos	Coordenadora do Programa de Educação
Centrale des Syndicats du Quebec	Lise Ethier	Syndicalist
Centro Cultural Poveda(CEAAL)	Argentina Henriquez Rodriguez	Assessor Pedagógica
Centro de Investigacion Multidisciplinaria para el desarrollo	Isolina Centeno Ubeda	Coordinadora Area
Centro Nueva Tierra	Luis Osvaldo Roggi	Membro de mesa Diretiva
CESAP	Luisa Teresa Varela Martinez	Diretiva del Grupo Social CESAP
Christoffel Blindenmission	Beatriz Raymann	Professora
Civil Society Action Coalition on Education for All	Smith	
Civil Society Network for Education Reforms	Dayson Torres Enrique	Delegate
CNTE	Fátima Aparecida da Silva	Secretária de Relações Internacionais
Colégio Estadual Guadalajara	Maria Helena da Silva Ramos	Diretora
Coletivo Feminino Plural - BR	Maria do Rosário Nunes	Deputada Federal-RS
Corporacion Region	Ramon Moncada Cardona	Director de Programas
CSFEF	Roger Ferrari	President
CSG	Ghislaine Raymond	Syndicalist
CSQ	Monique Richard	Presidente
CSQ	Richard Langlois	Responsible for International Relations
CSQ	Schanne Fortier	Presidente FSE-CQS
CUNY	Wayne Russell	Professor
De Monde	Jan Michel Dumay	Journalist
Dhaka Ahsania Mission	Alam Kazi Rafiqul	Executive Director
ECOS	Maria Isabel Theodoro Xavier Costa	Coordenadora de Projetos
EDAPROSPPO - CEAAL	David Venegas Ardela	Co-ordinator
Education International	Elie Jouen	Deputy General Secretary
Education International	Mary Futrell	Presidente
Education International	Ulf Fredriksson	Co-ordinator
Elimu Tetu Coalition	Andiwo Obondoh	Co-ordinator
ENDA Tiers Monde	Rabia Abdelkrim-Chikh	

ENLACE, CEAAL- Mexico	Miguel Angel Paz Carrasco	Coordinador Regional
Entreculturas Fe Y Alegria	Maria Francisca Berdugo Onrubia	Responsable Depart. Educacion para El Desarrollo
Equip	Nadia Silva Rodrigues	Coordenadora
FAFS - CONGAD	Ndiaye Abibatou	Presidente
FAPAEMG	Wanderson Paiva Rocha	Diretor de Movimento de Estudantes
Federação de Bandeirantes do Brasil/Lar Fabiano de Cristo	Ana Lucia Christofoli Caetano	Representante
Federação Nacional das APAES	Fabiana Maria das Graças de Oliveira	Coordenadora
Federação Nacional das APAES	Maria Amelia Vampré Xavier'	Diretora
Federacion Internacional de Fe Y Alegria	Maritza Barrios Yaselli	Secretaria Ejecutiva
FICEMEA	Claude Vercoutere	Secretaria General
FIMARC	Nicholas Chinnappan	Asian Co-ordinator
Forum Educacional em Direitos Humanos	Gilvaci Rodrigues Azevedo Pinho	Professora
Forum for Freedom in Education	Vesna M. Puttousul	Executive Director
FOVIDA	Nora de Olarte	Resnsable de Formacion de Lideres
Fundação Fé e Alegria do Brasil	Pedro Canisio Schoeder	Diretor Regional
Fundação Orsa	Vera Lucia Anselmi Melis Paulilo	Coordenadora da Area da Educação
Global Campaign for Education	Anne Jellema	Co-ordinator
Global Campaign for Education	Emanuel Fatoma	Co-ordinator
Global Campaign for Education	James Owain	
GRAF	Souleye Gorbali	Specialiste Education non Femelle
GRAPAD	Aurelien C. Atidegla	President du GRAPAD
Hoa Sua Vocational Teaching School	Caseley	
ICEUI	Lucia Piccione	Presidente Regional
Instituto Avisalá Formação Continuada de Educadores	Cisele Ortiz	Coordenadora de Projetos
Instituto de Humanização	Jose Frison	Diretor
Instituto Integrar - CNM/CUT	Solange Beatriz Marmitt	Coordenadora Executiva Programa Integrar
Instituto Paulo Freire	Salette Valesau Camba	Coordenadora de Relações Institucionais
Instituto Popular de Capacitacion de CPP	Diego Hemera Duque	Coordinador Proyecto Convivencia Escolar IPC
Instituto Popular de Capacitacion de CPP	Luz Dary Ruiz Botero	Educadora Proyecto Convivencia Escolar
International Movement ATD Fourth World	Huguette Redegeld	Vice-President
IPADE	Yadira Rocha Gutierrez	Coordenadora de Projetos
ISAE/FGV	Helândia Feitosa Milon	Pedagoga
ISAE/FGV	Mirtes Viriato da Costa	Pedagoga
Lar Fabianodecristo	Aurea Reis	Assessora
Lar Fabianodecristo	Cesar Reis	Diretora
Lar Fabianodecristo	Claudia Bonmartin Araujo	Representante
MOC	Eliene Novais Rocha	Coordenadora de Educação Rural
Naciones Unidas Derecho ala Educacion	Tomasevski	Relatora

