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Paris, France

REPORT



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



Contents

List of Abbreviations	3
1. Introduction	4
2. CCNGO/EFA Governance	5
3. Taking stock of EFA Achievements and Challenges	8
4. Reform of UNESCO's global EFA coordination mechanism	12
5. 2012-2015: A final Big Push for EFA	12
6. Post-2015 EFA processes and issues	15
7. Closing and next steps	18
<u>Annex I</u> : Outcome document: Pushing EFA through 2015	
<u>Annex II</u> : List of participants	
<u>Annex III</u> : Meeting Programme	
<u>Annex IV</u> : List of meeting documents	

List of abbreviations

ANCEFA	African Network Campaign on Education for All
ASEAN	Association of Southeast Asian Nations
ASPBAE	Asia South Pacific Association for Basic and Adult Education
AU	African Union
BRICS	Brazil, Russia, India, China and South Africa
CEAAL	Consejo de Educación de Adultos para America Latina (Latin American Council for Adult Education)
CLADE	La Campaña Latinoamericana por el Derecho a la Educación (Latin-American Campaign for the Right to Education)
CCNGO/EFA	Collective Consultation of NGOs on Education for All
CONFINTEA VI	6 ^{ème} Conférence internationale sur l'éducation des adultes (6th International Conference on Adult Education)
CSO	Civil Society Organisation
CG	CCNGO/EFA Coordination Group
ECCE	Early Childhood Care and Education
ECDE	Early Childhood Development and Education
FENU	Forum for Education NGOs in Uganda
EI	Education International
EFA	Education for All
EFA-SC	Education for All Steering Committee
ESD	Education for Sustainable Development
DESD	UN Decade on Education for Sustainable Development
GEM	Global EFA Meeting
GDP	Gross Domestic Product
GMR	EFA Global Monitoring Report
GPE	Global Partnership for Education
HRBA	Human Rights Based Approach
LIFE	Literacy Initiative for Empowerment
MDG	Millennium Development Goals
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
SEAMEO	Southeast Asian Ministers of Education Organization
TVET	Technical and Vocational Education and Training
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
UNSG	United Nations Secretary General
UPE	Universal Primary Education

1. Introduction

Following the previous meetings of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA) in Bangkok (July 2001), Porto Alegre (January 2003), Beirut (December 2004), Dakar (September 2007) and Dhaka (March 2010), and with the target date for Education for All (EFA)¹ and the Millennium Development Goals (MDGs) less than three years away, the Paris meeting (24-26 October 2012) was held at a critical moment for the EFA agenda.

Despite significant advances made since 2000, evidence from the 2012 EFA Global Monitoring Report (GMR) shows that progress has stalled and many countries will not achieve all the EFA goals by 2015. At the same time, consultations and discussions regarding the post-2015 education and development agendas are well underway. It was therefore timely for the CCNGO/EFA to reflect on EFA achievements to date and strategize on how the CCNGO/EFA can contribute to accelerating progress towards EFA and shaping the post-2015 education agenda. In this context, the expected outcomes of the Sixth Meeting of the CCNGO/EFA were:

- Collective analysis of the main EFA challenges and achievements;
- Recommendations for overcoming the identified challenges and for further leveraging positive processes at national, regional and international level for the achievement of the EFA goals by 2015;
- Recommendations for a post-2015 education and development agenda, based on the analysis of the current context and the preparatory CCNGO/EFA consultation and mapping;
- Appointment of the new CCNGO/EFA Coordination Group; and
- Adoption of the revised CCNGO/EFA Working Procedures.

This report presents a summary of the proceedings, presentations and discussions of the Sixth Meeting of the CCNGO/EFA. More detailed documentation (including reports, presentations and speeches mentioned in this report) can be downloaded from the UNESCO website².

1.1 Organisation and participation

The meeting was organized by UNESCO (EFA Global Partnerships Team) and the CCNGO/EFA Ad hoc group³ with the support of the Global Campaign of Education (GCE) who sponsored the participation of 20 participants from Africa to attend the meeting. In addition, the participation of 19 representatives was covered by UNESCO. Altogether 106 participants representing 76 CCNGO/EFA member organisations from all regions of the world participated in the meeting, together with 34 Observers representing NGOs that are not members of the CCNGO/EFA, different departments of UNESCO, and other stakeholders such as the Global Partnership for Education and the OECD⁴. The three-day meeting alternated plenary and group work sessions and discussions were informed by the 2012 GMR and background papers commissioned by UNESCO. In addition, an Open Space Session was organised to facilitate information sharing and networking among meeting participants and

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

² <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/coordination-mechanisms/collective-consultation-of-ngos/6th-meeting/>

³ List of CCNGO/EFA Ad hoc group members in <http://unesdoc.unesco.org/images/0021/002186/218627E.pdf>

⁴ See Annex II for the full list of participants.

between meeting participants and UNESCO staff and Permanent Delegations of Member States in an informal setting⁵.

1.2 Opening

The meeting was opened by Qian Tang, Assistant Director-General for Education, UNESCO, and Ms Monique Foulhoux, representative of Education International, on behalf of the CCNGO/EFA Ad Hoc group.

In his Opening Speech, Mr Tang highlighted the priorities for the coming years: the need for all stakeholders to engage in a last “big push” for EFA by 2015, and to review the EFA experience. The planned 2015 global education conference in the Republic of Korea will agree on a post-2015 education agenda and the education community needs to start developing this agenda and ensure that education is visible and relevant in the broader post-2015 development agenda. Following his speech, Mr Tang read out a message⁶ from UNESCO’s Director General, Ms Irina Bokova. In her address, Ms Foulhoux, Chair of the Board of the Global Campaign for Education, highlighted the urgency for actions to ensure progress towards EFA in the last two years before 2015 and the meeting as an opportunity for the participants to formulate recommendations for the post-2015 education agenda. She also thanked UNESCO for its continued commitment to promoting partnerships with NGOs and for providing a space for civil society voices to be heard in global EFA processes through the CCNGO/EFA.

Following the opening, Olav Seim, Director, EFA Global Partnerships Team, presented the programme (see Annex II) and expected outcomes of the meeting, and the meeting elected Rapporteurs for each meeting day: Malini Ghose, Nirantar Trust, India (Day 1); Frederick Mwesigye, FENU, Uganda (Day 2); and Edgardo Alvarez, CEAAL (Day 3)⁷. Mr Qian Tang invited any members to join the Outcome Statement drafting group. Mr Dave Pearson (SIL International) expressed interest and Mr Tang confirmed that the Drafting Group would consist of the members of the CCNGO/EFA Ad Hoc Group and Mr Pearson.

2. CCNGO/EFA Governance

2.1 Adoption of the new CCNGO/EFA working procedures

The rationale and process for the revision of the Working Procedures were presented by Heidi Kivekäs, EFA Global Partnerships Team. The Working Procedures adopted in 2003 set out the role and functioning of the CCNGO/EFA. The revision of the Working Procedures was proposed by the Fifth Meeting of the CCNGO/EFA. They also needed to be amended in line with the decisions made by UNESCO’s Director-General on the new EFA coordination architecture which gives the CCNGO/EFA Coordination Group representative functions in the EFA Steering Committee and in global and

⁵ For the Open Space programme, see

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/Open_Space_programme.pdf

⁶ See http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/24-

[10 Message of UNESCO DG to the meeting of the CCNGO EFA.pdf](http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/coordination-mechanisms/collective-consultation-of-ngos/6th-meeting/presentations/)

⁷ Their reports have informed the current report and can be downloaded at

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/coordination-mechanisms/collective-consultation-of-ngos/6th-meeting/presentations/>

regional EFA meetings⁸. Further, the Working Procedures needed to be aligned with the new Directives concerning UNESCO's partnership with non-governmental organizations⁹.

