



An EFA Media Training Resource Kit

Education Makes News!

... the EFA drive goes beyond academic performance alone by supporting the full development of the learner. This is even more critical as globalization advances and information and knowledge become more accessible to all. Critical thinking and the acquisition of values and attitudes that build both personal identity and responsible citizenship are constituents of education for all. Above all, the most important challenge is for people to learn to live together in peace, recognizing cultural diversity as a factor that fosters a more dynamic and resourceful society.

— *Mr Koïchiro Matsuura, Director-General, of the United Nations Educational, Scientific and Cultural Organization (UNESCO) on the occasion of the International Meeting on the University Community and EFA UNESCO, 3 November 2004*



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Foreword

Featuring education stories on the front page has always been a challenge to many educators and development workers. These stories are regarded as “soft” news stories compared to “hard” news stories related to crime and violence, conflict, disasters etc. Education stories are stereotyped as being too mundane and therefore do not attract the attention and interest of media audiences worldwide.

But it is the news stories on education, literacy, health, nutrition and similar areas that make a difference in the lives of people, especially the poorest of the poor. For this reason, UNESCO considers it important to develop this toolkit, which is not only a training and resource kit but also an advocacy tool.

More than a decade since the Education for All (EFA) Movement was launched in 1990 in Jomtien, Thailand and following the reaffirmation of commitment made in Dakar, Senegal in 2000, many of the EFA goals remain unattained. Consider the following facts: the primary goal to achieve universal primary education in 2015 will most likely not be reached, as 47 million people worldwide remain out of school. Some 800 million people still lack basic literary skills, women accounting disproportionately for two-thirds of this total. In an increasingly knowledge-based global economy, about 115 million children are denied even the most basic primary education and most of the children who are not enrolled in school are in Sub-Saharan Africa and South Asia. In all these, we have only information concerning numbers and not the issue of quality education.

Education Makes News aims to mainstream education issues into the news agenda of international, national and community media. It is also intended for emerging online journalists, including those who write for web logs or blogs. It identifies story ideas and the appropriate information sources. The Kit will enable journalists to put a human face behind the usually cold education statistics, i.e., survival rate, participation rate, dropout rate, and basic and functional literacy rates which otherwise do not mean anything to the ordinary media audience.

The Kit encourages journalists to investigate further educational issues in their respective countries including analyzing education budgets, policies, programmes and trends and investigating other education issues in the context of the UN Millennium Developmental Goal (MDGs). It also provides some insight into the undeniable link between education and development including gender and child rights.

Education Makes News is also useful for education policy-makers, planners, and decision-makers, as it will help them to better understand the culture of media, and how media works. In doing so, they would be able to harness the

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power of media as a strong partner in educational reforms and in pursuing the goals and meeting the challenges of EFA. The Kit also has a section on Media Advocacy which civil societies will find very useful in working with media in pursuing the EFA agenda.

Meanwhile, the section on training provides information and ideas on how to plan and organize workshop for journalists and other stakeholders including suggested content, exercises, and discussions applicable to different intended audiences.

We invite you to use this toolkit extensively. Share it with colleagues and friends. You may also send us your feedback on how we can further improve it. By putting this kit to use, we have come to realize that Education for All is indeed the responsibility of all.

Education can make news!

Abdul Waheed Khan
Assistant Director-General
Communication and Information Sector



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Welcome

Welcome to Education Makes News, an EFA Media Training and Resource Kit.

Education Makes News is to help you better understand the international Education For All (EFA) initiative and to encourage you to become part of this global movement. If you are a journalist or media practitioner, this Kit will give you a wide range of information to assist you to write items on educational issues for your newspaper, magazine or radio/television station. The Kit will also bring EFA issues alive for teachers, students, parliamentarians, opinion shapers and educationalists, community leaders and NGOs. There are many exciting things happening in the education field. Education can make news!

The media have a key role in monitoring the effectiveness of Education For All and holding governments and the international community to account for their commitments to implementing the EFA goals.

You can learn on an 'individual' basis or use Education Makes News to hold workshops on the subject of EFA. Trainers will find all the necessary ingredients here to host a complete workshop - a daily curriculum, resource materials, ready-made presentations and more.