Naturaleza, Sociedad, Cultura	Martha Llanos	Asesora Educacion
Naturaleza, Sociedade e Cultura	Martha Telles Silva	Relações Públicas
Novib-Oxfamnetherlands	Caroline Wildeman	Education Adviser
OEB/CEDEAD	Hamidou Sy Abdoul	Secrétaire General
OIEC	Kone Fulgence	Delegue aux Relations Externes
OLSET	Gordon Naidoo	Executive Director
OMEPE	Maria Helena Lopes	Vice-Presidente-Brasil
OMEPE	Maria Motta Cecilia Amendola	Presidente OMEPE
ONG Golfinho - C.E. Canguru	Ariana Chagas	Orientação Tecnológica Educacional
People's Action Forum	Jennifer Chiwela	Executive Director
Peter Hesse Foundation Solidarity Partnership	Peter Hesse	Founder Director
PIDHDD	Pierre Roy	Coordinador Regional
Plan International	Juan Carlos Gonzales Jimenez	Co-ordinator
Plan International	Manuel Abelardo Cardenas Munoz	Assessor de Programas de Educación
Plan International	Tereza Roberta Rodriguez	Asesor Nacional de Educacion
Prefeitura de Itabuna	Ed Ferreira	Assessor Adjunto de Comunicação Geral
Prefeitura de Itabuna	Geraldo Simões De Oliveira	Prefeito Municipal de Itabuna
Prefeitura de Itabuna	Juçara Feitosa	Secretária do desenvolvimento Social
Prefeitura de Itabuna	Thiago Oliveira	Chefe de Gabinete
PRODESSA	Francisco Ricardo Cabrera Romero	Co-ordinator
Programa Alfabetização Solidária	Patricia Vicentini	Consultora
Programa Interdisciplinario de Investigaciones enEducacion	Eusebio Manuel Najera Martinez	Investigador
RCAN	Nan-Joo Yang	Public Educator
REPEM	Alejandra Domingues	Directiva REPEM
REPEM	Alejandra Scampini	Assistente de coordenação REPEM
REPEM	Alicia Canapale	Directiva REPEM
REPEM	Alicia Villanueva	Directiva REPEM
REPEM	Ana Vasquez	Directiva REPEM
REPEM	Beatrz Cannabrava	Directiva REPEM
REPEM	Cecilia Fernandes	Assistente de coordenação REPEM
REPEM	Cecilia Viteri	Sócia de REPEM
REPEM	Celia Eccher	Coordenadora Geral
REPEM	Christina Co	Integrante de REPEM
REPEM	Ildesia Medeiros	Directiva REPEM
REPEM	Iliana Pereyra	Integrante de REPEM
REPEM	Lourdes Ângulo	Directiva REPEM
REPEM	Marcela Mazzei	Comunicaciones REPEM
REPEM	Marcella Baralla	Sócia de REPEM
REPEM	Maria Rivanilda dos Santos	Sócia de REPEM
REPEM	Paz Alonso	Assistente de coordenação REPEM
REPEM	Vanny Gomez	Directiva REPEM
REPEM	Ximena Machicao	Directiva REPEM
REPTAC	Kutta kala Lobe	Coordenatrice
Salama Moussa Fondation	Emad Tharwat Khalil	General Manager

SANSOCO/SCE	Mabusela Soliy	Deputy General Secretary
Shik Shantar	Jain Manish	Learning Activist
SIL International	Alan Macdonald	Director of International Relations
SIL International	Isabel Murphy	Antropologa
SLECG	Louis M'bemba Soumah	Secrétaire General
SNE/CDT	Touriya Lahrech	Professew
SNEN	Kassour Issa	Secrétaire General
SOS Criança	Fausta Rosalina de Sá	Radiologista
Teacher's Union of Namibia	Pontac Cornelius	Secretary General
UNESCO	Adriana Paes	Consultora em Educação
UNESCO	Bettina Bochyneu	Research Specialist
UNESCO	Carolyn Anonuevo	Senior Research Specialist
UNESCO	Dajani Nour	Programme Specialist
UNESCO	Ellis	
UNESCO Dakar Follow Up Unit Education Sector	Abhimanyu Singh	Lead Manager
UNESCO–NGO Liaison Committee	Monique Fouilhoux	President of N60
University of Victoria Faculty of Education	David Wolsk	
USAID Bureau for Africa	Catherine Powel Miles	
WCT	August van Dangen	Vice-President
WCT	Claudio Corries	President
World Education	Valeria Rocha	Oficial de Projetos
Zalea TV	Karina Brun	Journalist
Other representative	Oscar Azmitia	