UNESCO, jointly with the CCNGO/EFA Ad hoc group reviewed and revised the Working Procedures. Following the revision, the document was electronically shared with CCNGO/EFA member organisations on 4 October 2012 and it has been approved by UNESCO's Director-General for adoption by the Sixth Meeting of the CCNGO/EFA.

In addition to edits for clarity and conciseness, the main changes are to be found in section 6 which outlines the mandate, membership and establishment of the CCNGO/EFA Coordination Group. In line with the changes in UNESCO's global EFA coordination mechanism, the CCNGO/EFA Coordination Group now has representative functions in the EFA Steering Committee and in global and regional EFA meetings. In terms of membership, the Coordination Group is now composed of 10 members, as two representatives of the CCNGO/EFA at large were included to diversify the group. Further, the criteria for regional focal points were revised to ensure that they have members or outreach capacity in at least one third of the countries in their region. Finally, the working procedures foresee, as a reflection of practise, biennial instead of annual global meetings of the CCNGO/EFA.

Following questions and answers, the revised Working Procedures were adopted¹⁰.

2.2 Report of the CCNGO/EFA Ad hoc Group, September 2011-October 2012

Maria Lourdes Almazan Khan, Secretary General of ASPBAE, presented the work of the CCNGO/EFA Ad hoc group since its establishment in September 2011¹¹.

The Fifth Meeting of the CCNGO/EFA (Dhaka, March 2010) decided that it was inopportune to select a new Coordination Group as the EFA coordination mechanisms, including the CCNGO/EFA, were due to be reviewed in 2011. Instead, the meeting created a Task Force to provide inputs and proposals for these reviews. When the mandate of the CCNGO/EFA Coordination Group (elected by the Fourth Meeting of the CCNGO/EFA) ended in January 2011 and the Task Force had finished its work, UNESCO decided to appoint an Ad hoc group until the Sixth Meeting of the CCNGO/EFA could elect a new Coordination Group.

The Ad Hoc group was set up in September 2011 with the mandate to ensure continuity of CCNGO/EFA activities during the transition period, including the representation of civil society in EFA bodies and processes, and contribute to enhancing the effectiveness of the CCNGO/EFA and its integration into the reformed EFA coordination architecture. The group consisted of representatives of the major regional networks of education NGOs (ANCEFA, ASPBAE, CLADE) and four international organizations (EI, IAU, ICAE and Save the Children International). An observer from the Arab region (TCC) was invited to join the group in February 2012. No organization was identified to represent the European and North American region.¹²

⁸ For more information, see 'Reform of UNESCO's global EFA mechanism'
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/temp/InfoNote_on_the_new_coordination_mechanism_EN.pdf

⁹ For more information, see 'Directives concerning UNESCO's partnership with non-governmental organizations'
at http://portal.unesco.org/en/ev.php-URL_ID=33137&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁰ The full document can be downloaded at <http://unesdoc.unesco.org/images/0021/002186/218627E.pdf>

¹¹ For the full report, see <http://unesdoc.unesco.org/images/0021/002187/218710E.pdf>

¹² See the full report for the list of Ad hoc group members.

During its “term”, the Ad hoc group worked on the preparation of the Sixth meeting of the CCNGO/EFA, the revision of the Working Procedures as requested by the Dhaka meeting, and ensured CCNGO/EFA participation in global EFA processes and meetings, including the meetings of the EFA Steering Committee and of the Committee on Non-Governmental Partners of UNESCO’s Executive Board.

During the questions and answers session following the presentation, it was clarified that it was UNESCO’s decision to set up the Ad hoc group. Its Terms of Reference and membership had been communicated to the whole CCNGO/EFA membership.

2.3 Establishment of the CCNGO/EFA Coordination Group

The Sixth Meeting of the CCNGO/EFA established a new Coordination Group for 2012-2014 (until the 7th CCNGO/EFA meeting). In line with the revised Working Procedures, UNESCO invited CCNGO/EFA member organisations (on 4 October 2012) to submit candidatures for the Coordination Group.

By the 15 October deadline, 20 nominations were received from 19 CCNGO/EFA member NGOs. Each regional seat received only one eligible nomination except for the European and North-American region, which received no nominations, and only two organisations submitted candidatures for the two seats of representatives of the membership at large. These were appointed without vote. The two seats for the international focal points however received seven eligible nominations and the international member NGOs voted on the seven candidates. As the first round of voting was not decisive, a second ballot had to be undertaken to elect the two international focal points¹³. The Coordination Group was established with the following members representing¹⁴:

- **African NGOs:** African Network Campaign on Education for All, ANCEFA (Limbani Eliya Nsapato, Policy and Advocacy Manager)
- **NGOs from the Arab Region:** Teacher Creativity Center, TCC (Refaat Sabbah, General Director)
- **NGOs from Asia and the Pacific:** Asia South Pacific Association for Basic and Adult Education, ASPBAE (Maria Lourdes Almazan Khan, Secretary General)
- **NGOs from Latin America and the Caribbean:** La Campaña Latinoamericana por el Derecho a la Educación, CLADE (Yadira Rocha, CEAAL Board, founding member CLADE)
- **International NGOs:** Global Campaign for Education, GCE (Camilla Croso, President); and International Association of Universities, IAU (Isabelle Turmaine, Director, Information Centre and Communication Services)
- **The CCNGO/EFA Membership at large:** Forum for Education NGOs in Uganda, FENU (Frederick Mwesigye, Executive Director); and Cameroun Education for All Network, CEFAN (Salome Ngaba Zogo, Board Member, Honorary Chair).

One seat is also allocated to the UNESCO-NGO Liaison Committee.

¹³ For results of the two ballots, see <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/coordination-mechanisms/collective-consultation-of-ngos/6th-meeting/presentations/>

¹⁴ For their contact details, see http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/Members_CCNGO-EFA_Coordination_Group_2012-website_01.pdf

3. Taking stock of EFA Achievements and Challenges

3.1 Meeting the goals by 2015: Every day counts

In her keynote speech, Aïcha Bah Diallo, Chair of the Forum of African Women Educationalists (FAWE) and of the Network for Education for All in Africa (REPTA), recalled the Jomtien Declaration in 1990, when countries made a commitment to education. Ten years later in Dakar, civil society claimed its place in the World Education Forum and the world community acknowledged civil society participation as one of the twelve strategies for achieving EFA. It is because of this history that the Sixth Meeting of the CCNGO/EFA is bringing NGOs together. Twelve years after Dakar, there has been much progress but there are also still challenges and work that remains to be done to achieve EFA.

Highlighting the major challenges – such as the continued exclusion of girls and women in education and the lack of quality and relevant education that provides young people with the skills for life and employment – Ms Bah Diallo called for the civil society to continue fulfilling its commitment to reaching the most marginalized and to set priorities for the final Big Push. Finally, she encouraged participants to find common ground in order to define their collective position for EFA post-2015 and to make NGOs' voices heard in the debates on the future of EFA, especially in order to ensure that the next development agenda takes a lifelong learning approach to education.

3.2 EFA Global Monitoring Report 2012: *Youth and skills: Putting education to work*¹⁵

Nicole Bella from the EFA Global Monitoring Report (GMR) Team presented the report which is based on data sets from 2010.

Progress towards Education for All is stagnating: Progress by goal

Goal 1: Improvements in Early Childhood Care and Education (ECCE) have been too slow. In 2010, around 28% of children under five suffered from stunting, and less than half the world's children received pre-primary education.