Now, let's see how Education Makes News!



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Abbreviations

ADB

Asian Development Bank

ACTafrica

AIDS Campaign Team for Africa

ADEA

Association for the Development of Education in Africa

ALLs

Adult Literacy and Life Skills Study

AMICAALL

Alliance of Mayors Initiative for Community Action on AIDS at the Local Level

ARV

Anti-retro viral

BLCC

Bunyard Literacy Community Council

BPRM

Bureau for Population, Refugees and Migration

BREDA

Bureau Regional de l'UNESCO pour l'Education en Afrique (UNESCO Regional Office for Education in Africa)

CCA

Common country assessment

CCNGOs

Collective Consultation of Non-governmental Organizations

CID

Center for International Development at Harvard University

CIDA

Canadian International Development Agency

CGIAR

Consultative Group on International Agricultural Research

CRS

Creditor reporting system

CSO

Civil society organization

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CONFEMEN

Conférence des Ministres de l'Éducation des Pays Ayant le Français en Partage
[Conference of Ministers of Education having French as a common language]

DAC see OECD

DAW/DESA/UN

Division for the Advancement of Women, Department of Economic and Social Affairs of the United Nations

DeSeCo

Definition and selection of competencies

DFID

Department for International Development, United Kingdom

DHS

Demography and health survey

E9

Nine high-population countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan)

EC

European Commission

ECCE

Early childhood care and education

ECD

Early childhood development

EDI

Education Development Index

Ed-SIDA/AIDS

Education and HIV/AIDS initiative

EENET

Enabling Education Network

EFA

Education for All

ESIP

Education Sector Investment Plan

ESP

Education Strategic Plan

ESSP

Education Sector Support Programme



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ETTA

East Timor Transitional Administration

FAO

Food and Agriculture Organization of the United Nations

FRESH

Focusing Resources on Effective School Health

FTI

Fast-Track Initiative

FYPPE

Five-year Plan for Primary Education

G8

Group of eight countries (Canada, France, Germany, Italy, Japan, Russia, United Kingdom and United States) and representatives from the European Union who meet to discuss economic and foreign policies

GABLE

Girl's Attainment of Basic Literacy and Education

GCE

Global Campaign for Education

GDP

Gross Domestic Product

GINIE

Global Information Networks in Education

GNP

Gross National Product

GREFCO

Groupe de Recherche, de Formation et de Conseils [Research, training and consulting Group]

GRETAf

Groupe d'Étude sur l'Éducation en Afrique [Study Group on Education in Africa]

HIV/AIDS

Human immuno-deficiency (or immunodeficiency) virus/ acquired Immune deficiency syndrome

IADB

Inter-American Development Bank

IALS

International Adult Literacy Study

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IBE UNESCO

Bureau of Education

IBRD

International Bank for Reconstruction and Development

ICRAF

International Centre for Research in Agroforestry

IDA

International Development Association

IDP

Internally displaced population

IEA

International Association for the Evaluation of Educational Achievement

IFAD

International Fund for Agricultural Development

IIEP

International Institute for Educational Planning

ILO

International Labour Organization

IMF

International Monetary Fund

INEE

Inter-Agency Network on Education in Emergencies

INES

International Indicators of Education Systems

INGO

International non-governmental organization

ISCED

International Standard Classification of Education

LAP

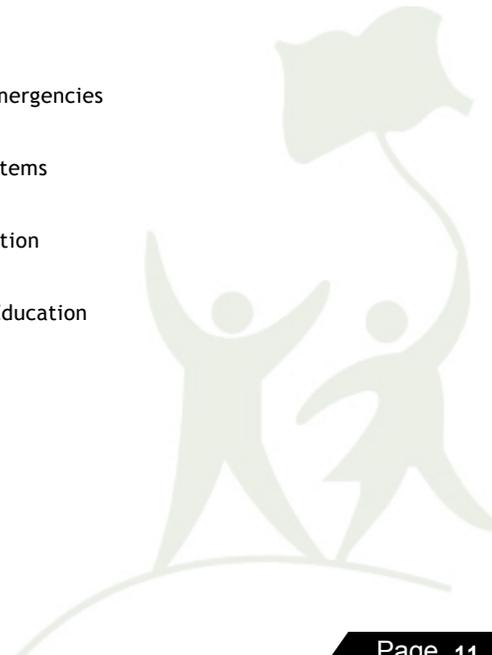
Literacy assessment practices

LDC

Least developed country

LNLS

Lao National Literacy Survey



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MEBA

Ministry of Basic Education

MICS

Multiple Indicator Cluster Survey

MinEd

Ministry of Education

MINEDAF

Conferences of the Ministers of Education of African Member States organized by UNESCO

