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**REPORT BY THE DIRECTOR-GENERAL ON THE GLOBAL ACTION PLAN
TO ACHIEVE THE EDUCATION FOR ALL (EFA) GOALS**

SUMMARY

The Executive Board by 171 EX/Decision 7 requested the Director-General “to prepare, on the basis of high-level dialogue with key international stakeholders and consultations with the Working Group and High-Level Group on EFA, a concise global action plan to achieve the EFA goals, including resource mobilization”. Furthermore, the General Conference by 33 C/Resolution 15 requested the Director-General “to make every effort to complete a joint action plan in 2006, spelling out an agreed division of responsibilities and tasks among all major EFA stakeholders at the global level relating to all six Dakar goals” and to report to the Executive Board at its 174th session on the work accomplished on EFA.

This document presents the Global Action Plan to achieve the EFA goals in fulfilment of the above-mentioned requests of the Executive Board and the General Conference.

Decision proposed: paragraph 78.

I. BACKGROUND

1. At its 170th session, the Executive Board examined the Director-General's report on the strategic review of UNESCO's post-Dakar role in Education for all (170 EX/8). In its Decision (170 EX/Decision 3.4.2), the Executive Board urged the Director-General "to initiate consultations with all key stakeholders to achieve a greater degree of clarity, cohesion and mutual recognition regarding their respective roles and responsibilities as defined in the Dakar Framework for Action, in reaching the EFA goals and education-related Millennium Development Goals (MDGs) ..." (170 EX Decision 3.4.2). In accordance with the Executive Board's decision, the outcomes of these initial consultations with key EFA stakeholders were presented to the 171st session of the Executive Board (171 EX/8 and Corr.).

2. The following document is submitted to the Executive Board in accordance with the 171 EX/Decision 7, whereby the Director-General has been requested "to intensify consultations and high-level dialogue with key international stakeholders, particularly the World Bank, UNDP, UNICEF and UNFPA, to agree on the specific roles, responsibilities and contributions of each stakeholder for the period 2005-2015 in achieving the EFA goals". The Executive Board further requested the Director-General "to prepare, on the basis of these consultations and of consultations with the Working Group and High-Level Group on EFA, a concise global action plan to achieve the EFA goals, including resource mobilization to be presented to the Executive Board at its 174th session", and "to ensure that all four strategic objectives and corresponding implementation plans presented in the EFA strategy for 2005-2015 develop in alignment with the global plan as it unfolds and in a manner consistent with the management framework". By 33 C/Resolution 15, the General Conference also requested the Director-General to complete a joint action plan in 2006 along the lines of the aforementioned Executive Board decision and to report on the work accomplished on EFA to the Executive Board at its 174th session.

3. In response to the above-mentioned requests, the Director-General initiated the preparation of the *Global Action Plan for achieving success in EFA*, based on intensive consultations with the sixth meeting of the Working Group on EFA (19-21 July 2005), the Ministerial Round Table on EFA (7-8 October 2005) during the 33rd session of the General Conference and the fifth meeting of the High-Level Group on EFA (28-30 November 2005) as well as with a number of Member States and key EFA partners, including UNICEF and the World Bank. As an ongoing process, consultations will be continued with a broader range of EFA stakeholders, including civil society organizations and NGOs.

4. This Global Action Plan is composed of seven Sections, addressing the international level of EFA. After the background and an introduction, section 3 presents the five key areas where international agencies can best support national action which is at the heart of achieving EFA. Section 4 shows how such support is mobilized through major international partnerships, listing the focus, partners and lead agency. Section 5 presents ways in which UNESCO will coordinate EFA efforts, with specific actions for 2006-2008. Section 6 indicates the strategic directions which each of the Dakar convening agencies will adopt in supporting the achievement of EFA over the next 10 years. Section 7 offers concluding remarks on the need for ongoing dialogue. Annex I proposes a timeline of events and factors relevant to the implementation of EFA.

II. INTRODUCTION

5. The six Education for All (EFA) goals, adopted in 2000, are central to the pursuit of sustainable human development, but yet they remain elusive. Progress is visible, but governments and the international community are fully aware of the challenge, and of the risk that the 2015 EFA

targets may not be universally met. Six years after the Dakar Forum, the first of those targets has been missed – gender parity in primary and secondary schooling by 2005 – a clear indication that there is a need for even greater concerted action. The international community has a responsibility to respond to national efforts in the most effective and efficient way. This Global Action Plan is a concrete step in that direction.

6. The Millennium Development Goals (MDGs) provide the over-arching framework for international development efforts and include two of the six EFA goals. In a global perspective, the MDGs and the EFA goals must be pursued jointly, as the realization of each depends also on the other, as well as on wider parameters.

7. This plan responds to UNESCO's Executive Board's call for a clearer understanding of roles and responsibilities among the major international stakeholders in EFA and a clearer statement of objectives. A further backdrop is the 2005 assessment of progress towards the MDGs and the re-affirmation by the World Summit in September 2005 of EFA as a key element in broader development efforts. It addresses the international level because it is here that there are strong and urgent calls for coordination to improve the effectiveness of EFA on the ground, in each country. Overlapping roles or duplication of effort, conflicting advice offered to governments, along with lack of communication or transparency among partners, are some of the problems which better coordination addresses. Partners in EFA at every level agree that the central focus of action towards the Dakar goals is the country – with clear government leadership, a well-constructed plan for the education sector and the engagement of all stakeholders around the plan – “one country ~ one plan”. The national plans for the education sector will provide the framework for planning and international support; EFA priorities will be identified within these plans, with regard also to the larger framework of national development strategies.

Purposes of global action

8. As the specialized agency for education in the United Nations system, UNESCO is charged with giving leadership to the EFA movement and coordinating international action in support of EFA. There are many stakeholders in EFA, including United Nations agencies, civil society organizations and NGOs, groupings and alliances of countries, development banks and bilateral aid agencies and parts of the private sector. (Annex I – Part 1 lists some of the major EFA stakeholders.)

9. Five multilateral institutions organized the Jomtien World Conference on Education for All in 1990 and have carried the vision forward at international level. They remain key international stakeholders, and a clear understanding of their relative roles and responsibilities is essential. The five institutions are: the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), the United Nations Children's Fund (UNICEF), and the World Bank.

10. In EFA, a plan for collective global action must ultimately achieve results at the country level. These will be seen in improvement of the EFA indicators. In pursuit of this goal, this plan aims to improve the following:

- **Commitment to education:** Higher profile of education as the key component in developing human potential in the framework of sustainable development;
- **Coherence of policies:** Closer alignment of actions with priorities through more proactive dialogue among partners and with governments;

- **Convergence of strategies:** sharing what works and what has not worked in a spirit of mutual learning and concern to adopt and disseminate good practice;
- **Coordination among agencies:** More effective cooperation among agencies at country level, with coordination by national government and EFA stakeholders, and more effective use of resources through mechanisms of funder harmonization;
- **Complementary action:** avoiding duplication of effort and investment, and ensuring mutual recognition of comparative advantage and strengths.

11. International cooperation and effort thus focus on making a difference at country level, in accordance with national government priorities. At both national and international levels, multilateral agencies will work for greater coordination where actions are complementary, rather than overlapping or even competitive. A division of labour which is as clear and transparent as possible is the aim.

12. The vision for EFA is global and is inseparably linked with sustainable human development – learning and education are essential components of societal and personal change. EFA belongs to all those whose goals include the facilitation of such change and will therefore be realized only when the many stakeholders share the vision and firmly embed it in acting and thinking. Within this broad vision, two aspects serve to focus strategy: a focus on countries with the deepest needs, and a concern for the whole EFA agenda.

Strategic focus

Countries with the deepest needs

13. An action plan at the international level will only have meaning insofar as it enables faster, more solid and sustainable progress towards the EFA goals at the national level.¹ A plan should therefore focus on three areas:

- First, action will address all developing countries with EFA needs, with a special emphasis on countries that are farthest away from achieving the EFA goals.
- Second, it is equally important to address the needs of disadvantaged groups within countries, wherever they are. Such groups are found in every country, in all parts of the world, and EFA will only be achieved when their specific needs are met. The elaboration of specific plans for international action will thus give space and priority to accommodating diversity.
- Third, reflection upon and research into the broader sociocultural context are an essential part of the search for appropriate ways of learning and of delivering education. Radical alternatives to the existing school system may need to be considered as part of ensuring that education is in fact available to all.

The whole EFA agenda

14. There is a pressing need, six years after Dakar, to focus on the whole of EFA – all six goals which, taken together, form the basic education agenda which is “geared to tapping each

¹ This position is echoed by the recent Education Section Strategy Update (ESSU – 2005) of the World Bank: “The single most important recommendation of the ESSU is that Bank assistance should be tailored to a country’s vision and be geared to maximizing the chances for realizing such a vision”, p. 36.

individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies" (UNESCO 2000: 8).² This must include a reaffirmation of the vision of education as a human right and as necessary for the full development of human potential. Not only is education the "software" of socio-economic development, but it also empowers people to make the fullest use of the fruits of poverty reduction.

III. SUPPORT TO NATIONAL ACTION

15. At national level, government leadership based on a single education sector plan gives the best chance of coordinated international support. Thus, the first kind of support that is necessary is to promote such leadership and ensure that the country has adequate capacity in planning and implementation. Close collaboration among EFA partners will result in a more systematic engagement with the whole of the EFA agenda through:

- Ensuring that national processes of planning and consultation examine the full range of needs across the EFA agenda and allow for prioritization among the EFA goals in the local context. For funding agencies, this implies flexibility and alignment to national priorities, as advocated in the OECD/DAC deliberations and targets on aid effectiveness.
- Maintaining a high profile for EFA in CCA/UNDAF processes of cooperation at country level. In the application of this Plan at national level, multilateral support to national action on EFA will take place within the larger cooperative arrangements established in the CCA/UNDAF process and of the efforts of the United Nations Development Group (UNDG) to harmonize the work of United Nations agencies. Conscious of the value of an integrated approach of this kind, UNESCO is implementing a programme of sensitization and training to enable its field staff to participate more actively and closely in CCA/UNDAF processes.