Goal 2: Progress towards Universal Primary Education (UPE) is stalling. The global number of out of school children stagnated at 61 million in 2010. Of 100 children out of school, 47 are never expected to enter.

Goal 3: Many young people lack foundation skills. In 123 low and lower middle income countries, one in five (around 200 million) 15- to 24-year-olds have not even completed primary school.

Goal 4: Adult literacy remains an elusive goal. The number of illiterate adults has dropped by just 12% between 1990 and 2010. In 2010, around 775 million adults were illiterate, two-thirds of them women.

Goal 5: Gender disparities take a variety of forms. In 2010, there were still 17 countries with fewer than 9 girls for every ten boys in primary school. In more than half of the 96 countries that have not achieved gender parity in secondary school, boys are at a disadvantage.

Goal 6: Global inequality in learning outcomes remains stark. As many as 250 million children could be failing to read or write by the time they should reach grade 4.

Aid to education is slowing down

Two-thirds of low and lower middle income countries with available data have continued to expand their national education budget throughout the food and financial crises. However, aid to education stagnated in 2010 and not all countries benefited equally – for a few, aid increased (mainly Afghanistan and Bangladesh) but funding for 19 low income countries decreased although some

¹⁵ <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>

countries rely on aid for their education systems: In nine sub-Saharan African countries, donors fund more than a quarter of public spending on education. Donors failed to fulfil their promise made at the Gleneagles G8 summit in 2005 to increase aid by USD 50 billion by 2010.

Slow progress has left a huge skills deficit among young people

The GMR identifies three main types of skills that all young people need - foundation, transferable, and technical and vocational skills. The skills gap affecting millions of young people around the world is highly influenced by poverty, and strongly linked to place of residence, those that live in rural areas being more disadvantaged than those in urban areas. Poor, rural young women lack skills the most. Therefore, one of the most important messages from the GMR is that all young people need a pathway through which they can acquire strong foundation skills without facing discrimination in education access, quality or relevance because of their sex or where they live. Those who have missed out on foundation skills need a second chance to acquire them.

GMR recommendations to address the skills deficit

The GMR makes several recommendations for addressing the skills deficit, including removing barriers to secondary education; providing alternative routes for early school leavers; targeting unemployed youth; supporting training through traditional apprenticeships; making foundation skills part of entrepreneurial skills training; providing second chance programmes; combining skills training with assets; and providing training via ICTs to reach young people in remote areas. Governments should prioritize second chance programmes in national plans; ensure that education gives youth relevant skills for work; and target youth in poor rural and urban areas, especially women. Donors should increase aid for lower secondary and second chance education; reallocate aid in favour of those studying in their own countries; and replicate successes of BRICs in poor countries. The private sector should step up financial support to EFA; expand its skills development programmes to reach disadvantaged young people; and align support with national government priorities.

The theme of the next GMR (to be published in late 2013) is *Teaching and learning for a sustainable future*. In preparation for the global education conference in 2015, the last GMR to be published before the 2015 target date will be a joint volume in 2014/2015.

During the plenary debate, participants highlighted the link between poverty, the overall development framework and education. The lack of political will and poverty are holding back progress on EFA. Education should therefore be fully embedded in development policies and projects.

3.3 EFA up to 2015 and Beyond: Results of the preparatory consultation of the CCNGO/EFA

In preparation for the Sixth Meeting of the CCNGO/EFA, the Ad Hoc Group, with the support of UNESCO, carried out an online consultation of all CCNGO/EFA members. Its results were to inform the discussions during the Sixth CCNGO/EFA meeting and the process of defining the necessary measures to scale up progress towards 2015, and the post-2015 education and development agendas. The online consultation provided an opportunity for the entire CCNGO/EFA membership to engage in these issues regardless of whether they would participate in the meeting or not. The online consultation received responses from ten national and regional NGOs and NGO networks in Africa; eight in the Arab states; six in Asia and the Pacific, and; 11 in Latin America and the Caribbean. In addition, responses were received from 14 international NGOs. Based on the consultation responses, four regional summaries and a summary of responses from international NGOs were prepared by the regional and international focal points of the Ad hoc group. The following is a global summary of the five reports¹⁶ that were presented to the plenary session.

¹⁶ See meeting webpage for the the detailed reports and relevant presentations.

Bottlenecks slowing down EFA progress

In all regions, it was emphasised that issues beyond the education sector and EFA have a significant impact on EFA goals: the financial crisis which affects education and aid budgets; social inequality and cultural barriers; the multi-dimensional impact of poverty; and rising inequality within and between states. In the Arab region in particular, education is also affected by political instability and violent conflict. This highlights the need to consider the relationship between the wider development framework and EFA.

A major obstacle across all regions is insufficient investment in EFA. The global financial crisis since 2008 has highlighted the lack of many governments' commitment to put education high enough on their agendas. Together with the failure of donors to deliver their commitments, this has resulted in a shortage of resources needed to achieve the EFA goals. Further, the strong focus on universal primary education has led many middle and high income countries to consider erroneously that EFA is irrelevant for them, and to a more general neglect of the other EFA goals.

Another major bottleneck is the insufficient quality of education, and in particular the lack of attention to teachers which all reports highlighted. To reach the EFA goals, it is crucial that the issue of teachers is addressed, including teacher training and capacity; working conditions and remuneration; professional development; the teacher gap and teacher absenteeism. Most reports also mention insufficient attention to equity and poor education governance as bottlenecks to EFA.

Finally, the lack of civil society and community involvement in education governance was cited as an obstacle in all regions. Respondents believed that progress towards EFA would be dramatically improved with more effective dialogue between governments, CSOs, learners and their families.

Policies and practices that have been successful with regard to progress towards the achievement of EFA goals

Four of the five reports mention legislative frameworks that have supported progress towards EFA, most importantly legislation on the right to education but also anti-discriminatory laws and laws recognising and appreciating diversity as well as legislation against child labour and the ratification of international instruments such as the Convention for the Rights of the Child and Convention for People with Disabilities. These legislative frameworks have obliged governments to increase investment in education and enabled education advocacy.

All reports cite examples of successful revenue transfer programmes and other policies and practices targeting marginalised groups (in terms of gender, ethnicity, socio-economic status, disability, geographic location, language, sexual orientation) as successful in promoting the achievement of EFA.

Four out of five reports also highlighted the strengthening of civil society as a success in itself. The increase of civil society space and the strengthening of civil society organization and competencies especially at the national level have helped to turn policy aspirations into practical programmes backed by resources. This strengthening of organized civil society has also allowed it to enter strategic international arenas.

Finally, although it can be argued that the adoption of the two EFA goals as Millennium Development Goals (MDGs) has led to a neglect of the other four EFA goals, the adoption of EFA goals and targets and their accountability framework can be considered a major success that has provided the conditions for more effective public advocacy and put education higher on the global development agenda.

Actions to be taken by UNESCO in the run-up to 2015 in terms of EFA coordination and in terms of its collaboration with the civil society

The reports highlight the importance for UNESCO as the global EFA coordinator to continue to (i) hold donors and Member States accountable to fulfil their commitments to EFA and prioritise education, especially in terms of reaching the marginalised; (ii) support Member States in implementing education policies and programmes in order to achieve EFA; and (iii) monitor progress towards EFA. Respondents from Asia and the Pacific also recommended that UNESCO should lobby for bigger education budgets, especially for the neglected goals. Further, UNESCO is urged to continue promoting education as a human right, including in the post-2015 debate. UNESCO should also take leadership in the debates on the post-2015 education agenda. All reports highlighted the need for UNESCO to support CSOs through promoting CSO involvement in the processes to define the post-2015 agenda at all levels; supporting CSO capacities; and facilitating funding for CSOs. Three of five reports also recommended for UNESCO to widen the debate on education quality and to promote a holistic vision of education.