MTT

Southern African Mobile Task Team on HIV & AIDS in Education

MLA

Monitoring learning achievement

MoE

Ministry of education

NACA

National AIDS Coordination Agency

NAFFRE

National Alliance for Fundamental Right to Education

NEC

National Education Commission

NEPAD

New Partnership for Africa's Development

NFE

Non-formal education

NFE-MIS

Non-formal education management information systems

NGO

Non-governmental organization

NORAD

Norwegian Agency for Development Cooperation

OCHA

Office for the Coordination of Humanitarian Affairs

OECD

Organization for Economic Cooperation and Development



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OECD/DAC

OECD's Development Assistance Committee

PASEC

Programme d'Analyse des Systemes Educatifs des Pays de la [Programme for the Analysis of the Educational Systems of Member Countries of CONFEMEN]

PDDEB

Plan Décennal de Développement de l'Education de Base [Tenyear plan for theDevelopment of Basic Education]

PEPP

Primary Education Planning Project

PIRLS

Progress in Reading Literacy Study

PISA

Programme for International Student Achievement

PPP

Purchasing Power Parity

PROAP UNESCO's

Principal Regional Office in Asia and the Pacific

PROAPE

Programa de Alimentacao de Pre-Escolar [Pre-school Nutrition Project]

PRSP

Poverty Reduction Strategy Paper

SACMEQ

Southern Africa Consortium for Monitoring Educational Quality

SADC

South African Development Community
Sida Swedish International Development Agency

SRH

Sexual and reproductive health

SSA

Sub-Saharan Africa

TIMSS

Third International Mathematics and Science Study

TT

Teacher Training



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UEE

Universal elementary education

UIS UNESCO

Institute for Statistics

UN

United Nations

UNAIDS

Joint United Nations Programme on HIV & AIDS

UNCTAD

United Nations Committee/Conference on Trade and Development

UNDAF

United Nations Development Assistance Framework

UNDCP

United Nations International Drug Control Programme

UNDG

United Nations Development Group

UNDP

United Nations Development Fund

UNESCO

United Nations Educational, Scientific (and) Cultural Organization

UNESCO PEER

UNESCO's Programme for Education for Emergency and Reconstruction

UNFPA

United Nations Population Fund

UNGASS

United Nations General Assembly Special Session

UNGEI

United Nations Girls' Education Initiative

UNHCR

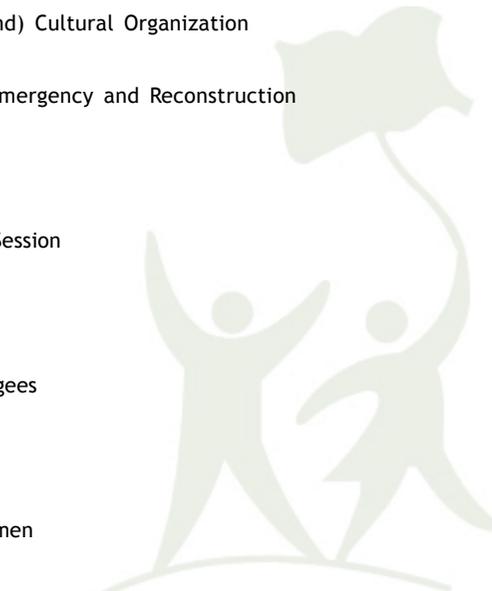
United Nations High Commission for Refugees

UNICEF

United Nations Children's Fund

UNIFEM

United Nations Development Fund for Women



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UNRISD

United Nations Research Institute for Social Development

UNRWA United Nations Relief and Works Agency for Palestine Refugees in the Near East

UPE

Universal Primary Education

USAID

United States Agency for International Development

WFP

World Food Programme

WHO World Health Organization





1 Education For All (EFA)

1.1 What is EFA?

In the year 2000, over 160 governments committed themselves at the World Education Forum in Dakar, Senegal to achieve the six “Dakar” goals by 2015. These are to expand early childhood care and education, achieve universal primary education and gender parity, improve learning opportunities for youth and adults, raise literacy rates by 50 percent, and improve the quality of education. Two of these goals - universal primary education and gender parity - were also adopted as Millennium Development Goals the same year.