16. A clear division of labour among international agencies will give the best basis for effective support to national EFA work, where agencies are fully and mutually informed of one another's roles and plans and thus able to set their own priorities accordingly. This plan defines five areas of coordinated, joint action at the global level:³

- communication and advocacy;
- capacity-building;
- refocusing on mobilizing resources;
- effective use of aid for EFA;
- monitoring progress in EFA: peer evaluation.

² UNESCO. 2000. *The Dakar Framework for Action. Education for All: meeting our collective commitments*. Paris: UNESCO.

³ These areas were identified from the lessons of the last five years and in the light of the EFA data presented and analysed by the *EFA Global Monitoring Report* and other sources (including the Millennium Project Task Force Reports, country reports, the World Bank Global Monitoring Report), and in view of the existing and planned investments of EFA partners.

17. Each section concludes with two or three action points. As the global action plan is further developed, consultations and discussions at the international level and within each national context will turn these into specific steps in terms of timing, location, resources and other parameters.

Communication and advocacy

18. EFA is everyone's concern – from parent to president, from classroom to cabinet, from farmer to funder. The vision of EFA and its implementation are inclusive, seeking out all those people not yet reached, and drawing in all those who may contribute in any way to realizing the EFA goals. Only adequate communication will ensure that all those concerned become engaged as actors in the process of achieving the six Dakar goals. It is crucial to communicate the message of both the challenge and the successes of EFA and to do so in ways that are adapted to different locations and cultures. Thus advocacy for the place of education in development, for the EFA goals as a *sine qua non* for reaching the MDGs, and for the right of every human being to learning and education will be at the heart of communication strategies.

19. Partnerships between international EFA stakeholders and the media (such as newspapers, television, radio, and the worldwide web) will be a major means of reaching broad audiences, as will the wide dissemination of the *EFA Global Monitoring Report*. Presenting EFA at major international gatherings on education, development and other related areas will provide an opportunity for advocacy and sharing the vision of EFA. In addition to strong international visibility, there is need for more communication at national and regional levels, particularly around good practices and effective innovations. The developing FTI communication strategy will enable greater exchange on funding relationships and policy changes in education systems. Knowledge-sharing and information exchange will help countries and stakeholders at every level to consider different ways of tackling the obstacles to EFA and give encouragement to try new solutions. Joint action at the international level will improve communication among agencies – internal communication – through this plan, and in consequence ensure better advocacy – external communication – for EFA. Key areas:

- partnerships with the media which focus on EFA – its successes, challenges, outcomes and connections with the wider development agenda;
- proactive mutual information-sharing among agencies, based on institution-to-institution and person-to-person communication channels;
- active reference to one another's work in EFA in documents and publicity, and clear links between websites;
- production of dynamic and complementary EFA publicity materials by each agency;
- harmonization of communication strategies and actions among the five agencies to enhance international and country-level advocacy for EFA.

Capacity-building

20. The major international stakeholders in EFA are agreed that building capacity is the key strategy for making faster progress towards the EFA goals. There is a need to build capacity at all levels, from planning and monitoring at national level to governance and pedagogical approaches at school level. In the countries with urgent needs, a government-led process must bring EFA stakeholders together at national level to determine what kind of capacity-building will make a significant difference in the short to medium term, while not neglecting the investments in capacity

in the long term which will make for more sustainable frameworks for ensuring EFA. Building strong and proficient institutions must be a constant and fundamental aim. Key areas in which to build capacity may include:

- initiating and managing the programming cycle, including research, planning, strategy development, implementation, and monitoring and evaluation at national and sub-national levels. This will include enabling countries to develop capacity in districts to collect and analyse relevant data as input into decentralized decision-making processes;
- management of personnel and financial resources at national and sub-national level, including maintaining the professionalism and commitment of teachers and effective accountability for budgeting and spending;
- An increase in the quality of teaching – with attention to pre-service teacher training institutes and in-service training opportunities;
- An expansion of the possibility of community-based learning for all age groups, through the promotion and equipping of participatory stakeholder fora at local level.

21. In terms of ensuring complementary action by national and international partners, three principles must guide the planning of capacity-building:

- jointly identifying and prioritizing the capacity-building needs of national EFA stakeholders with a resolute focus on impact at the sub-national, local level and with a concern to avoid overlap and duplication in capacity-building activities;
- jointly mobilizing resources (technical assistance, funding) for capacity-building, in support of the national education plan, and building on the respective comparative advantage of international agencies;
- designing capacity-building activities such that they always increase the country's own pool of capacity-builders, in all areas of competence.

Refocusing on mobilizing resources

22. One of the most often quoted outcomes of the World Education Forum in 2000 is that “no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources”. While the greater mobilization of domestic resources will continue to be the principal means of expanding education budgets, in many developing countries increased aid will be a crucial component of financing EFA. In addition to aid, other measures such as debt cancellation (HIPC and other arrangements), debt swaps and public-private partnerships should also be deployed. (Annex I – Part 2 lists pledges related to EFA.)

23. The EFA Fast Track Initiative (FTI) provides seed money and capacity-building resources to selected countries and expects to expand to more. FTI funds should leverage greater, longer-term and more predictable financing. As aid is more effectively coordinated by national leadership and driven by national priorities, FTI is a potential channel of funds for EFA goals beyond the original focus on primary education (with associated elements of gender equality and quality).

24. Key to mobilizing further funds will be two approaches:

- further research is required on the size of the financing gap for EFA. The external financing required for EFA Goal 2 (primary education, with gender parity in primary education from Goal 5) has been estimated at \$7 billion per annum.⁴ Estimates of the total cost to reach the adult literacy goal are \$2.5 billion per annum. There is little or no costing of the other goals. Refining these estimates will underpin resource mobilization for each of the constituent parts of the EFA agenda, and for the whole of that agenda.
- vigorous and unrelenting efforts to raise the profile of education generally and EFA in particular in the fora and agendas of development financing. New pledges of development financing, as well as new commitments to debt cancellation bode well for increased development funds in general. Education must be one of the central investments for which these new funds are used. EFA partners should multiply their efforts to articulate the EFA agenda in summits and major international conferences, and represent the EFA agenda in planning, technical and academic fora on development aid.

Effective use of aid for EFA

25. As commitments to increased amounts of development aid are made around the world, it is crucial that aid is used, and seen to be used, effectively. The evidence of aid effectiveness will be found in the tangible and visible results in improved educational opportunities and in the increasing impact of enhanced learning outcomes on socio-economic development. It will also be shown through the reduction of the transaction costs to recipients.

26. These issues are concentrating the minds of donors and lenders, following the Rome and Paris Declarations⁵ which call for much greater congruence of aid with country priorities and for coordination and cooperation among funders in each country where they give aid. A focused process of consultation orchestrated by the OECD Development Assistance Committee (DAC) addresses the theme of “Harmonizing Donor Practices for Effective Aid Delivery”. Aligning aid with clearly expressed national development priorities, working with and within national planning, financing and reporting procedures, and coordinating aid planning and reporting among funding agencies are the key goals of these efforts. FTI provides a forum in education where a better critical analysis of aid relationships can be developed, and the principles of aid effectiveness applied. UNESCO will continue to represent EFA, including FTI, in the OECD/DAC Working Party on Aid Effectiveness.

27. As far as aid to education is concerned, sector-wide approaches and silent partnerships are some ways in which a more coordinated approach has been taken. These and other measures will work to maximum effect when focused around one national plan for education.

28. This requires three linked actions:

- active negotiation in fora at national level (EFA forum, UNDAF, FTI, and others) among government authorities, bilateral donors and multilateral agencies on the principles of aid effectiveness;
- collection and systematization of data on the activities of all stakeholders in a particular country, for both planning and monitoring purposes;

⁴ UNESCO. 2005. *Literacy for Life. EFA Global Monitoring Report 2006*. Paris: UNESCO.

⁵ The Rome Declaration on Harmonization, 2003; The Paris Declaration on Aid Effectiveness, 2005.

- rapid extension of national coordination among donors to countries with the most urgent needs and eventually to all countries, expanded to deal with the whole of the EFA agenda and aiming at reducing the burden of the transaction costs of aid to EFA through common procedures. This must be based on an acceptance of the common set of EFA priorities negotiated in the national EFA forum and driven by national development priorities.

Mutual accountability for progress in EFA: peer evaluation

29. As progress towards EFA gathers pace with the engagement of a wide range of stakeholders at national level and in support of the national level, there is a need to develop greater accountability for progress, looking in a transparent fashion at the commitment and contributions of all the stakeholders: government, multilateral and bilateral agencies, civil society and NGOs, the private sector, communities and others.

30. It is important that assessment should be transparent and that it commands the respect necessary to ensure that its recommendations are taken seriously. Drawing on existing experience, the process of peer evaluation offers some possible avenues.

Peer evaluation: agencies

31. As agencies increasingly work in complementary fashion in EFA, they should also be able to evaluate each other's contribution, financial and professional/logistical, at the international level. The GMR currently assesses international commitments, and this evidence should be used in peer evaluation processes which can be developed through the Working Group on EFA (WGEFA) and the High-Level Group (HLG). Establishing these processes will require much dialogue and consultation, on which UNESCO will embark in 2006-2007.

Peer evaluation: countries

32. OECD has developed peer evaluation most extensively, although the European Union, IMF, WTO and various United Nations bodies have also used it. Under the auspices of NEPAD, the African Union has also adopted this approach.⁶ Peer evaluation implies a high level of trust and openness and is best carried out between countries which share a common geographic context and similar socio-economic profiles. Such an assessment should examine the political and institutional frameworks of support for EFA, as well as the ways and means of implementing it in the local context. The E-9 grouping will also serve as a platform for developing evaluation through peer review, given the common issues of managing an education system for large numbers.