Participation in processes related to the definition of the post-2015 education or development agenda

Participation of respondents in processes and consultations on the post-2015 education and development agendas is varied: While most respondents from Africa are not currently involved in the post-2015 processes, most respondents from Latin America and the Caribbean are participating in some way. At regional level CLADE is tracking progress and collating information on its website. Whereas respondents in Asia and the Pacific had little space for involvement at country level, there is awareness of the national processes. At regional level, ASPBAE has briefed its members and coalition partners on the different post-2015 initiatives and processes and participated in relevant regional meetings organized by UNESCO Regional Bureau for Education. ASPBAE is further in the process of developing a position regarding post-2015 education. Many countries in the Arab region are reforming their education systems and many respondents highlighted participation in related campaigns and consultations. International NGOs are engaged in varying degrees: some of them are aware of the process, but are currently not involved at any level. Others are not only well informed about all the various processes, but also have central roles at international, regional and national levels. These organizations also have the post-EFA agenda high on their internal agendas and work on developing policies and advocacy positions.

Priorities for the post-2015 period

All reports highlight CSO and the wider education community involvement in education decision making as a priority for the post-2015 education agenda. Four of five reports highlight the need to enforce education as a human right, and promote a Human Rights Based Approach (HRBA) to education as equity and reaching the marginalised should be priorities. Three out of five reports also highlight the need to ensure adequate funding to fulfil the human right to education by strengthening the public education system – this should be made a priority of governments and donors.

A key message coming out from all regions is that EFA is an unfinished agenda: four of five reports mention that special attention should be given to those EFA goals that were not sufficiently addressed previously. They also want to see a focus on quality and relevance, including teacher policies, and consider that the relevance of education is linked to quality. Further, respondents argued for the education agenda to be based on a holistic view of education.

4. Reform of UNESCO's global EFA coordination mechanism

Mr Olav Seim presented the reform of UNESCO's global EFA coordination architecture. The reform is outlined in more detail in an information note that can be accessed online¹⁷.

In order to review its global EFA coordination mechanism, UNESCO started consultations among different EFA stakeholders in 2010. The Fifth Meeting of the CCNGO/EFA created a Task Force to provide civil society inputs and proposals to the review¹⁸. The review recommended improving (i) the linkages between the national, regional and global levels; (ii) evidence-based EFA advocacy outside the education community; (iii) the involvement of the EFA convening agencies and the ownership of the Member States; (iv) the institutionalization of accountability in terms of participation in EFA meetings and monitoring the follow-up of commitments; and (v) analytical work in order to capture and reflect all aspects of the EFA movement. In line with the results of a review, UNESCO put in place a new global EFA coordination architecture in 2011.

A key structure in this new architecture is the Global EFA Meeting (GEM), which in 2012 is taking place from 21 to 23 November at UNESCO headquarters in Paris. The purpose of this meeting is to critically review progress toward the EFA goals and agree on concrete actions for follow-up. The 3-4 day meeting includes a ministerial/high-level meeting and a senior officials' meeting. The representation of Member States has been improved by a participatory process of selecting eight countries from each UNESCO region (electoral group)¹⁹. The representation of civil society is ensured through the CCNGO/EFA Coordination Group.

Another key structure is the EFA Steering Committee (EFA-SC) which provides strategic guidance on all aspects of EFA and meets on an *ad hoc* basis. Three organisations represent the civil society in the 18 member strong EFA-SC: two members of the CCNGO/EFA Coordination Group and Education International, representing teachers. Since its establishment in May 2012, two members of the CCNGO/EFA Ad hoc group – Mr Alan Tuckett (ICAE) and Mr Gorgui Sow /Mr Limbani Nsapato (ANCEFA) - have represented the CCNGO/EFA and the civil society in the Steering Committee.

5. 2012-2015: A final Big Push for EFA

During two group work sessions, participants discussed and analysed key issues and opportunities for reaching the EFA goals by 2015²⁰ and developed recommendations on (i) what UNESCO as the lead coordinator of the EFA movement should do in the context of the final Big Push for EFA; (ii) which strategies CSOs should pursue to ensure the last Big Push so that EFA goals will be met by 2015; and (iii) what action should the CCNGO/EFA take in the coming two years.

Following the group work sessions which were based on the results of the preparatory consultation and the findings of the 2012 EFA Global Monitoring Report, these issues were further discussed by a panel consisting of the group rapporteurs and the plenary.

¹⁷ For more details, see

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/temp/InfoNote_on_the_new_coordination_mechanism_EN.pdf.

¹⁸ See section 2.2 for more information.

¹⁹ For a list of 2012-2013 GEM countries, see

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/List_of_GEM_countries_2012-2013-EN.pdf

²⁰ The group work reports are available at the meeting webpage.

5.1 Key issues and opportunities for reaching the EFA goals by 2015

Participants emphasised that education is a fundamental human right and that reaching the EFA goals is key for the fulfilment of all other human rights and for meeting other development goals. Therefore, the importance of legislating for free, compulsory basic education and of linking education goals to poverty alleviation was emphasised. Participants also highlighted the need for a holistic understanding of education, both in terms of different forms of education (formal, non-formal) as well as regarding the content of education. Participants further agreed that there needs to be an accelerated push by all EFA stakeholders, including the sector for higher education, to achieve the EFA goals. In this overall framework, the following were identified as key issues in the run up to 2015 and for the post-2015 agenda.

Equity: Addressing equity is key for a successful Big Push. Targeted approaches, including affirmative action and redistribution of resources, are needed to reach the marginalized and to achieve the EFA goals in full. Priority and special attention need to be given to the needs of discriminated and marginalised children, young people and adults, especially girls and women.

Quality: Teachers are key to reaching the EFA goals, especially Goal 6 on quality. Participants highlighted that as the issue of teachers seems to be currently widely talked about, this momentum should be seized to ensure a sufficient number of well-trained, motivated teachers and their retention, adequate remuneration and working conditions.

Education Financing: In terms of public financing for education, states and donors are yet to meet their commitments. Participants agreed that there should be pressure at national level for a sizable share of the national income to be allocated to education: states should allocate at least 20% of their budget or 6% of GDP to education and donors 10% of their aid to education. Further, new sources of domestic financing for education should be better utilised, such as revenue from natural resources. Advocacy should therefore be focused on decision-makers outside the education sector, in particular finance ministers. Further, business groups should be brought in as partners in education – both as providers of funding and as providers of non-formal education and lifelong learning opportunities.

Civil society organisation and community involvement: The fact that the civil society is much better organised now than it was in Dakar was highlighted as an opportunity for achieving EFA by 2015. Civil society has also become more clearly a partner at all levels and it is also strongly represented in global structures such as the EFA Steering Committee and the Steering Committee of the UN Secretary General's Global Education First Initiative (GEFI), which was seen as an opportunity for advocating for civil society views on the post-2015 agenda and reinforcement of the Dakar framework and for pressuring donors to fulfil their commitments. Participants also emphasised the need to involve young people and parents in the processes of education decision-making, implementation, monitoring and governance.

Data: The availability of data provided by the annually published EFA Global Monitoring Report enables advocacy for EFA. However, more needs to be done to ensure reliability and recent data sets and more research is still needed. Academia and higher education systems should be involved more closely in the EFA partnership.