While more and more children, youth and adults have a chance to learn, some 100 million children are still deprived of the right to education. Roughly 800 million adults cannot read or write, the majority are women and girls. Severe illiteracy is concentrated in sub-Saharan Africa, the Arab States and South and West Asia.

On current trends, progress is too slow to achieve the EFA goals by 2015. Net enrolments worldwide are expected to reach only 87 per cent in 2015. This figure is below 70 per cent in many sub-Saharan African countries and several Arab States. As many as 75 countries are expected to miss the first 2005 target on the EFA agenda, i.e. ensuring equal enrolment of boys and girls at the primary and secondary levels.

What must countries do to make Education For All a reality? Chief among the strategies should be making primary education free and compulsory for all children, increasing funding to basic education, building more schools, investing in teachers, training and learning materials. These efforts need to be supported by additional funding and technical support from bilateral and multilateral organizations.



1 Education For All (EFA)

1.1 What is EFA?

- EFA is a [global initiative](#) that aims to give access to education to everyone in the world by 2015.
- EFA is expected to be achieved through six major goals.
- EFA is a movement to realize the basic human right of education.
[Refer \[1.1 - 03 of 04\]: Human right \[Text Window\] in the CD-ROM](#)
- EFA is attained through national priority programmes with support from the international community.
[Refer \[1.1 - 03 of 04\]: National \[PDF\] in the CD-ROM](#)



Goal 1: [VIDEO: 42 Sec]

Early Learning

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;



Goal 2: [VIDEO: 53 Sec]

Primary Education

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;

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Goal 3: [VIDEO: 46 Sec]

Life Skills

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;



Goal 4: [VIDEO: 1 Min]

Literacy

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;



Goal 5: [VIDEO: 53 Sec]

Girl's Education

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;



Goal 6: [VIDEO: 1 Min 18 Sec]

Quality Education

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

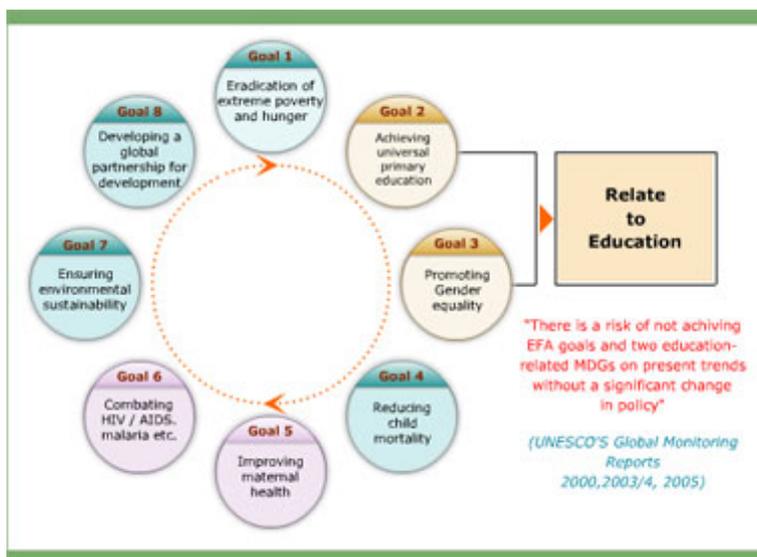


1 Education For All (EFA)

1.1 What is EFA?

Two of the Millennium Development Goals relate to education - those calling for universal primary education and for gender parity in education. Although the other Dakar goals are not included in the MDGs, it is clear that human development, which is the main thrust of the all the MDGs, will only be achieved when the full set of six EFA goals are attained. Education is fundamental to the achievement of all aspects of human and socio-economic development, and thus it is entirely consistent that the international community committed itself in the same year to both the EFA goals and the MDGs.