33. International agencies, both multilateral and bilateral, which are active in education at the national level, will take part and be accountable for their inputs as part of this process, as will civil society and NGOs. Links will be made with the broader monitoring of aid effectiveness at national level, in the context of the implementation of the Paris Declaration.

⁶ The OECD describes it as “the systematic examination and assessment of the performance of a State by other States, with the ultimate goal of helping the reviewed State improve its policy making, adopt best practices, and comply with established standards and principles”. From: Fabrizio Pagani. “Peer Review: a tool for cooperation and change. An analysis of an OECD working method”. September 2002. OECD, p. 3.
In similar vein, NEPAD defines the purpose of peer review as being to “foster the adoption of policies, standards and practices that lead to political stability, high economic growth, sustainable development and accelerated subregional and continental economic integration through sharing of experiences and reinforcement of successful and best practice, including identifying deficiencies and assessing the needs for capacity-building”. From: The New Partnership for Africa's Development (NEPAD): The African Peer Review Mechanism (APRM). 2003. p. 1.

34. Working towards the implementation of peer evaluation in the context of countries with the greatest EFA needs would entail:

- elaboration of an agreed evaluation framework (aims, methods, instruments, processes and timing, content areas) for the purposes of EFA;
- inclusion of the EFA peer evaluation in the wider structures of peer evaluation, such as NEPAD, Asia-Pacific Economic Cooperation (APEC), and others;
- a process which includes the participation of existing EFA groupings at national level, such as an EFA forum, civil society alliances, and funding agency coordination groups;
- commitment to use the results of peer evaluation to re-orientate policies and improve practices.

IV. MAJOR INTERNATIONAL PARTNERSHIPS IN SUPPORT OF EFA

35. Global action on EFA brings together a wide range of partners, either in initiatives which were established separately but whose aims dovetail with the EFA goals, or in arrangements designed specifically to address certain aspects of EFA:

- **International decades:** EFA is strengthened by the particular focus which related international decades and frameworks can contribute, in particular the United Nations Literacy Decade (UNLD), the United Nations Decade of Education for Sustainable Development (UNDESD), and the Millennium Development Goals (MDGs). The MDGs provide an overarching development framework through which two of the EFA goals (primary schooling and gender parity) benefit from strong support. Continuing to articulate the complementarities between all the MDGs and the whole EFA agenda is vital for concerted international action on both fronts. In its coordinating role for EFA, UNLD and UNDESD, UNESCO will make specific and mutually supportive linkages between these initiatives, and with the MDG processes, so that countries are able to make best use of them to support their educational planning and implementation.
- **The World Programme for Human Rights Education (WPHRE):** Approved by the United Nations General Assembly in 2005, as a follow-up to the decade on the same theme, it is coordinated by the Office of the High Commissioner for Human Rights (OHCHR) and UNESCO. It aims to promote a rights-based quality education for all in which the education system is oriented towards democratic citizenship, the fostering of non-violence and peace, the elimination of stereotypes, the promotion of social cohesion, and respect for human dignity.
- **The E-9 Initiative:** The nine high-population developing countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan) share many common challenges. Grouped together as the E-9, their role is emerging as twofold: as well as continuing to address the EFA goals in their own territory, they have experiences and lessons to share with each other and with other developing countries, and also possess many human and institutional resources to make this happen. It is envisaged that the E-9 will increasingly play a leadership role and be a source of innovation, which will require a stronger facilitating and coordinating role from UNESCO.

- **Fast Track Initiative (FTI):** Initiated by the World Bank in 2002, the FTI is a response to the financing needs of EFA, focusing on the needs of primary education. It takes its cue also from the Millennium Development Goals. In addition to its prime aim of mobilizing multilateral and bilateral resources for EFA, the FTI through its Catalytic Fund, provides transitional financing while the smaller Educational Programme Development Fund provides assistance in developing capacity to plan towards the EFA goals. With a secretariat in the World Bank, it brings together UNESCO and the bilateral funders, with input also from civil society and other United Nations agencies.
- **Civil society partnerships:** A wide diversity of civil society organizations and NGOs cooperate in partnerships. Networks for advocacy, lobbying and information exchange interact with other international EFA partners, and are active also at national level. The Global Campaign for Education and the Collective Consultation of NGOs in EFA are two key groupings.
- **Thematic partnerships**, some of which are also known as “EFA flagship programmes”, developed following the 2000 World Education Forum in order to facilitate collective action to address some of the broad objectives laid out in the Dakar Framework for Action in ways that support and enrich the national EFA plans. For example:
 - United Nations Girls’ Education Initiative (UNGEI): Launched in 2000 at the World Education Forum, UNGEI is coordinated by UNICEF and aims to narrow the gender gap so that girls everywhere enjoy an equal chance to obtain schooling and equal opportunities to succeed in and use what they learn.
 - HIV and AIDS and Education: Two initiatives serve to foster cooperation on these linkages. The first, the UNAIDS Inter-agency Task Team on Education, is convened by UNESCO and provides a platform for advocacy, networking and harmonization among international partners – agencies, civil society, bilateral funders, etc. – raising the profile of, on the one hand, the impact of HIV and AIDS on education, and on the other, the role of education in HIV prevention, treatment, care and support. The second, EDUCAIDS, is a multi-country initiative under UNAIDS to support the implementation of comprehensive national educational responses to the HIV and AIDS epidemic; it is led by UNESCO with collaboration of key stakeholders (see Annex VI).
 - New partnerships emerge to focus collective energy on parts of the EFA agenda. Following agreement at the 2005 EFA High-Level Group in Beijing, a Global Task Force on Child Labour and EFA is in the process of being established through collaboration between UNESCO, ILO, the World Bank and the Global March against Child Labour. New alliances are developing around the international drive to abolish school fees in primary education.

Further details and other examples are given in Annex II.

V. GLOBAL COORDINATION

Principles of coordination

36. At country level, government leadership in coordinating support from bilateral and multilateral agencies is the central element. In this way, each agency will make its best contribution

to EFA, focusing on the national priorities which it is best placed to address and making the most of its comparative advantage.

37. There are a number of existing fora where international agencies and other stakeholders in EFA – governments, civil society, the private sector, for example – meet and cooperate around development issues, where education may also be on the agenda. This Plan does not propose another or different forum, but rather suggests concrete steps to improve coordination in EFA, which may take place in any or all of the groups mentioned here, and will be structured around the national sector-wide education plan. At country level, the principal fora bring together stakeholders in different, but potentially overlapping, groups:

- **The United Nations system**, at country level, is increasingly called to focus on shared objectives in support of national priorities through common country programming processes such as the CCA/UNDAF. These processes, which increasingly bring together governments, donors, civil society and United Nations system agencies, funds and programmes, could be better harnessed to reflect the urgency of reaching the EFA goals by 2015. The United Nations Resident Coordinator, together with the United Nations Country Team, can play a key role in promoting the EFA agenda as an integral part of the United Nation's shared approach.
- **Funding agencies** coordinate actions under government leadership in two major ways: as part of the elaboration and subsequent implementation of the Poverty Reduction Strategies (PRS), and as part of sector-wide approaches (SWAps). These processes do not exist in every country, and the extent to which there is collaboration in EFA depends on what kind of priority education has in the PRS, and on the existence of a SWAp in the education sector.
- In **EFA** specifically, national EFA fora, where they exist, give opportunity for all stakeholders to be involved in processes from planning to evaluation and therefore present a ready-made framework into which international support can fit. In other circumstances, the FTI may be an arena for coordination at national level, for the purposes that FTI represents in each country (largely focused on support for primary education).
- **Regional fora and mechanisms** take a number of forms: ministerial meetings, civil society alliances, technical exchange, and so on. Where they exist, they serve as a further arena of dialogue and thus of coordination. It is important that those responsible in multilateral agencies for in-country support to EFA should follow closely the outcomes of regional deliberations.

38. Since EFA stakeholders may take part in several of these fora, the need for good communication and consistency of approach at national level is evident, if the transactional burden on local stakeholders is not to be increased. UNESCO needs to work with governments to determine which of these fora may be the best for EFA interaction.

39. Each agency has particular ways of working which shape the relationship between the agency and the government. A funding relationship has a different dynamic from a capacity-building relationship or one based on policy input. In exercising leadership, national governments must be aware of these varied dynamics and conversant with agencies' ways of doing business. Only then will coordination result in complementary and harmonized cooperation.

40. Since agencies offer different kinds of support to EFA at the national level, countries should be clear in their expectations of each agency. In Annex III, the field of literacy is presented as an

example, indicating sample areas of support to literacy and the complementary contributions which each of the five agencies might provide.

Key steps in coordination

41. This Plan, and the process for evaluating and renewing it, will be the UNESCO Education Sector's compass for the next 10 years. It describes a global leadership and coordination role that integrates the EFA-oriented activities of all international and regional actors as well as a list of UNESCO-specific strategic directions.⁷ The following is a list of proposed global leadership roles for which UNESCO will be responsible and accountable. Each will require significant development.

Supporting national leadership

42. Strengthening national leadership in EFA is crucial to greater harmonization of international support at national level and to coherent long-term planning and priority-setting. Support must take the form of constructive dialogue which increases national capacity to adopt good practices and appropriate strategies, formulate policy and assess implications, and situate action on EFA in the wider framework of international trends and ideas. Calls for UNESCO to exercise more strongly its role of intellectual partner and EFA advocate were made by Education Ministers at the Round Table on EFA in October 2005, and again at the High-Level Group meeting in Beijing in November 2005. UNESCO will respond in two ways in 2006 and 2007: by reinforcing the role of its Education Sector as a clearing house of ideas and by strengthening its field operations to give better support to governments in policy formulation and the articulation of their priorities with development partners.