5.2 Recommendations for reaching the EFA goals by 2015

Recommendations to UNESCO

Participants urged UNESCO to strengthen its leadership of the EFA movement in particular at regional and at national levels, while at the global level UNESCO should ensure coordination with other mechanisms such as GEFI to avoid parallel overlap of different initiatives. UNESCO should broaden the EFA approach and speed up actions targeting the unfinished dimensions of the EFA agenda, such as skills and literacy and focus on equity, gender and teachers as priority areas.

UNESCO should continue working closely with CSOs and building bridges between CSOs and governments (including National Commissions for UNESCO), and ensure the voice of civil society is heard in the post-2015 consultation processes. UNESCO should also revive its Collective consultation of NGOs on higher education.

Whilst recognising the need to focus on the marginalised to reach EFA, UNESCO also needs to reach out to the “rich” countries and organisations representing them (such as OECD) to highlight the relevance of EFA for their domestic education systems, as well as calling on them as donors to fulfil their promise on EFA. Further, UNESCO should work with ministers of finance and economy to advocate for education beyond the education sector. Participants also urged UNESCO to call on governments to allocate 6% of their GDP to education.

In terms of comprehensive data on EFA, UNESCO should strengthen its Institute on Statistics (UIS) as well as civil society capacity for data production, analysis and dissemination, and assist Member States in strengthening their data systems for informed policy development.

Recommendations to CSOs

Participants agreed that civil society should promote education as part of the broader development discourse and as a human right that is also key to fulfilling other rights. Making the voices of marginalized communities heard remains a key role for the civil society.

Civil society organisations should continue to advocate for education at all levels and to participate actively in the consultation and decision-making processes on the post-2015 agenda. CSOs should also lobby stakeholders outside the education sector to ensure education is high on the political agenda and engage with social movements outside the education sector as well as with the media, teachers, parents, students, universities and academia. Civil society organisations should identify and exchange best practices and strengthen national, regional and international alliances.

Further, civil society organisations should contribute to increasing transparency in education governance at national, regional and international levels through research, monitoring and development of shadow reports, including a comprehensive civil society assessment of EFA for 2000-2015.

Recommendations to CCNGO/EFA

In terms of actions to be taken by the CCNGO/EFA in the coming two years, participants suggested that the CCNGO/EFA should establish a two year work plan which should include: (i) Improving communication at all levels: between the Coordination Group and the CCNGO/EFA members, external communication, including at national level and to grass-roots organisations and creating a pool of volunteer translators to help with communications; (ii) Increasing youth involvement and broadening European and North-American membership; (iii) participation in the upcoming EFA2015 Reviews; positioning itself as a “critical friend” to governments and donors, and; (iv) engaging in assessment and analysis of follow-up and output; and (v) setting up thematic working groups.

6. Post-2015 EFA processes and issues

During the final day of the meeting, several presentations were given to fuel the discussions on the post-2015 education and development agendas. UNESCO Education Specialists outlined some key milestones on the roadmap up to 2015 that also present opportunities for civil society engagement. Save the Children International and Education International further presented on the key themes of equity and teachers, whilst the Indian Right to Education (RTE) Forum shared the messages of the national preparatory meeting held in India.

6.1 International and regional processes to define the post-2015 development and EFA agendas

Georges Haddad, Director of the Education Research and Foresight Team, shared information and insights on UNESCO's education foresight activities. Considering that the United Nations should focus on Education now and in the future agenda, Mr Haddad emphasized that before speaking about "beyond 2015", we have to analyse and understand what happened before. His team is therefore focussing on research in terms of the role of education in society and development and its "genetic buildup". This includes a review of the famous "Learning - the treasure within" report published by UNESCO's International Commission on Education in the 21st Century in 1996²¹ and expert debates in order to develop a vision of what has happened and what will happen in the future. In concluding, Mr Haddad invited the CCNGO/EFA members to join this reflection process and to participate in this project.

Sabine Detzel, Education Specialist, EFA Global Partnerships Team, presented the international and regional processes to define the post-2015 EFA and development agendas. In preparation for the Sixth Meeting of the CCNGO/EFA, UNESCO commissioned a mapping study of current international actions to define the post-2015 agenda. The resulting report²² was shared with the CCNGO/EFA membership prior to the meeting and provides an overview of the processes, trends and civil society positions on the post-2015 education agenda. The report also makes some recommendations on strategies for civil society to contribute to defining the post-2015 education and development agendas. Several consultations are taking place that provide opportunities for civil society participation: the UN Development Group (UNDG) is carrying out national consultations in 100 countries and nine global thematic consultations. UNESCO and UNICEF have been assigned to convene the UN Thematic Consultation on Education in the Post-2015 Development Agenda from October 2012 to March 2013. The thematic consultation consists of regional EFA meetings²³, the 6th CCNGO/EFA Meeting, global online discussions (from October 2012 to January 2013) and a global meeting taking place in Dakar, Senegal, in March 2013.

Sobhi Tawil, Senior Programme Specialist, Education Research and Foresight Team, presented on the differences of the existing agendas related to education (MDGs and EFA) and the potential scope for the post-2015 education agenda. There are major differences in the scope of the two existing agendas. Whereas EFA covers basic education in both formal and non-formal settings, for children, youth and adults alike, the education related MDGs cover only primary schooling in formal settings, for school age children. Further, EFA Goal 6 addresses quality of education and learning outcomes when the MDG focus is on school completion. Most importantly, MDGs focus on the instrumental

²¹ See <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/rethinking-education/visions-of-learning/>

²² See http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/temp/Mapping_post_2015-Swati_Narayan.pdf

²³ Arab states, 15-16 October 2012; Africa, 16-19 October 2012; Latin America and the Caribbean, 12-14 Jan 2013; Asia and the Pacific, January 2013

value of education for lower-income countries, while EFA is a human rights based framework whose agenda is universal.

The post-2015 education agenda will need to go beyond the MDG agenda, beyond the scope of basic education, but also address the unfinished EFA agenda. Further, in order to respond to emerging future challenges, the post-2015 education agenda needs to address issues of socialisation and identity formation as well as the needs for skills development and innovation. Mr Tawil ended with a series of questions which could guide the debate: what exactly is 'basic education'? Could (and should) the 'post-basic' education be 'for all', and how can basic and 'post-basic' education goals be integrated within the same international agenda?

6.2 Thematic presentations

Born equal: Why reducing inequity should be at the heart of the post-2015 framework

Alex Cobham, Head of Research, Save the Children UK presented a recent Save the Children report²⁴ which looked at how, despite major strides made towards achieving the MDGs, increasing socio-economic inequality in many countries in the last two decades has hampered greater progress. The research found that the inequality of children worldwide is high and rising: the gap between the richest and poorest children has grown by 35% since the 1990s. At the same time, the gap between the richest and poorest is twice as high among children as compared to adults.

A key finding of the report was that different inequalities have a dramatic impact on children's health, nutritional status and education. Inequalities experienced during childhood may have physical, psychological and opportunity effects throughout life: poorer households have worse education outcomes and inequality experienced in education is sustained over life. In addition, gender inequality is still a strong driver of lower educational outcomes for girls. However, education can be a powerful tool to address underlying inequalities of opportunity. Universal access to good quality primary education and fair access to post-basic education are therefore essential for reducing inequalities. The post-2015 framework should therefore specifically address the vulnerability and deprivation of marginalized and excluded groups.

Teachers for quality

Dennis Sinyolo, Senior Coordinator, Education and Employment, Education International, presented on the current global challenges related to teachers and the quality of education. Highlighting how the role of teachers in meeting the EFA goals has been mentioned several times during the previous sessions, he emphasised the direct relationship between the quality of the education system and the quality of its teachers. The main challenges in this regard are related to addressing the qualified teacher gap and the de-professionalization of teaching. While the teacher gap is worst in Sub-Saharan Africa, the quality gap affects countries across the world. Recruitment of unqualified teachers is becoming a reality also in developed countries, as is the "casualization" of the teaching profession through short-term contracting. Teachers' continuing professional development is however a key aspect for ensuring the quality of education. Initial teacher training should be seen just as the beginning – the focus should be on lifelong learning for teachers.