End of sub-topic.





1 Education For All (EFA)

1.2 Education As A Human Right

The right to education is well established. Article 26 of the Universal Declaration of Human Rights (1948) declared that 'elementary' education shall be **free and compulsory**, and that the higher levels will be equally available to all on the basis of merit. That these conditions were not fully achieved half a century later testified to the need for special efforts. Accordingly, a **rights-based approach** to improving access to education of acceptable quality gathered pace, providing a basis for a comparative assessment of national progress, including against international commitments such as those made in Dakar.



The intrinsic human value of education - its ability to add meaning and value to everyone's lives without discrimination - is at the core of its status as a human right. But education is also an indispensable means to unlock and protect other human rights. It provides some of the scaffolding necessary for the achievement of the rights to good health, liberty, security, economic wellbeing and participation in social and political activity. Where the right to education is guaranteed, people's access to and enjoyment of other rights is enhanced and the imbalances in life chances are lessened.

The right to education straddles the division between civil and political rights on the one hand, and economic, social and cultural rights on the other. It embodies them all. For example, it is of central importance for implementing the rights of girls and women, and the rights of the child.

The Convention on the Rights of the Child (1990 - <http://www.unicef.org/crc/crc.htm>) states clearly that the right to free and compulsory education should be available to all children and has been ratified by almost every nation in the world.

Patterns of exclusion from school are usually not gender-neutral. The commitment to increase girls' access to education has focused on the identification and elimination of obstacles. In turn, this has revealed that discrimination is often complex, with ethnicity, religion, poverty and gender being intertwined. Under these circumstances, merely providing opportunities to attend school will not suffice to eliminate discrimination or to universalize participation. This implies that all human rights within education also need to be addressed if the right to education is to be achieved.



1 Education For All (EFA)

1.2 Education As A Human Right



Children and young people cannot secure their right to education by themselves, although in many developing countries they constitute the majority of the population. They rely on their parents and their teachers. But few of their parents directly provide the tax revenues from which education is financed, and their votes may have only a weak impact upon budgetary allocations.

Many teachers are preoccupied with

having to battle for their own rights. Therefore, the recognition of children's right to education needs to transcend national borders, although its realization requires governments to commit themselves to universal obligations.

Since education is a universal human right, those denied access to it have their rights violated. Attribution of responsibility for human rights violations is a powerful lever for change. As with other human rights, providing for people's right to education is an obligation of governments, because markets, or charity, are insufficient to secure their implementation. Accordingly, this approach places major responsibility for ensuring service delivery and monitoring on governments, underpinned by accountability to the national and international instruments of human rights.

Such an approach in turn assumes that governments have translated international obligations into national legislation against which citizens have recourse. This is often not the case. Without legislation it is difficult to enforce obligations and lessen the incidence of their violation. In the industrialized world, especially in Western Europe, there is now a substantial body of case law on the right to education, but other parts of the world are less comprehensively served.



The human rights approach to achieving EFA has much in common - both conceptually and operationally - with human development and poverty reduction paradigms. It is holistic; it highlights performance targets and accountability, and facilitates international partnerships around agreed



1 Education For All (EFA)

1.2 Education As A Human Right

universal objectives. It provides a strong platform for advocacy, stressing that the denial of education is morally unacceptable.

However, translating into practice the principle of human rights as a basis for education policy is more problematic. Firstly, securing a shift in budgetary priorities and planning practices at the national level so as to give first call to EFA goals is not an easy process. Until recently this has been more common among international agencies than at the level of individual governments. Secondly, progress within a human rights framework for education depends upon careful monitoring, upon the commitment of individual governments and the ability of international bodies such as the United Nations to seek compliance to human rights treaties, conventions and agreements. These conditions, however, are not widespread. Nevertheless, the human rights dimension is an essential component of the national and international processes needed to deliver EFA. It provides a strong moral and legal basis without which the Dakar agenda will not be achieved.



End of sub-topic.