Promoting South-South cooperation

43. Cooperation among developing countries of the South has the particular advantage of sharing experience across contexts which face similar challenges, opportunities or constraints. In building such cooperation, the E-9 countries can play an influential dual role as partners in the EFA movement, helping to achieve success by 2015. First, they commit, as China did at the High-Level Group in Beijing in 2005, to become global examples of success in EFA. By succeeding within their own borders, the E-9 collectively holds the statistical key to success in achieving the Dakar goals. Second, they also have the resources and the capacity to play a critical and acknowledged South-South role in reaching out to less well-positioned developing countries and assisting them in their EFA efforts. This new leadership partnership, "EFA/E-9", will provide support for teaching and learning best practices, strengthening institutions, innovative financing, and ICT innovations across the wide range of developing country needs, beginning with those who are most in need. This new partnership will also give a platform for further South-South cooperation. UNESCO will also work with partners to explore the potential of financial support from developed countries, in a triangular relationship.

Raising the profile of EFA

44. As well as ensuring greater resources for EFA (see section 2), UNESCO and its partners will work to put education in general and EFA in particular on the international political agendas. The G8 members are therefore a critically important political force in promoting and supporting the achievement of the EFA goals by 2015. Others include ECOSOC, regional organizations, the

⁷ UNESCO's Executive Board documents 170 EX/8 (2004) and 171 EX/8 (2005) provide the framework for these responsibilities and objectives.

OECD, and many more fora where advocacy will keep EFA on the broader development agenda, ensuring that education is included in the deliberations of international bodies and meetings.⁸

45. With particular respect to the G8, UNESCO will work closely with the host of the 2006 G8 meeting, the Russian Federation, to develop an agenda that gives due attention to EFA. Relations with the G8 should evolve between 2006 and 2015 as the EFA deadline approaches and as G8 members deepen and extend their interests in financing educational development in developing countries – this process will be aligned with the financial aspect of the E-9 partnership.

Facilitating resource mobilization

46. In addition to putting EFA on the agendas of major international groupings, it is important to facilitate resource mobilization through every available means. The major part of resources for EFA will flow from national budgets and it is important to work with governments to raise budgetary allocations, in line with needs. External aid is crucial to meeting the EFA goals in many developing countries and can serve as a catalyst to policy development and to other funding initiatives. Thus, the FTI will play an increasing role and it is necessary also to find ways of financing other areas of EFA, such as adult literacy, early childhood care and education, and life skills and vocational programmes for young people. Partnerships with civil society, the private sector and communities should also be facilitated. UNESCO's plans for 2006-2007 place a central focus of its coordination activities on helping “reduce the gap between the financial and capacity needs of countries least likely to achieve EFA and the resources made available by the international community”.⁹

Basing policy input on evidence and research

47. Effective policies provide a framework for success in EFA, and it is part of EFA coordination to ensure input of the highest quality into policy-making. This requires the gathering of sound evidence of what works and the application of relevant research. UNESCO will facilitate this in two ways:

- first, it will further develop its role and capacity to provide policy advice based on rigorous analysis. Key to this process will be gathering, collating, and disseminating information in ways and formats which promote fruitful policy dialogue. Harnessing its expertise in Paris, its institutes and in the field, UNESCO will strengthen and focus its input into the policy agenda, both in international and regional fora and at country level. Internationally, a more proactive presence in EFA-related fora will contribute to greater coherence of approaches among actors;
- second, UNESCO, with its partners and institutes, will identify research priorities that will result in more successful strategies for achieving the EFA goals and the aims of the three decades by 2015. In this process, they will take as full account as possible of research findings. Building the capacity of national institutions to conduct high-quality research and to analyse and use its results will be a crucial step in this process. During 2006, UNESCO will work with its partners to identify key areas and launch research, particularly with respect to countries that are farthest away from reaching the EFA goals.

⁸ See section 7 “Timeline for a non-exhaustive listing of possible meetings” where EFA should be part of the agenda.

⁹ UNESCO Draft Programme and Budget 2006-2007.

Integrating EFA mechanisms

48. Experience since Dakar has shown that the major EFA coordination mechanisms which have developed could benefit from greater integration; this will increase their impact globally and enhance the political momentum towards achieving the EFA goals. Over the 2006-2007 period, two areas need to be developed:

- first, in planning the meetings of the EFA Working Group (Paris) and the High-Level Group (Egypt) in 2006, it will be essential to integrate into one agenda the EFA-related policy and programme needs of the major international agencies – UNESCO, UNDP, UNICEF, UNFPA and the World Bank – as they pertain to achieving the Dakar goals. This will also include ways of integrating other meetings, such as those of FTI and UNGEI, with the High-Level Group;
- second, during the 2007-2008 period, UNESCO will engage with the issue of realigning the sequencing of the EFA mechanisms in order to improve the potential for use of the evidence provided by the UNESCO Institute for Statistics (UIS) and the *EFA Global Monitoring Report* (GMR). If the GMR is published in future in the early autumn, the Working Group could meet during the autumn to examine and discuss its findings, drawing out the policy implications. These would serve to better inform the agenda of the High-Level Group that will meet in the late autumn. These changes have been suggested both by EFA partners and by UNESCO's 2005 General Conference.

49. Regional meetings concerned with education, such as conferences of ministers of education and ADEA, produce outputs that are of immediate relevance to EFA. Similarly, such meetings may benefit from input deriving from international EFA fora. It is important to facilitate reciprocal communication and exchange in order to maximize approaches to achieving the EFA goals.

Widening the scope of monitoring at national level

50. The *EFA Global Monitoring Report* is the world's most-respected publication on EFA-related analyses, systematically providing the latest data available and offering an analysis of the factors that facilitate and impede the realization of the EFA goals. Its strength lies in its editorial independence, the calibre of its staff and Editorial Board, the availability of adequate resources, and the quality of the report and its data analysis. As part of the drive towards evidence-based policy-making in EFA, there are calls for "regional education summits" every two to three years to examine EFA progress (like the spring 2005 Pole-Dakar report and meeting) in each region; these will build on and reinforce existing regional education fora.¹⁰ Further, there is an ongoing need for further data on financing gaps, particularly in the least-developed countries.

51. The 2008 edition of the GMR will present a review of global progress towards the six EFA goals. As a complement, UNESCO will facilitate reviews at national level, with the aim of capturing and analysing disparities within countries to improve policies, thus developing better indicators and greater capacity for monitoring the implementation of EFA. National analyses will be synthesized into regional reports. This process, to take place during 2006 and 2007, will also give attention to building national capacity in the collection and analysis of more finely disaggregated data. Together with the GMR team, UIS and its regional bureaux, and other partners, UNESCO will plan during 2006 how to support extended monitoring activities and structure such work in an

¹⁰ Such fora include MINEDAF (Africa, every four years), ADEA, MINEDARAB (Arab region), Latin American ministerial meetings, various subregional meetings in Asia and the Pacific, and so on.

effective and efficient manner, and with integrity. Similarly, the 2014-2015 period will similarly serve to conduct an overall review of global EFA efforts.

Ongoing consultations with EFA partner agencies

52. In responding to the calls made by the Executive Board and the Brasilia EFA High-Level Group that the Global Action Plan be drawn up in close consultation with partner agencies, in particular with the other four convening agencies of Jomtien and Dakar (UNDP, UNFPA, UNICEF and the World Bank), consultations have been taking place in the following ways:

- through the deliberations of the EFA Working Group (July 2005), the FTI Technical Meeting (September 2005), the EFA Ministerial Round Table (October 2005), the Beijing EFA High-Level Group (November 2005) and the Monterrey E-9 Ministerial Review Meeting (February 2006), where the broad directions of the Global Action Plan have been supported and endorsed;
- through the debates of the 33rd session of the General Conference of UNESCO, particularly in regard to documents 33 C/5 and 34 C/4, including consideration of the outcomes of the Ministerial Round Table on EFA;
- through bilateral discussions with high-level representatives of Member States, multilateral and bilateral agencies, and civil society;
- through visits to and technical exchanges with key partner agencies, building greater willingness to engage with the further development of the Plan and preparing for a high-level meeting of heads of convening agencies in mid-2006 to affirm, if possible, the Global Action Plan.

The next steps in developing this process are likely to include a focused inter-agency retreat, further consultation with bilateral donors at the FTI Technical Meeting in Moscow (March 2006), discussions with UNICEF on its new Medium-Term Strategy on Education (2006-2009), and further face-to-face consultations with senior officials of partner agencies.

VI. STRATEGIC DIRECTIONS OF EFA INTERNATIONAL PARTNERS

53. The overriding objective is to assist countries to achieve the EFA goals by 2015. EFA international partners will only be effective in doing this if they focus on a limited number of strategic directions which are, at one and the same time, general enough to allow for flexibility and adaptations at the regional, national, and local levels, while being specific enough to translate a global strategy into concrete planning and budgeting processes.

54. The following is a brief presentation of the major directions in EFA which the five Dakar sponsors envisage over the next 10 years, and this Plan, as it develops, will include in the appendix those of other major players including NGOs.

UNESCO

55. As UNESCO enters into a process of devising a new Medium-Term Strategy (2008-2013) on the basis of extensive consultations, the area of education will be of central importance. A vital aspect of this will be the fashioning of a comprehensive response to the remaining EFA challenge.

This Global Action Plan has identified the following key areas and approaches that inform this response:

- **“From Access to Success”**: This means enrolling all eligible learners in school, including marginalized populations, and enabling them to remain there and achieve success. This requires a constant emphasis on developing contextually effective strategies and improving the quality of education, and the approach will be aligned with EDUCAIDS. EFA partners should work together to develop and promote imaginative approaches to education and learning that include all – for success (see Annexes VI and VII).
- **Literacy**, for both children and adults, is a critical component, and UNESCO will pursue the Literacy Initiative for Empowerment (LIFE), identifying and supporting the implementation of best practices at the country level, in the context of the United Nations Literacy Decade (see Annex IV).
- **Workforce education**: There is a deepening need to enrol and graduate more students in secondary education, whose curricula should have as a goal to create “Thinkers who work and workers who think”. Secondary and post-secondary education, as well as technical and vocational education and training (TVET), must be linked to the development of an appropriate workforce. Educational and training opportunities for out-of-school youth, along with non-formal learning, have a major place.
- **Teacher training** is a priority development area. There is a need to identify best practices and pursue training and professional development aggressively. UNESCO will focus on this through its Teacher Training Initiative in Sub-Saharan Africa (TTISSA). Also, UNESCO should lead and coordinate the global effort to quantify the widening “teacher gap” and devise potential solutions to it, in alignment with the UNESCO-led EDUCAIDS initiative (see Annex V).
- **Technology** will transform the use of time, space and responsibility: UNESCO should identify the transformational capacity of technology to support high-quality learning in all formal and non-formal settings. As a critical, cross-sectoral component of the Organization’s capacity, it will include the development of IITE, IICBA, and the Higher Education Division to create “centres of excellence” at universities for teacher training and human resource development.