²⁴ For the full report, see http://www.savethechildren.org.uk/sites/default/files/images/Born_Equal.pdf

Education and skills for inclusive and sustainable development beyond 2015

Ambarish Rai, Convenor, Right to Education Forum, India presented the results of a national meeting organised by the RTE Forum in collaboration with UNESCO New Delhi Office. The fruitful meeting stands out as the only national meeting organised in preparation for the Sixth Meeting of the CCNGO/EFA.

Although recent legislation on the Right to Education has been a huge step forward for India, the EFA goals will not be achieved by 2015. The participants of the India meeting therefore highlighted the need to continue to address the EFA goals as a comprehensive agenda beyond 2015 while including a strong focus on secondary education. The meeting also emphasised the need for the new agenda to focus on equity and inclusion in a way that addresses core structural problems at the root of the exclusion of marginalised communities. Another key focus should be quality, which should be tracked through localised mechanisms. The new framework should also recognise community involvement in setting the education agenda and provide a framework for transparency and accountability. The role of the civil society should be integrated in monitoring mechanisms. The post-2015 development framework should consider education as a tool for social transformation and governments as the primary providers of education. A human rights based approach to education could be linked to processes such as the Universal Periodic Review (UPR).

6.3 Recommendations for the post-2015 EFA and agenda and on education in the post-2015 development agenda

Following the presentations, the key priorities for the post-2015 education agenda were discussed in a plenary session. Participants agreed that the post-2015 agenda should address education as a human right and as prerequisite for the fulfilment of other human rights and for meeting development goals. As in the preparatory consultations and earlier discussions during the meeting, it was emphasised that EFA is an unfinished agenda and that the unaccomplished goals need to be addressed in the post-2015 agenda. Participants also expressed concern over potential fragmentation of the EFA agenda – it was emphasised that the post-2015 education agenda should be seen as a holistic lifelong learning framework while priorities should be set at the national level according to the local context and gaps. Further, the post-2015 agenda needs to be built on a thorough understanding of the EFA experience that is based on solid data and statistics as well as analytical reports. Finally, as highlighted consistently throughout the meeting, the key priorities for the post-2015 agenda are equity, especially targeting marginalised groups; the linked issue of quality, with special focus on teachers; and community participation, including the key role of civil society.

6.4 Roadmap and milestones up to 2015

The UN Literacy Decade final report and follow-up

Venkata Subbarao Ilapavuluri, Chief of Section for Literacy and Non-Formal Education, presented the final evaluation of the United Nations Literacy Decade (UNLD, 2003-2012). UNESCO is due to submit a final report on the implementation of the UNLD International Plan of Action to the UN General Assembly in 2013, with specific recommendations for the post-Decade period. Since 2011, UNESCO has organized several meetings and consultations with its Member States and other partners to evaluate the progress in literacy for all age groups during the Decade, with particular focus on priority populations. As the civil society perspective is crucial for the preparation of the final report, Mr Ilapavuluri invited participants to contribute to this exercise, especially in terms of sharing information of civil society initiatives and innovations in the field of literacy. The collection and analysis of information will be finished by the end of 2012 and the report finalised in consultation with partners by June 2013.

The UN Decade on Education for Sustainable Development

Alexander Leicht, Chief of Section of Education for Sustainable Development, gave a presentation on the UN Decade on Education for Sustainable Development (DESD), which comes to an end in 2014. He emphasised that if education is to be relevant today, it needs to respond to the challenges related to sustainable development. The Rio+20 Outcome Document acknowledges this by resolving to promote ESD and to integrate it more actively into post-Decade education. In this respect, UNESCO counts on the continued support of civil society. The current priorities for UNESCO as the lead coordinator of the UN DESD are to lead the Decade to a successful completion and to prepare the post-Decade framework, including an End-of-Decade report; facilitate multi-stakeholder consultations on the post-Decade framework (to be initiated in early 2013); and organise a World Conference on ESD in Japan from 10-12 November 2014.

National EFA2015 Reviews

Nyi Nyi Thaug, Education Specialist, Section for Teacher Development and Education Policies, outlined the process of the National EFA 2015 Reviews which UNESCO hopes Member States in all regions will launch in 2013. These national reviews, expected to be finalised by mid-2014²⁵, will analyse progress towards the six EFA goals based on quantitative and qualitative evidence; review the implementation of the 12 strategies articulated in the Dakar Framework for Action; and take stock of the overall usefulness of the EFA framework. The overall aim of the process is to generate a broad-based critical debate on the evolution of national education and training sectors since 2000, identify priority areas for the transformation of national education systems and lay foundations for the post-2015 education framework. The reviews will inform the 2015 global education conference which will decide on the post-2015 education framework.

7. Closing and next steps

7.1 Pushing EFA through 2015: Presentation and adoption of the outcome document

The Outcome Statement Drafting Group worked throughout the meeting to summarize the main discussion outcomes. The resulting Draft Statement was discussed by the participants and their recommendations and suggestions were integrated in the statement. Final revisions were made in a plenary session and the outcome document 'Pushing EFA through 2015' was adopted in the final session (Annex I).

7.2 Next steps

With reference to the meeting discussions, the UNESCO Secretariat and the CCNGO/EFA Coordination Group committed to some immediate next steps to disseminate information about the meeting outcomes to different EFA stakeholders.

The CCNGO/EFA Coordination Group will

- elaborate a work plan for the coming 2 years
- regularly consult and report to the membership regarding different processes, such as the EFA Steering Committee and the Global EFA Meeting

UNESCO will

- share the results of the meeting with the CCNGO/EFA membership

²⁵ The draft concept note for the reviews is available on the meeting webpage.

- include the outcome document as a background document in relevant meetings, such as the 2012 Global EFA Meeting (November 2012) and the Ninth E-9 Ministerial Meeting (November 2012)
- share the results of the meeting with UNESCO field offices with a view to encourage them to work more closely with members of the CCNGO/EFA at country and sub-regional level, notably for the National EFA 2015 Reviews
- ensure that the meeting outcomes inform the UN consultations on the post-2015 development agenda and the Steering Committee of the UN Secretary General's Education First Initiative.

7.3 Closing remarks

In his closing remarks on behalf of UNESCO, Olav Seim praised the Outcome Statement which expresses common priorities for UNESCO and NGOs. The Statement will be a useful advocacy tool in the process towards 2015. He also reaffirmed UNESCO's commitment to continue promoting civil society participation in EFA processes at all levels.

In her closing remarks on behalf of the newly established CCNGO/EFA Coordination Group, Maria Lourdes Almazan Khan, Secretary-General of ASPBAE, thanked UNESCO for its long-standing and strong support to civil society and the excellent hosting of the meeting. She further emphasised the responsibility of the Coordination Group to consult within their regions and constituencies to ensure that the voices of the grassroots are represented at the global level.