1 Education For All (EFA)

1.3 Where's The News In EFA?

- Is EFA an achievable target?
[Refer \[1.3 - 01 of 01\]: achievable target? \[PDF\] in the CD-ROM](#)
- How does EFA affect me?
[Refer \[1.3 - 01 of 01\]: me? \[PDF\] in the CD-ROM](#)
- Does my country spend much money on education?
[Refer \[1.3 - 01 of 01\]: money \[PDF\] in the CD-ROM](#)
- Is EFA just a UN programme or are NGO and others involved?
[Refer \[1.3 - 01 of 01\]: others \[PDF\] in the CD-ROM](#)

In this CD you will find a whole lot of information that will help you to access many different resources to write your own new stories.

End of sub-topic.





2 EFA Kit

2.1 Who Should Use This Kit?

- Media practitioners and journalists who want to know more about EFA.
- Trainers who intend to hold face-to-face workshops on EFA issues.
- Teachers and Students of schools and colleges of Journalism and Mass Communications.
- Parliamentarians, Opinion Shapers, and Education Officials.
- Community leaders seeking innovative education solutions to local problems.
- Educationalists needing to stay abreast of global EFA developments.
- Students interested in researching EFA fields.

End of sub-topic.



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2 EFA Kit

2.2 What Is In This Kit?

- Printed guide
- Self-learning multi-media CD-ROM

End of sub-topic.





2 EFA Kit

2.3 What Are The Objectives?

- Encourage the communication media to highlight EFA goals locally, regionally and globally.
- Develop the interest, knowledge and skills of journalists and other media professionals in communicating the EFA message.
- Reach policy makers, opinion shapers, education professionals, civil society organizations (CSO's) and other relevant parties with information about the EFA movement.
- Mobilize and network stakeholders, thus assisting the realization of EFA goals.
- Extend and focus global media participation in the EFA process by developing feedback mechanisms and community participation.
- Share data, good practice and statistical resources on education issues, and EFA in particular, with stakeholders, counterparts, CSO's and the media.

End of sub-topic.



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2 EFA Kit

2.4 Outcomes

After completing this Kit you will

- Have a better understanding of EFA issues as they affect your country and the global community.
- Be able to analyze education budgets, policies and systems thereby helping you to report more comprehensively on these subjects.
- Enhance your research skills and have access to a wider range of statistics and information.
- Be more sensitive to specific educational areas, such as education for girls and women, the disadvantaged and those with special needs.



End of sub-topic.





3 EFA Topics

3.1 Policies and Programmes

3.1.0 EFA Topics Mind Map

3.1 Policies and Programmes



- 3.1.1 Education and Development
- 3.1.2 Progress Towards EFA Goals
- 3.1.3 Education Policies
- 3.1.4 Planning For EFA
- 3.1.5 Financing Education
- 3.1.6 International Coordination of EFA
- 3.1.7 Monitoring EFA

3.2 Rights And Access To Learning

- 3.2.1 Rights And Access To Learning
- 3.2.2 Gender
- 3.2.3 Child Rights
- 3.2.4 Marginalised Communities
- 3.2.5 Inclusive Education
- 3.2.6 Conflict and Emergency



3.3 Education And Health



- 3.3.1 HIV & AIDS
- 3.3.2 Further Health Concerns
- 3.3.3 Mother and Child Health and Education
- 3.3.4 Healthy Children in the Early Years
- 3.3.5 Healthier Schools

3.4 Education And Sustainable Development

- 3.4.1 Reaching the Poor
- 3.4.2 Education for Sustainable Development
- 3.4.3 Story Ideas



3.5 Education In Society



- 3.5.1 Democracy, Peace and Human Rights
- 3.5.2 Traditional and Indigenous Knowledge
- 3.5.3 Culture
- 3.5.4 Story Ideas



3 EFA Topics

3.1 Policies and Programmes

3.1.0 EFA Topics Mind Map

3.6 Learning Opportunities



- 3.6.1 Learning Opportunities
- 3.6.2 Literacy
- 3.6.3 The Formal System of Education
- 3.6.4 Non Formal Education
- 3.6.5 Distance Education
- 3.6.6 Learning Through Media
- 3.6.7 Story Ideas

3.7 Lifelong Learning

- 3.7.1 Lifelong Learning
- 3.7.2 Life skills
- 3.7.3 Technical and Vocational Education
- 3.7.4 Education for Employment