56. UNESCO will support these educational directions in at least the following ways:

- **Capacity-building** at the regional and national levels: UNESCO and its Institutes will address the clearly articulated need for the continued development of educational staff in ministries, schools, universities, and other contexts. These include, but are not limited to, the in-country capacity to plan, to manage, and to conduct research and evaluation programmes on the effect of educational programmes at all levels (see Annex VIII).
- **The UNESCO Education Portal**: As part of its standard-setting and clearing-house functions, all of UNESCO’s strategic objectives should be presented in terms of their results, attained in the field or through research, on a global portal for ease of use and comment by the field. The platform(s) should be organized by initiative and by each of the six EFA goals in order to show clearly what UNESCO is doing to achieve the goals, whether, for example, in policy or practice, finance or pedagogy.

- **Accountability to and partnership with Member States:** As the financial, economic and social aspects of sustainable development and educational strategies become increasingly intertwined at the global as well as regional and national levels, the Education Sector's role as the intellectual partner and advocate for national educational strategies and plans is more important than ever.¹¹ UNESCO will continue to work with ministers of education in developing countries towards ensuring that its programmes and activities are better aligned to support national plans and strategies in EFA. Regular monitoring and evaluation of the impact of UNESCO's interventions will be carried out in conjunction with ministers of education.

UNICEF

57. Education is central to UNICEF's mission on behalf of the world's children, in its own words: "UNICEF approaches education with a vision that relates to the growth and development, as well as the welfare and well-being of all children" and "UNICEF supports and promotes quality education for all as a right."¹²

58. "Basic education and gender equality" are grouped as one of the five focus areas of UNICEF's Medium-Term Strategic Plan 2006-2009, based on the two relevant MDGs. In achieving gender parity, UNICEF works with partners in the United Nations Girls' Education Initiative (UNGEI). UNICEF also supports partners in the pursuit of the other EFA goals, and the Fast Track Initiative (FTI).

59. In keeping with its broad mandate for children's development and well-being, UNICEF focuses, with particular emphasis on country-level action, on the following elements of the EFA agenda:

- improving children's readiness to start primary school on time through programmes in early childhood care, learning and development;
- reducing gender-based and other disparities in relation to increased access, participation and completion of quality basic education;
- improving educational quality and increased school retention, completion and achievement rates, through use of "child-friendly" school models and links with initiatives by the WFP to support school feeding programmes;
- working to restore education in emergency and post-conflict situations, and to help safeguard education systems against threats such as HIV and AIDS.

60. In addition, UNICEF has an emerging focus on secondary education for adolescents, especially for girls, for whom life-skills-based education is critical.

¹¹ This was underlined in the Communiqué of the Ministerial Round Table (Paris, October 2005), and further stressed during the HLG meeting in Beijing.

¹² UNICEF Note to EFA Task Force (Paris, 24-25 January 2005), p. 1.

World Bank

61. The educational strategy of the World Bank is twofold: pursuing Education for All (EFA) and Education for the Knowledge Economy (EKE).¹³ The MDGs are the development framework within which the World Bank addresses education, focusing on the two goals of universal primary education and gender equality in schooling, while also recognizing that support for the full EFA agenda is required in order to achieve the MDGs. The pursuit of these goals is linked with improving learning outcomes and enhancing educational quality, with ensuring labour market relevance and the acquisition of productive skills, and with better prospects for achieving the health MDGs.

62. The World Bank places emphasis on an “improved policy environment” as the single most important driver of EFA. Primarily, the World Bank supports EFA efforts through multidimensional endeavours:

- (1) promoting early childhood development;
- (2) increasing access and equality as well as learning outcomes;
- (3) focusing on girls’ education to improve dropout and retention rates, as well as learning outcomes;
- (4) helping education systems cope with HIV and AIDS;
- (5) promoting EFA prospects in post-conflict countries.

63. Moreover, the World Bank aims at increasing the impact of Adult Basic Education programmes as a part of EFA planning, while it has strengthened support for non-formal education efforts for children and youth to help improve their transition to the labour market.

64. Apart from these endeavours, the World Bank leads the Fast Track Initiative (FTI) as a principal vehicle both for mobilizing more resources and harmonizing donor engagement towards EFA. In addition to financial support through regular loans, concessional IDA loans and IDA grants, the World Bank will use its analytical capacity to push for a clearer results orientation in education, both in terms of assessing and systematizing learning outcomes across countries and in understanding the impact of education on society. This leads to a strong support for universal primary completion, rather than merely enrolment.

65. Beyond EFA, the EKE focus stresses the role of secondary and higher education in developing human capital, linked to labour market requirements and leading to greater national economic competitiveness.

66. The World Bank structures its work around a single country-led strategy, and focuses also on potential partnerships with the private sector.

UNFPA

67. UNFPA is an “international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity”. The main areas in which UNFPA assists countries include: (1) formulation of policies and strategies to reduce poverty and support

¹³ See World Bank: Education Sector Strategy Update, 2005.

sustainable development; (2) collection and analysis of population data that can help them understand population trends and its use for policies and programmes to reduce poverty and to ensure that every pregnancy is wanted, every young person is free of HIV and AIDS, and every girl and woman is treated with dignity and respect; and (3) ensuring the close links between development and reproductive health and gender equality.

68. Basic education is viewed by UNFPA as an important prerequisite to sustainable development and as a factor in the development of well-being through its links with demographic as well as economic and social factors. Many UNFPA programmes integrate education, in the promotion of population and family life education, through sexual and reproductive health education, including peer education, and life skills development especially in the context of HIV prevention. In support of the EFA goals and strategies, UNFPA also undertakes:

- advocacy for the EFA goals in its global, regional and country programmes;
- advocacy for policy and programme support for girls' education, especially the elimination of gender biases within education systems and programmes. This includes a focus on girls' education in areas affected by armed conflict, and addressing sociocultural factors that limit girls' schooling such as early marriage and teen pregnancy, and promoting the links between girls' education and reproductive health;
- promotion of basic literacy programmes in relation to reproductive health, gender and HIV and AIDS programmes;
- supporting adolescents and youth by meeting their needs in the areas of health care, economic opportunity and life skills.

UNDP

69. UNDP, in their words, is the “United Nation ’s global development network”, which links and coordinates efforts at the national and international levels in order to achieve the MDGs. This is done through developing capacity, sharing knowledge, working in partnerships and advocating the case for change, with special focus on five areas:

- (1) democratic governance;
- (2) poverty reduction;
- (3) crisis prevention and recovery;
- (4) energy and environment;
- (5) HIV and AIDS.

70. These areas will be addressed in consideration of cross-cutting themes, including:

- capacity development;
- knowledge networking;
- gender in development;

- human rights;
- information and communications technology (ICT);
- South-South cooperation.

71. A key function of UNDP is to coordinate United Nations agencies' work at national level, as "Resident Coordinator".

72. Although EFA is not explicitly included in the frame of reference of its areas of practice, educational elements are embedded in different dimensions of UNDP's operations. The current Second Multi-Year Funding Framework (2004-2007) proposes five core goals that imply learning or educational processes of some kind. As Resident Coordinator at the country level, UNDP plays an important role in linking poverty reduction strategies, including PRSPs, to the MDGs, EFA and other frameworks such as UNDAF, and in ensuring the most effective use of United Nations and international aid resources.

VII. FROM INTERNATIONAL FRAMEWORK TO NATIONAL ACTION

73. This Plan is a working and dynamic document which will best facilitate joint and coordinated action when it is used as a point of reference by partners in EFA in dialogue and in building cooperation.

74. The key arena for action in EFA is at national level, in the context of each country's educational policy and plan. This Action Plan provides a coherent framework for coordinated and complementary action by international agencies in support of country-level implementation. The areas of strategic focus suggest how such support may be targeted, given the endless range of needs and possibilities. The five areas of support to national action have been identified in many EFA discussions as essential to the promotion and implementation of EFA in every context.

75. However, beyond that, specific priorities and their phasing/timing, methods and approaches, costings and allocation of resources – these will all be determined at country level, in context.

76. Coordinated support at national level will result from a commitment to dialogue that is regular, focused, and of high quality, at the national level and at the international level. At national level, multilateral and bilateral partners are committed to greater coordination, harmonization and alignment with national priorities as part of the wider development processes, in particular the Paris Declaration on Aid Effectiveness. Dialogue at that level, orchestrated by the government and involving all EFA stakeholders, will be the lifeblood of cooperation. At international level, dialogue will ensure that agendas are complementary and mutually supportive, on condition that agencies pass on to their national level representation both information on and commitment to the spirit of dialogue.

77. Coordination responsibilities for the overall EFA effort and the contributions of each agency are an integral part of this Plan, which does not prescribe solutions or actions; it rather suggests processes and areas of action in support of the national level, captured at the end of each section, around which dialogue may proceed.