United Nations
Educational, Scientific and
Cultural Organization

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

24 – 26 October 2012
Paris, France



PUSHING EFA THROUGH 2015

Preamble

1. We, the representatives of non-governmental organisations (NGOs) and regional and national NGO networks from different parts of the world have gathered at the Sixth Meeting of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA) at UNESCO in Paris, France, from 24-26 October 2012 to address the scale of the challenges to be faced in achieving the Education for All (EFA) and the Millennium Development Goals (MDGs) in the short time left to 2015. We further considered recommendations for the post-2015 education agenda and how education could best contribute to wider development goals.
2. We were encouraged in our deliberations by the reinforcement of the role of the CCNGO/EFA within the reformed global EFA architecture.
3. In view of the findings of the 2012 EFA Global Monitoring Report which show a stagnation, and in some cases reversal, of progress towards the EFA goals; in the context of the post-2015 debates and the welcome initiative of the UN Secretary-General, *Education First*; and drawing on the written consultations with members of the CCNGO/EFA, we have reflected on the achievements and bottlenecks affecting progress towards the EFA goals, and formulated recommendations for pre- and post-2015 efforts on education.
4. We re-affirm:
 - education as a fundamental human right;
 - commitments to build alliances among EFA advocates and other social movements;
 - our demand to countries to meet fully their obligations to fulfil the right to EFA through free, equitable, quality public education;
 - our call to UNESCO and other United Nations agencies to harness effective support for the CCNGO/EFA both in funds and human resources;
 - our demand to international development partners to live up to their pledges to fill the resource gaps for achieving EFA.

Achievements and bottlenecks

5. We welcome progress since 2000 in all six goals, and in particular, note the expansion of early childhood care and education and of gender parity in enrolment at the primary level.
6. We celebrate the growing mobilisation of civil society, its critical participation in education governance and the increased recognition of its legitimacy in policy-making at all levels.
7. We also recognise advances in national legislation guaranteeing the right to inclusive education and the impact of its implementation on the life chances and well-being of children, young people and adults.
8. At the same time, we deplore the negative impact on education of the global financial and economic crisis, increased poverty and marginalization, worsened conditions for migrants. Even where there is growth, there are accelerating inequalities.
9. We experience the impact on and interruption of educational opportunities caused by the climate crisis, persistent conflicts and fragility.
10. We deeply regret that for the first time since 1997, there has been a decrease in international aid to education, reflecting the failure of many international development partners to match their promises with the resources needed to meet them.
11. Many governments have lacked the political will to deliver on the EFA goals, despite the availability of resources at national and international levels. As a result, in 2010, there were 61 million children out of school, and 250 million children with four years schooling remain without basic literacy and numeracy. There were still 775 million adults lacking literacy skills of whom 64 per cent were women – a percentage that has not changed for twenty years. Two hundred million of 15-24 year olds have not completed primary school, including 71 million adolescents who lack access to lower secondary education. More than 620 million young people are neither working nor studying.
12. We are deeply concerned over the widespread shortage of trained teachers. This constitutes a major obstacle to the provision of quality education and to achieving the EFA goals.
13. It is also clear that the adoption of just two of the EFA goals in the MDG framework has skewed investment and political attention away from the other four goals. The EFA goals should be viewed as mutually reinforcing and indivisible. Their achievement is a prerequisite for the fulfilment of human rights and meeting development goals.

The final push up to 2015

14. There needs to be an accelerated push to achieve all the EFA goals by all stakeholders, including the sector for higher education, giving priority and special attention to the needs of discriminated and marginalised children, young people and adults, especially girls and women.

15. Policymakers should address access, quality and equity together.
16. It is essential that governments invest in the recruitment of well-trained teachers and in developing the capacity of the existing teaching force as reflective practitioners. Improving working conditions for teachers and recognising them as key actors in policy making is also a key to success.
17. Adult literacy is the goal furthest from achievement and needs significant new investments as well as a broader conception that recognises literacy as a continuum and adult education as going beyond literacy.
18. Whilst there has been uneven progress, early childhood care and education is in need of urgent and increased investment, not only because of its immediate and long-term positive impact on the holistic development of children but also on the social and economic development of societies.
19. Developments in vocational education, designed to secure foundation skills for young people, should not be limited to a narrow conception of skills and the immediate needs of the labour market, but should include citizenship education and other types of knowledge. Furthermore, many young people need effective strategies for mentoring and support for vocational education in the informal and subsistence economy, appropriately contextualised.
20. Improving data collection and developing capacity for its effective use, are essential for effective policy and governance. Disaggregated data should be generated and used in addressing inequalities.
21. Open Educational Resources and quality open, distance online and e-learning offer an important opportunity to be used to deliver on the EFA goals.

Recommendations for the post-2015 education agenda

We recommend that

22. Unaccomplished goals should be addressed in the post-2015 agenda.
23. The post-2015 agenda is founded on the recognition of education as a fundamental human right as enshrined in the 1948 Universal Declaration of Human Rights.
24. The post-2015 goals should be universal, with contextualised targets that fit the national realities and in particular meet the needs of educationally marginalised groups.
25. Principles of equity, inclusion and non-discrimination must underpin policies and practices in the post-2015 education agenda. Gender equality should be a central dimension in this agenda.

26. A holistic lifelong learning framework, initiatives are identified for each stage from early childhood care and education through secondary and higher education to the workplace and lifelong and life-wide learning. A broad concept of learning is foundational to all aspects of development.
27. The key role of teachers, in partnership with families and communities to quality education is given higher priority in the post-2015 agenda.
28. Education for active and effective citizenship must be a central feature of new goals.
29. Member states increase domestic financing for education, including progressive taxation measures; linking revenue from natural resources to investments in education to secure long-term social and economic benefits. In addition, to secure the compliance of the private sector in meeting their fiscal and legal responsibilities and obligations related to training and development.
30. Donors keep their promises.
31. Member States guarantee institutionalized mechanisms for civil society participation in policy development and monitoring at the national level.
32. Private sector recognises its responsibility to train employees, pay taxes in the places they generate profit and contribute to the wider learning culture of the communities where they operate.
33. UNESCO strengthens its leadership role at the international and regional level and provide support to Member States in their efforts to pursue the new education agenda.
34. UNESCO secures and disseminates quality data and analysis, and assists Member States to strengthen their database systems in order to inform policy development.
35. UNESCO secures funding for the sustained participation of the CCNGO/EFA in the global EFA architecture and resource the Seventh Meeting of the CCNGO/EFA in 2014 in the run up to the Korea World Education Forum in 2015.

We commit to:

36. Collaborate in the post-2015 agenda-setting and implementation
37. Fostering the active engagement of parents, children, young people and the wider community so that their voices are heard in agenda-setting and policy-making
38. Step up our advocacy for education both within and outside of the education community and holding governments and donors accountable for meeting their obligations.



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Collective Consultation of NGOs
ON EDUCATION FOR ALL

Consultation Collective des ONG
SUR L'EDUCATION POUR TOUS

Consulta Colectiva de las ONG
EN EDUCACIÓN PARA TODOS



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Collective Consultation of NGOs
ON EDUCATION FOR ALL

Consultation Collective des ONG
SUR L'ÉDUCATION POUR TOUS

Consulta Colectiva de las ONG
EN EDUCACIÓN PARA TODOS



Sixth Meeting of the Collective Consultation of NGOs on Education for All (CCNGO/EFA)