3.8 Improving Educational Outcomes

- 3.8.1 Quality of Learning
- 3.8.2 Teachers
- 3.8.3 Reform of Education Systems

3.9 Media For Advocacy

- 3.9.1 Media For Advocacy
- 3.9.2 Using the Internet as a Resource
- 3.9.3 Building Confidence and Giving Voice to Listeners
- 3.9.4 Television: The Versatile Medium
- 3.9.5 Education is News in the Print Media
- 3.9.6 Experimenting with ICTs



3.10 The Future



- 3.10.1 The Future
- 3.10.2 The Changing Nature of Society
- 3.10.3 Changing Nature of Information and Communication Technologies (ICTs)
- 3.10.4 Changing Nature of the Role of the State
- 3.10.5 A Scenario for Education for All
- 3.10.6 Story Ideas



3 EFA Topics

3.1 Policies and Programmes

3.1.1 Education and Development

The Link Between Education and Development

- ✦ Education is a critical sector in all countries, not only because it is recognized by the UN as a human right and a contributor to individual freedoms, but also because of the fundamental role education plays in human and national development.
- ✦ No country has developed significantly without improving education access and quality.
- ✦ The close connection between education and development is well illustrated by the case of Singapore, an Asian “tiger” whose spectacular development in the past three decades was significantly driven by education.
- ✦ Indeed, education is one of the UN’s three indicators of human development. The other two are life expectancy and per capita Gross



Knowledge Demystified
[VIDEO: 1 min 29 sec]

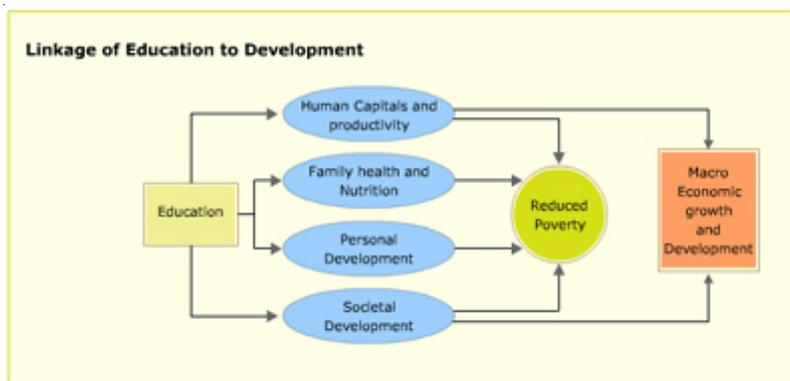


3 EFA Topics

3.1 Policies and Programmes

3.1.1 Education and Development

- Interesting stories are hidden among these statistics. Look at your country's indicators, compare them with other countries in your region and elsewhere, and start asking why they are so different.





3 EFA Topics

3.1 Policies and Programmes

3.1.1 Education and Development

UNDP Human Development Index 2005 tables:

- ◆ [Refer \[3.1.1 - 04 of 40\]:](#) Life expectancy *[PDF] in the CD-ROM*
- ◆ [Refer \[3.1.1 - 04 of 40\]:](#) GDP per capita PPPs *[PDF] in the CD-ROM*
- ◆ [Refer \[3.1.1 - 04 of 40\]:](#) Adult literacy *[PDF] in the CD-ROM*
- ◆ [Refer \[3.1.1 - 04 of 40\]:](#) Education enrolment ratio. *[PDF] in the CD-ROM*

End of sub-topic.





3 EFA Topics

3.1 Policies and Programmes

3.1.2 Progress Towards EFA Goals

- There is a deep link too between EFA and development - it does not work only to educate some.
- Progress towards each of the EFA goals delivers new and different opportunities to make development gains.
- The EFA Development Index (EDI) gives an indication of how far countries are from achieving EFA by assessing current progress towards the four most easily quantifiable goals - universal primary enrolment, adult literacy, gender equity and educational quality. Data exist for 127 countries.
- According to the 2005 EFA Global Monitoring Report, only 41 countries have achieved - or have a good chance of doing so by 2015 - the four EFA goals dealing with primary education, adult literacy, gender parity and quality (survival rate to grade 5).
- Another 54 countries made progress between 1998 and 2001, , while 35 are very far from achieving the EFA goals.
- In 20 countries the value of the EDI decreased between 1998 and 2001, a trend that is taking countries farther away from achieving EFA.
- Where does your country stand?