Proposed draft decision

78. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 171 EX/Decision 7 and 33 C/Resolution 15,
2. Further recalling the EFA Strategic Review (170 EX/8) and UNESCO's EFA strategy for the 2005-2015 period (171 EX/8),
3. Having examined document 174 EX/9,
4. Thanks the Director-General for the efforts undertaken to develop the Global Action Plan for achieving EFA by 2015 and the corresponding implementation plans on UNESCO's strategic objectives;
5. Takes note of the steps taken to intensify consultations and high-level dialogue with all key international stakeholders, in particular to convene the Heads of the five convening agencies of Jomtien and Dakar by mid-2006 to discuss and, if possible, affirm the Global Action Plan;
6. Welcomes the proposed Global Action Plan for achieving EFA by 2015, and requests Member States to continue to urge key international stakeholders through their governing bodies to support UNESCO on an ongoing basis in its efforts to further elaborate the Global Action Plan and to ensure its successful implementation;
7. Notes that the Director-General has initiated the development of a management framework for a decentralized and results-oriented education programme;
8. Requests the Director-General to initiate measures to strengthen UNESCO's capacity in implementing the Global Action Plan for achieving EFA by 2015;
9. Further requests the Director-General to keep the Executive Board regularly informed regarding the additional extrabudgetary resources which may be necessary for the Organization to efficiently implement the Global Action Plan for achieving EFA by 2015, including the above-mentioned management framework;
10. Invites the Director-General to report regularly to the Executive Board on the progress of implementing the Global Action Plan and the new management framework.

ANNEX I**TIMELINE**

The timeline is presented in three parts:

- Part 1 details regular, mostly annual, events which either contribute directly to EFA coordination or offer an opportunity to link EFA with wider development agendas;
- Part 2 presents a timeline over the five years 2006-2010, noting events, trends and pledges relating to EFA;
- Part 3, yet to be elaborated, will present the later years of EFA endeavours, 2011-2015.

Part 1. Regular meetings, events and actions

Areas	Regular meetings, events, actions	
Alliance-building and political momentum	EFA meetings	International coordination WGEFA (annual) HLG (annual) FTI Partnership meeting (annual) FTI technical meetings (biannual) Regional meetings (e.g. UNESCO Bangkok, South-Asian Minister's EFA Forum) E-9 Ministerial Meeting (biennial) Ccngo Regional coordination Regional Education Project for Latin America and the Caribbean (PRELAC) Ministers of Education of African Member States (MINEDAF) AU Conference of African Ministers of Education (COMEDAF) Regional Committee on Education in Asia and the Pacific (EDCOM) APPEAL Thematic partnerships United Nations Girls' Education Initiative (UNGEI) Education for Rural People The Interagency Network for Education in Emergencies (INEE)
	Other major events for advocacy on EFA	International meetings G-8 (July) ECOSOC OECD/DAC High-Level meeting OECD/ED IBE – International Conference on Education World Economic Forum (January) Commission on Human Rights Commission on the Status of Women Committee on the Rights of Child Oxford international conference on education and development Harvard University conference Stanford University Business of Education conference Comparative and International Education Society World Council of Comparative Education British Association for International and Comparative Education Regional meetings Parliamentary Forums and New Partnership for Africa's Development (NEPAD) ADEA African Union UNRWA

Areas	Regular meetings, events, actions	
	Agency meetings	Meetings of governing bodies UNESCO's Executive Board (two sessions – April and October) and General Conference (Biennial – October) WB/IMF's Development Committee (twice – Spring – March/April and Autumn – September/October) UNICEF's Executive Board (three sessions – January, June and September) UNDP/UNFPA – Executive Board (two regular sessions in New York – January and September and Annual Session in Geneva – September)
Communication and advocacy		Events EFA Week International Days International Mother Tongue Language Day (21 February) International Women's Day (8 March) Africa Day (25 May) International Literacy Day (8 September) World Teacher's Day (5 October) World AIDS Day (1 December) United Nations Day for South-South Cooperation (19 December)
Monitoring		Reports GMR (Annual – November) FTI Status Report (Annual – November) Global Education Digest by UIS (annual)

Part 2: Timeline (2006-2010)

Areas		2006	2007	2008	2009	2010
Alliance-building and political momentum	EFA Meetings	WGEFA, HLG (Egypt) and FTI meetings E-9 (Mexico) Heads of Agencies meeting on GAP	Realigning the sequence of WGEFA, HLG and GMR launch MINEDAF IX	E-9		E-9
	Other major events	G-8 (Russia) OECD Commission on the Status of Women (March) Commission on Human Rights UNGEI Global Advisory Committee Meetings ECOSOC African Union	Oxford International Conference			
	Agency meetings		UNESCO General Conference (34th session)		UNESCO General Conference (35th session)	

Areas		2006	2007	2008	2009	2010
Research and policy work		Identify key areas and launch research (UNESCO)				
		Establishing and maintaining a database (UNESCO???)				
Capacity-building		UNESCO's capacity-building activities				
		Reviewing a framework/model for capacity-building (UNESCO)				
		EPDF/FTI				
		WB & World Bank Institutes' capacity-building activities				
Communication and advocacy		EFA Week (Teacher)				
		Development of UNESCO's EFA Advocacy and Communication strategy	Alignment of communication strategies – EFA and EFA-FTI			
	Development of EFA-FTI strategy					
Monitoring		GMR (ECCE)				
		Review of EFA progress Planning for extending monitoring activities (GMR, UIS, UNESCO)	GMR (Global Review) Global Review of EFA progress			

Areas		2006	2007	2008	2009	2010
Resource mobilization	ODA	Pledges G-8 and other donors increase aid by \$50b/year by 2010 (annual average increase of 12.2% in real terms)				High-income countries to achieve 0.54% of GDP (The Millennium project)
		Cancellation of multilateral debts of eligible HIPC				
	ODA – ED	Donors to double current levels of ODA to education				
		\$7-8b/year to Africa (Commission for Africa)				
		Establishment of a working group on debt-swap in education (UNESCO)				
	Domestic resources	Increase the proportion of national budgets allocated to ED and BE Abolition of school fees				

Areas		2006	2007	2008	2009	2010
	FTI	<p>FTI 18 countries (out of 81 IDA eligible countries) with appraised and endorsed sector plans + additional 11 countries (Programme cost 2005-2008: \$4.2b/year – Donors projection: \$450m/year through regular channel and the Catalytic Fund and 76% domestic funds)</p>	Additional 8 countries	Additional 7 countries		
		FTI Catalytic Fund \$45m – 7 countries with a further \$122.5m committed to 9 countries	\$292m (2003-2007)			
		EPDF \$21.83m (Pledged)	\$2.09m (pledged)			
Aid effectiveness		<p>Reinvigoration of national EFA Fora (UNESCO) Development of guidance note on sector support? (UNDG) Implementation of the Paris Declaration Implementation of the UNDG Action Plan</p>				
UNESCO's lead coordination role		<p>ED Sector Management Reform Strengthening the clearing-house and standard-setting roles Strengthening its field operations and capacities</p>	<p>Strengthening the clearing-house and standard-setting roles Restructuring its field work and building field capacity</p>			

Part 3. Timeline (2010-2015) – to be elaborated.

ANNEX II

INTERNATIONAL PARTNERSHIPS IN EFA

UNLD

Also initiated by the United Nations General Assembly, the United Nations Literacy Decade (2003-2012) will generate momentum, within the EFA framework, so that women and men and people everywhere of every age access literacy as a tool for learning and a means to take part in society, in ways that are relevant locally and that open up wider opportunities. As for the DESD, UNESCO is the coordinating agency and a similar broad engagement of partners is a basic premise.

UNDESD

Established by decision of the United Nations General Assembly, the DESD (2005-2014) aims to promote the values and behaviour patterns of sustainable development through both the content and the process of education. EFA works to provide learning opportunities, for which DESD offers both ethos and content. With UNESCO as the coordinating agency, the Decade cuts across the United Nations system and calls for the active engagement of governments and civil society, from national down to community level.

WPHRE

Adopted by the United Nations General Assembly in 2005, the WPHRE Plan of Action provides: (i) a definition of human rights education in the school system based on internationally agreed principles; (ii) a user-friendly guide to developing and/or improving human rights education in the school system, by proposing concrete actions for implementation at the national level; and (iii) a flexible guide which can be adapted to different contexts and situations.

Civil society partnerships

The Collective Consultation of NGOs on EFA (CCNGO) is a key dialogue partner of UNESCO which facilitates civil society participation in the Dakar follow-up; it links more than 600 international, regional and national NGOs and networks.

The Global Campaign for Education is a civil society initiative – a coalition with strong membership from teachers' unions and other NGOs and which campaigns vigorously with the international aid community for more resources for EFA, organizing, for example, the annual Global EFA Action Week.

UNGEI

UNGEI partners mobilize resources for both targeted project interventions and country programmes as well as large-scale systemic interventions designed to impact on the whole education system. UNICEF leads the initiative and provides the secretariat, and partners include other United Nations agencies, governments, civil society and the private sector.

Education for rural people

Most groups who are marginalized from high-quality and relevant learning opportunities are in rural areas. This partnership focuses on the specific learning needs of rural people, in terms of access, quality, the environment and outcomes of learning, both for adults and children. It also aims to improve institutional capacity in planning and implementing education for rural people. The Food

and Agriculture Organization (FAO) and UNESCO jointly lead this partnership which includes a wide range of governmental and non-governmental partners at international and national levels.

FRESH

The FRESH initiative – Focusing Resources on Effective School Health – provides an over-arching framework for international agencies, civil society and others to cooperate in promoting the linkages between school health and quality education. Under the FRESH banner, partners work separately and together to produce tools and resources for school health promotion, including providing relevant training for health and education personnel. The FRESH partners also respond to country requests for policy input and capacity-building to support school health programmes. FRESH draws on the particular strengths of each partner agency and brings ministries of health and education together for dialogue at national level.

Education for people with disabilities

Disability is both the cause and consequence of poverty, and the partnership aims to act as a catalyst to ensure that the right to education and the goals of the Dakar Framework are realized for individuals with disabilities. The partnership includes United Nations agencies, international and national disability organizations and donors. With a secretariat shared between the University of Oslo and UNESCO, the partners pursue the need for policy-makers and NGOs to work directly and in partnership with local, national, regional and global organizations comprised of and representing individuals with disabilities and their families.