Paris, France, 24 – 26 October, 2012

UNESCO Headquarters

Programme

Wednesday 24 October 2012 (Day 1)	
9:30-13:00	SESSION 1: Opening and introduction
Chair: Qian Tang, Assistant Director-General for Education, UNESCO	
9:30-9:50	Opening speeches <i>Qian Tang, Assistant Director-General for Education, UNESCO</i> <i>Monique Fouilhoux, CCNGO/EFA Ad hoc group</i>
9:50-10:25	Presentation of meeting objectives, expected outcomes and agenda <i>Olav Seim, EFA Global Partnerships Team, UNESCO</i> Adoption of the Agenda Presentation and adoption of the new Working Procedures <i>Heidi Kivekäs, EFA Global Partnerships Team, UNESCO</i> Election of three rapporteurs Presentation of the candidates for the CCNGO/EFA Coordination Group <i>Sabine Detzel, EFA Global Partnerships Team, UNESCO</i>
Chair: Gerd-Hanne Fosen, Director of Education, Save the Children Norway	
10:25-10:45	Report of the CCNGO/EFA Ad Hoc Group (September 2011-October 2012) <i>Maria Lourdes Almazan Khan, CCNGO/EFA Ad hoc group</i>
10:45-11:15	<i>Coffee break</i>
11:15-17:30	SESSION 2: Taking stock of EFA Achievements and Challenges
Chair: Alan Tuckett, President, ICAE	
11:15-12:00	Key Note Address <i>Aïcha Bah Diallo, President, FAWE</i>

12:00-12:45	Presentation of the 2012 EFA Global Monitoring Report <i>Nicole Bella, Policy Analyst, EFA Global Monitoring Report Team</i>
12:45-14:30	<i>Lunch break</i>
Chair: Camilla Croso, Coordinator, CLADE	
14:30-15:15	Education for All up to 2015 and Beyond: Presentation of the results of the preparatory consultation <i>CCNGO/EFA Ad hoc group</i>
15:15-15:20	Introduction to Group Work 1 <i>Alan Tuckett, President, ICAE</i>
15:20-15:50	<i>Coffee break</i>
15:50-17:30	Group Work 1: Collective analysis of the main EFA achievements and challenges <i>In four groups of 40-50 people (all regions and INGOs mixed), participants discuss (i) the overall development context and trends and their impact on EFA, and (ii) the main EFA challenges and achievements. The discussion will be based on the results of the 'Education for All up to 2015 and Beyond' consultation and the findings of the 2012 Global Monitoring Report (GMR).</i>
19:00-20:30	<i>Reception</i>

Thursday 25 October 2012 (Day 2)	
9:30-9:40	Summary of Day 1 <i>Malini Ghose, Nirantar Trust, India (Rapporteur of Day 1)</i>
9:40-17:30	SESSION 3: 2012-2015: A final big push for EFA
Chair: Limbani Nsapato, Policy and Advocacy Manager, ANCEFA	
9:40-10:40	Panel discussion: Key issues and opportunities for reaching the EFA goals by 2015 <i>Panelists: Nagi Elshafe (SNEFA, Sudan), Solange Akpo (ANCEFA), Blanca Cecilia Gomez Lopez (Coalicion Colombiana, Colombia), Cecilia Soriano (ASPBAE)</i>
<i>10:40-11:10</i>	<i>Coffee break</i>
11:10-12:10	Plenary discussion: Overcoming obstacles
12:10-12:40	Presentation: Reformed global EFA coordination mechanism and the role of the CCNGO/EFA <i>Olav Seim, Director, EFA Global Partnerships Team, UNESCO</i>
12:40-12:45	Introduction to Group Work 2 <i>Maria Khan, Secretary General, ASPBAE</i>
13:00-14:00	Election of international focal points to the CCNGO/EFA Coordination Group (1st ballot)
<i>12:45-14:15</i>	<i>Lunch break</i>
14:15-16:00	Group Work 2: Recommendations for reaching the EFA goals by 2015 <i>Participants work in four groups of 40-50 people (regions and INGOs mixed) on recommendations for (i) overcoming the identified challenges; (ii) building on and scaling up successful policies and practices at local, national, regional and international levels, and (iii) UNESCO as the lead coordinator of the EFA movement.</i>
<i>16:00-16:30</i>	<i>Coffee break</i>
Chair: Isabelle Turmaine, Director, Information Centre and Communication Services, IAU	
16:30-17:30	Plenary: Reports from group work and discussion <i>Rapporteurs: Dennis Sinyolo (EI), Eliane Didier (IFUW), Yadira Rocha (CLADE), Tanvir Muntasim (Action Aid)</i>
17:30-17:40	Election of international focal points for the CCNGO/EFA Coordination Group (2nd ballot)
17:30-19:00	Open Space session

Friday 26 October 2012 (Day 3)	
9:30-9:40	Summary of Day 2 <i>Frederick Mwesigye, FENU, Uganda (Rapporteur of Day 2)</i>
9:40-13:00	SESSION 4 : Post-2015 EFA processes and issues
Chair: Refaat Sabbah, General Director, Teacher Creativity Center, Palestine	
9:40-10:10	Presentation: International and regional processes to define the post-2015 development and EFA agendas <i>Georges Haddad, Director, Education Research and Foresight Team, UNESCO</i> <i>Sabine Detzel, Programme Specialist, EFA Global Partnerships Team, UNESCO</i> <i>Sobhi Tawil, Senior Programme Specialist, Education Research and Foresight Team, UNESCO</i>
10:10-10:40	Thematic presentations <ul style="list-style-type: none"> • Born equal: Why reducing inequity should be at the heart of the post-2015 framework <i>Alex Cobham, Head of Research, Save the Children UK</i> • Teachers for quality <i>Dennis Sinyolo, Senior Coordinator, Education and Employment, EI</i> • Education and skills for inclusive and sustainable development beyond 2015 <i>Ambarish Rai, Convenor, Right to Education Forum, India</i>
<i>10:40-11:10</i>	<i>Coffee break</i>
11:10-13:00	Plenary discussion: Recommendations for the post-2015 EFA agenda and on education in the post-2015 development agenda
<i>13:00-14:30</i>	<i>Lunch break</i>
14:30-15:00	Presentation on the roadmap and milestones up to 2015 <ul style="list-style-type: none"> • The UN Literacy Decade <i>Venkata Subbarao Ilapavuluri, Chief of Section for Literacy and Non-Formal Education, UNESCO</i> • The UN Decade on Education for Sustainable Development <i>Alexander Leicht, Chief of Section of Education for Sustainable Development, UNESCO</i> • National EFA 2015 Reviews <i>Nyi Nyi Thauung, Programme Specialist, Section for Teacher Development and Education Policies, UNESCO</i>
15:00-17:30	SESSION 5: Conclusion and next steps
Chair: Monique Fouilhoux, EI	
15:00-15:10	Summary of Day 3 <i>Edgardo Alvarez, CEAAL (Rapporteur of Day 3)</i>
15:10-15:20	Establishment of the Coordination Group
<i>15:20-15:40</i>	<i>Coffee break</i>
15:40-16:40	Presentation and adoption of the outcome document
16:40-17:00	Closing speeches <i>Olav Seim, Director, EFA Global Partnerships Team, UNESCO</i> <i>Maria Lourdes Almazan Khan, CCNGO/EFA Coordination Group</i>

List of meeting documents

- Agenda
- Programme
- Open Space programme
- List of participants
- EFA Global Monitoring Report 2012. Youth and skills: Putting education to work
- EFA Global Monitoring Report 2012. Youth and skills: Putting education to work. Summary
- Information note on the reformed global EFA coordination mechanism
- Revised CCNGO/EFA Working Procedures
- Report of the CCNGO/EFA Ad hoc Group
- Note on the appointment of the new CCNGO/EFA Coordination Group
- Education for All: Beyond 2015. Mapping current international actions to define the post-2015 education and development agendas
- Education for All up to 2015 and Beyond. Consultation summary: Africa
- Education for All up to 2015 and Beyond. Consultation summary: Arab States
- Education for All up to 2015 and Beyond. Consultation summary: Asia and the Pacific
- Education for All up to 2015 and Beyond. Consultation summary: Latin America and the Caribbean
- Education for All up to 2015 and Beyond. Consultation summary: International NGOs
- Practical information note