Teachers and the quality of education

The crucial role of teachers in achieving quality education and the need to give attention to teacher status and conditions form the basis of this partnership. It aims to facilitate dialogue among teachers, their institutions and associations on promoting quality teaching and sound learning, and it builds on the initiatives of the three partners: ILO, Education International and UNESCO.

Education in situations of emergency and crisis

Structured in an open and flexible manner, the Interagency Network for Education in Emergencies (INEE) aims to reach out to education practitioners around the world working in situations of emergencies and crisis. INEE promotes access and completion of education of high quality for all persons affected by emergencies, crises or chronic instability. It also promotes inter-agency communication and cooperation in order to improve responses to emergency education. The partnership, whose secretariat is housed in UNESCO, involves a wide range of multilateral and civil society organizations and foundations.

ANNEX III

WHERE CAN COUNTRIES FIND SUPPORT IN THE FIELD OF LITERACY?

This table is indicative of what countries can expect in terms of support for literacy from the five United Nations stakeholders in EFA. It does not attempt to provide a comprehensive description of all that the five agencies are doing in the field. Nor does it propose to cover all country needs in literacy. Its purpose is to map the areas where United Nations agencies can provide support, and to identify where there is complementarity, and also gaps. Such mapping could also be carried out for the other EFA goals, for example in the fields of gender parity and equality, primary education or early childhood care. We chose to focus here on literacy because it is the theme of the *2006 Global Monitoring Report*.

Areas of support to literacy	UNDP	UNESCO	UNFPA	UNICEF	World Bank
Advice in national planning, management and finance for literacy , within education sector and national development plans.		Yes, through Headquarters, field offices and the institutes.	Yes	Yes	Yes
Policy input , for example regarding: <ul style="list-style-type: none"> ▪ languages in education ▪ the relationship between literacy and other issues (gender inequalities, health, poverty, etc.) 		Yes, for example through LIFE.	Yes, in particular on the linkages between literacy and health issues and family planning.	Yes, in particular with regards to girls' education, as well as women, out-of-school youth and children in emergency situations.	Yes
Project and programme support		Yes, for example Community Learning Centres in Asia	Yes, health and family planning programmes often include literacy training.	Yes	Yes
Technical capacity-building <ul style="list-style-type: none"> ▪ training educators ▪ training administrators and managers 		Yes, for example through LIFE.		Yes, in particular in training teachers and childcarers.	Yes
Development of a literate environment <ul style="list-style-type: none"> ▪ book sector policy ▪ textbook and learning material development ▪ promotion of the press and other communication media, incl. ICTs 	Yes, through the promotion of community ICT centres.	Yes, for example learning materials.			Yes, especially in terms of book sector policy and the provision of textbooks.
Financial support <ul style="list-style-type: none"> ▪ loans ▪ grants ▪ seed money 	Yes, grants to projects that may encompass literacy, for example under the cross-cutting theme of gender mainstreaming. However neither literacy nor education are currently primary focus areas for UNDP.	Yes, in the form of grants and seed money. Average annual regular budgetary commitment to literacy for the period 2000-2005 was \$2,829,000. Average annual extrabudgetary disbursements for the period 1999-2003 \$5,087,000 (GMR 2006)	Yes, grants for projects and programmes that provide literacy training combined with information on reproductive health and family planning.	Yes, in the form of grants. Average annual funding (disbursements) for literacy for the period 1995-2003 was \$2,803,000 (GMR 2006)	Yes, in the form of loans and grants and largely within the context of funding to education sector and national development plans. Average annual funding (disbursements) for literacy for the period 1995-2003 was \$11,089,000 (GMR 2006)

Areas of support to literacy	UNDP	UNESCO	UNFPA	UNICEF	World Bank
Building partnership ▪ with civil society ▪ with the private sector ▪ with donors		Yes, through LIFE, and with civil society through the CCNGO-EFA.	Yes	Yes	Yes
Coordinate international actions	Yes, as the primary coordinator of United Nations agencies at the country level.	Yes, as lead agency for the UNLD, UNDESD and EFA.			
Monitoring and assessment	Yes, through its annual <i>Human Development Report</i> . UNDP uses literacy as an indicator for the Human Development Index.	Yes, through LAMP, the GMR, Non-Formal Education Management Information Systems (NFE-MIS), and the UIS	Yes, through its annual <i>State of the World's Population</i> .	Yes, through its annual <i>State of the World's Children</i> .	Yes, through its annual <i>World Development Report</i> .
Advocacy		Yes, for example through the GMR and LIFE and through the International Literacy Day and International Literacy Prizes.	Yes, through the <i>State of the World's Population</i> and other publications.	Yes, for example through its annual <i>State of the World's Children</i> .	Yes, for example through its annual <i>World Development Report</i> .
Research		Yes			Yes
Information sharing		Yes, for example through the UNLD Portal.			Yes

ANNEX IV

Literacy Initiative for Empowerment (LIFE)

GOAL	To increase literacy levels for development, targeting indirectly all the six EFA goals and directly EFA goals 3 & 4 and MDG 1 on poverty eradication. Goal 4: To contribute to 50% improvement in levels of adult literacy by 2015 Goal 3: To contribute towards ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and lifeskills programmes										
TARGETS	35 countries with a literacy rate of less than 50% or a population of 10 million or more people who lack basic literacy competencies. Target populations are illiterates excluded from education especially: Out-of-school children and youth; adults; particularly women and girls.										
OBJECTIVES	Promote literacy policies and practices within existing national education and development frameworks.					Provide target groups with quality and relevant literacy learning opportunities linked to development programmes.					
IMPLEMENTATION STRATEGY	While respecting country's ownership, LIFE's implementation and external support mechanism should be fully integrated in the CCA/UNDAF process. In collaboration with UNESCO and its partners, each country will undertake needs assessment work to identify gaps in the areas such as policy, programme, human and financial resources, data and information. This will be followed by the development of LIFE Country Programmes (LCPs) that will serve as the national strategy document to achieve LIFE goals.										
STRATEGIC AREAS OF FOCUS*	1. Advocacy and Communication to increase the public and political commitment of stakeholders.		2. Technical assistance for literacy policy development, stressing the links with PRSP, MDG, health, gender, and human rights.		3. National capacity-building for programme management, monitoring and evaluation in Literacy and literacy assessment.		4. Promotion of innovations through research and exchange of good practices, involving universities and civil society organizations.		5. Promotion of South-South cooperation and information sharing, with the creation of literacy learning networks.		
TIME-FRAME**	2005: Preparatory Phase: (a) Country Profile development; (b) LIFE Country Programme development										
	1. Country Profile Development – Objectives: (a) Collect basic information on the country situation in the area of literacy and NFE, i.e. identification of policy and institutional frameworks, main literacy programmes and good practices, providers and partners (b) Identify major gaps and priority needs in literacy; (c) Provide a basis for country selection for the operational phases based on established criteria.										
	2. Selection of the first wave of 5-10 countries and undertaking in-depth research and needs assessment, based on which a country operational plan will be developed.										
	3. Establishment of partnership at national and international levels and an inter-agency network for literacy. Organization of an annual meeting.										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
	First Implementation Phase										
11 countries for the 1st implementation phase: Mali Niger Nigeria Senegal Egypt Morocco Sudan Yemen Bangladesh Pakistan Haiti		Country Programme development		Second Implementation Phase							
		Country Programme development		Third Implementation Phase							
		LIFE mid-term evaluation		Enhancing LIFE implementation by reviewing the outcome of the mid-term evaluation and exchanging experiences among 34 countries.						overall evaluation	
Mutual learning among operational and non-operational countries, facilitated by the literacy portal, will be ongoing for all 34 countries. Adequate support has to be given to those countries that are not in the operational round. This could include initial support for undertaking advocacy work and strengthening of policies.											
Monitoring and Assessment activities Reporting on literacy levels attained through inter-agency partnerships and networks, annual meetings of inter-agency network.											

* Activities will necessarily be country-specific and will be detailed in the country operational plans based on country priorities. The list of activities is therefore indicative.

** The integration of countries into the operational phase is planned as described; however, UNESCO will remain flexible in integrating new countries into the operational phase, depending on funding availability and the state of preparedness.

ANNEX V

Teacher Training Initiative in Sub-Saharan Africa (TISSA)

GOAL	For each country: to more directly relate teacher policy to national development goals; to improve the quality of teacher education; to increase teacher recruitment and retention; to enhance the status and working conditions of teachers.										
TARGETS	46 sub-Saharan governments; Teacher education institutions and teacher educators; teachers and other key educational personnel: school heads, trainers of trainers, schools inspectors, etc.; Non-formal education teachers.										
IMPLEMENTATION MECHANISM	<p>(1) Dynamic national information mapping (evaluate national teacher education situations; identify country priorities for teacher education; assess the roles, activities and impact of donors, other United Nations agencies, regional agencies).</p> <p>(2) A full-time country-designated educationist to guide TTISSA over four years for sustainability and ownership.</p> <p>(3) Regular monitoring and reporting</p> <p>(4) Association with the other two core UNESCO initiatives: LIFE and EDUCAIDS.</p>										
IMPLEMENTATION STATUS	A High-Level Experts' Meeting, held at UNESCO (Paris, 19-21 October 2005) marked the official launching of the Initiative and the adoption of a plan of action. Proposals regarding the appointment of TTISSA national coordinators have been received and evaluated by UNESCO in December 2005. A first meeting of the TTISSA national coordinators, representing the first 17 reference group countries, will be organized by the Division of Higher Education in cooperation with UNESCO Regional Office in Dakar and UNESCO International Institute for Capacity-Building in Africa (IICBA), from 9 to 11 March 2006, in order to discuss and begin to define national TTISSA work plans.										
EXPECTED RESULTS	<p>Expected results for each country in each four-year cycle: (1) A comprehensive teacher education plan, including both formal and non-formal education, developed as part of sector-wide national education plans; (2) Improved quality of training in teacher training institutions, through upgraded curricula and pedagogy, especially in priority subjects such as HIV/AIDS prevention, literacy, and ICTs; (3) the severe teacher shortage and the status of teachers recognized as a key national development issue, addressed by governments and supported by donors; (4) Internationally agreed standards and national policy regarding HIV/AIDS Prevention integrated and implemented in teacher training curricula.</p> <p>NB: The above are all generic expected results; there will be specific results, per each country, depending upon the particular areas of intervention for which the country wishes UNESCO to be the catalyst.</p> <p>By 2015 UNESCO will have intervened in depth in interested sub-Saharan countries to bring their teacher policies, teacher training institutions and teacher education programmes into direct line with those countries' stated commitments for achieving the six EFA goals and poverty reduction goals.</p>										
TIME-FRAME	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
NUMBER OF COUNTRIES AND PHASES	16 countries: Angola, Burkina Faso, Cape Verde, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Ethiopia, Ghana, Guinea Conakry, Madagascar, Niger, Nigeria, Sierra Leone, United Republic of Tanzania, Zambia.			15 new countries							
			7 new countries				8 new countries				

ANNEX VI

UNESCO-Led Global Initiative on Education and HIV/AIDS (EDUCAIDS)

GOALS	The Global Initiative on HIV/AIDS and Education aims to support countries as they develop comprehensive education sector-based responses to HIV/AIDS, with a focus on children and young people, especially those who are most vulnerable. As part of the overall UNAIDS prevention strategy, and in concert with all relevant development partners, it will contribute to existing international goals, notably the Millennium Development Goals (MDGs), goals set by the United Nations General Assembly Special Session on HIV/AIDS (UNGASS), and Education For All (EFA).		
OBJECTIVES	1. Support selected governments as they prepare a comprehensive educational response to HIV and AIDS, aiming both at risk and vulnerability	2. Mitigate the impact of HIV and AIDS on education in selected countries	3. Address structural causes of vulnerability in and around the learning environment
ACTIVITIES (2006-2015)	<p>1. Implement EDUCAIDS global strategy to be available to all countries, upon request, to facilitate the identification of key needs to be met to ensure a comprehensive, full-scale educational response to the epidemic and to facilitate and support filling those gaps.</p> <p>2. Continue to advocate for EFA and for a better understanding of the linkages between the epidemic and EFA in the United Nations mechanisms, especially UNAIDS</p> <p>3. Improve the coherence, level and nature of UNESCO support to EFA processes and actions through an understanding of the nature and impacts of HIV and AIDS, and with special attention to all UNESCO areas of competence in relation to education – culture, social and human sciences, communication and science.</p> <p>4. Develop a multi-pronged communication strategy that emphasizes the importance of addressing HIV and AIDS for the achievement of EFA.</p> <p>5. Lead a global research and knowledge-building agenda that can contribute to better planning, more effective resource management, and improved practice through such approaches as the Fast-Track Initiative.</p> <p>6. Implement a broad partnership strategy, within the UNAIDS and EFA frameworks, that links closely to the EFA and DESD partnerships for value added.</p> <p>7. Undertake monitoring and evaluation of the progress of the educational responses to the epidemic with particular attention to using established monitoring mechanisms at country level, linking with the EFA Monitoring Report, and identifying UNESCO's particular added value.</p> <p>8. Ensure reporting on EDUCAIDS through both EFA and UNAIDS mechanisms in order to increase the profile of EFA in the communities addressing HIV and AIDS and the successes and lessons learned from addressing HIV and AIDS to the EFA communities for mutual benefit.</p> <p>9. Support countries in developing their abilities to better access financing, especially funds set aside to address HIV and AIDS that are available at country level, to contribute to the development of improved education systems that are sensitive to and responsive to the HIV and AIDS epidemic.</p> <p>N.B. As part of the EFA movement, EDUCAIDS links with, contributes to, and is complementary to other key elements of EFA, including the Decade of Education for Sustainable Development (DESD), the United Nations Literacy Decade (UNLD), the World Programme on Human Rights Education (WPHRE) and the Teacher Training in Sub-Saharan Africa (TTISSA).</p>		
IMPLEMENTATION STATUS	<p>The Initiative started implementation of country-level activities in 2005. Six countries have been chosen on the basis of government and development community willingness and preparedness, as well as considerations of prevalence and need. The number of countries may be adjusted upwards or downwards according to funding, and to country-level negotiations. With partners, UNESCO will carry out preparatory work in countries to:</p> <ul style="list-style-type: none"> • Map on-going programmes and projects; • Review national sector plans and HIV/AIDS plans and adjust as needed; • Review the calendar of development assistance mechanisms; • Review and put national numbers on targets in light of the in-country situation; • Assess unmet needs for a comprehensive education sector response; • Assess and specify financial needs and potential resources. <p>In 2006 an additional 10 to 20 countries will be included.</p>		

ANNEX VII

EDUCATION QUALITY – THE ESSENTIAL OF EFA IN THE TWENTY-FIRST CENTURY

GOALS	Assist Member States in the development of quality education. A key modality of action will be the improvement of curricula, textbook development, teacher education and learning environments within system-wide reforms.
OBJECTIVES	(1) Develop a consensus among EFA partners on new approaches to quality education as an integral part of EFA; (2) Develop education for peace, human rights and human security
ACTIVITIES (2006-2015)	1. Provide a forum and catalyst for debate on the topic and use such things as the 2003 Ministerial Round Table as a means for moving the debate forward, coming to consensus, developing norms, and guiding UNESCO advice and support.
	2. Advocate for quality as a key component of the right to a quality education for all, including as a means for maintaining enrolments at all levels.
	3. Serve as a locus for the conceptual and intellectual development of the concept of quality, consistent with United Nations norms and the requirements of Member States.
	4. Place learning at the centre of the concept of quality and learning throughout life as a key outcome.
	5. Continue to promote and develop those areas of quality that fall specifically within UNESCO's core mandate, including peace, human rights, equality, cultural diversity, language diversity, non-violence, and education for sustainable development.
	6. Urge that critical global issues that influence education be included in the quality equation, particularly the response to the HIV and AIDS epidemic.
	7. Provide models and frameworks for the practical applications of conceptual and intellectual developments for the improvement of quality throughout education systems, including at the level of the learning experience (seeking out the excluded, what the learner brings, content, processes and environment) and at the system level (legislative, policy implementation, management and administration, resources and measuring learning outcomes).
	8. Continue to focus on certain areas where UNESCO has value added, including textbooks, human rights and democracy education, multilingualism, and education for indigenous people.
	9. Work with partners for broader reach and improved learning in such areas as assessing learning outcomes where UNESCO is working with the World Bank, UNICEF, and OECD, for example.
	10. Serve as a locus of innovation, knowledge sharing, good practice, and experimentation through such resources as the Associated Schools Network.
	11. Serve as a source of technical support and capacity strengthening upon request.
UNESCO's work on quality will be aligned very closely with other initiatives relating to educational quality that support EFA, including the Decade of Education for Sustainable Development (DESD), the United Nations Literacy Decade (UNLD), the World Programme on Human Rights Education (WPHRE) and the Teacher Training in Sub-Saharan Africa (TTISSA).	
EXPECTED RESULTS BY 2015	1. Quality recognized as a key component for effective EFA policies and programmes.
	2. Monitoring and evaluation of quality improved through the development of the assessment of learning outcomes.
	3. Advocacy, networking and exchange of information concerning the quality of education enhanced.
	4. Education policies and programmes developed for learners and teachers that foster peace, tolerance, democratic citizenship and intercultural understanding, in particular through the development of textbooks, learning materials and related teacher training.
	5. Member States supported in the development of systems to assess learning outcomes, with a particular emphasis on quality in regard to EFA monitoring and on countries participating in UNESCO's three initiatives (HIV/AIDS and education, LIFE, and teacher education).
	6. Emphasis placed on the role of languages, cultural diversity and indigenous knowledge in education.

ANNEX VIII

SUPPORT TO EDUCATION SECTOR PLANS

GOAL	To assist Member States to strengthen their national institutional capacities in planning and implementation which integrate the six EFA goals.
TARGETS	UNESCO intervenes on country requests, giving priority to LDCs, sub-Saharan Africa, countries in conflict and/or post-conflict situations
IMPLEMENTATION STRATEGY	<p>UNESCO will provide technical assistance and capacity-building in such areas as those identified by national authorities in order to supplement and not substitute for national expertise. This will be complemented by the facilitation of the exchange of experience among countries of a given region and between regions.</p> <p>Synergy will be sought through cooperation between agencies with a view to avoiding the duplication, dispersal and fragmentation of support in the preparation of EFA Plans.</p> <p>UNESCO's active participation in CCA/UNDAF processes will ensure such synergy among United Nations agencies by: (1) contributing to setting up coordination mechanisms at country level in order to provide concerted and effective support to countries in the preparation and implementation of national EFA plans; (2) assisting countries in integrating sub-sectoral plans and agency-supported development projects into coherent and realistic EFA implementation frameworks; (3) sharing tasks with the other agencies and focusing its support on key technical areas identified by countries.</p> <p>In-house cooperation will be sought in order to ensure a holistic approach towards educational development in Member States, by taking into account their multidimensional aspects. Support will be given to strengthen technical capacities for sector analysis, policy formulation and action planning in areas covering not only EFA goals and target groups, but other education levels (higher education, teacher training, secondary education, TVET, etc.) that have impact on development of the basic EFA goals. Technical expertise will be provided by closely associating national experts ("learning by doing" and effective transfer of expertise), especially in identifying the remedial measures and policy provisions for the reform and development of education systems.</p>
BROAD AREAS OF TECHNICAL SUPPORT (2006-2015)	<ol style="list-style-type: none"> 1. Strategic planning (How to design realistic and feasible education policies and strategies). 2. Institutional reform (institutional analysis, policy options, implementation strategies, etc.). 3. Sector management (operational planning for plan implementation, monitoring and evaluation, deconstruction/decentralization, school administration and management). 4. Rational utilization of resources (staff development, recruitment and management; educational costing, budgeting, financing and resource mobilization; planning and management of educational space and facilities). 5. National stakeholder mobilization and donor coordination.