See: <http://www.unesco.org/education/efa/index.shtml>

Refer [3.1.2 - 05 of 40]: EFA Global Monitoring Report 2005: Summary Report. [PDF] in the CD-ROM





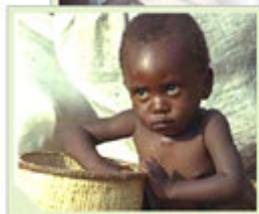
3 EFA Topics

3.1 Policies and Programmes

3.1.2 Progress Towards EFA Goals

Using the Statistics

- ◆ The media has a major role to play in monitoring national progress towards EFA.
- ◆ This can easily be done using statistics in the latest EFA Global Monitoring Report. Simply check your country's achievements on the tables that relate to EFA goals agreed in the Dakar Framework for Action.
- ◆ The statistics in the report always have a time lag of at least 2 years - this is inevitable given the processes of collection and compilation. Nevertheless, they are the latest statistics available. Always check the latest edition of the Global Monitoring Report, which you can request direct from UNESCO or consult online at www.unesco.org/education.
- ◆ Looking at the net primary enrolment for Morocco, there is an increase from 73.1% in 1998 to 88.4% in 2001 - clear progress towards the EFA goal on primary education.
- ◆ In adult literacy, the overall rate rose in Ghana from 58.5% in 1990 to 73.8% ten years later; while this is good progress it masks the fact that the proportion of women achieving literacy remains unchanged at two-thirds of the number of men. Literacy achievements have not been matched by increasing gender equality.
- ◆ It is worth checking all but the most straightforward statistics with an education expert, who is also likely to offer interesting insights and interpretations. An example would be to rush through the news that 348,400 children in Guatemala are out-of-school - up from 340,300 a decade earlier. First check what percentage of all school age children these figures represent, as a rise in population could mean that Guatemala has actually decreased its proportion of children out-of-school.





3 EFA Topics

3.1 Policies and Programmes

3.1.2 Progress Towards EFA Goals

- Check whether the statistics indicate a percentage change over time, or a percentage of current performance.
- Use the glossary in this Kit to check what the various ratios are intended to communicate.

There are good tables for the following EFA goals:

- Expand early childhood care and education.
- Ensure free and compulsory primary education of good quality by 2015.
- Expand adult literacy by 50 percent by 2015.
- Eliminate gender disparities in access to primary and secondary education by 2005 and achieve gender equality by 2015.

Refer [3.1.2 - 08 of 40]: Gender inequality in education, HDR 2004. *[PDF]* in the CD-ROM





3 EFA Topics

3.1 Policies and Programmes

3.1.2 Progress Towards EFA Goals

Monitoring the other two EFA goals - meeting the learning needs of all young people and adults, and quality - is more difficult. But in both cases education experts and governments may be able to point you towards other qualitative or quantitative measures.

- ✿ **Refer [3.1.2 - 05 of 07]:** Early Childhood Care and Education *[PDF]*
in the CD-ROM
- ✿ **Refer [3.1.2 - 05 of 07]:** Participation in Primary Education *[PDF]*
in the CD-ROM
- ✿ **Refer [3.1.2 - 05 of 07]:** Adult Literacy (age 15 and over) *[PDF]*
in the CD-ROM
- ✿ **Refer [3.1.2 - 05 of 07]:** Participation in Primary Education; *[PDF]*
in the CD-ROM
- ✿ **Refer [3.1.2 - 05 of 07]:** Participation in Secondary Education *[PDF]*
in the CD-ROM





3 EFA Topics

3.1 Policies and Programmes

3.1.2 Progress Towards EFA Goals

Educational Imperatives

Education is not only about numbers. It is about rights, personal development, socialisation, national human resource needs and other issues. Each of these areas is rich in stories.

What, for instance, is the on-the-ground impact of education for all?

In order to increase the possibility for certain population groups to send their children to school, some countries have taken innovative initiatives:



- ✿ Cuba has responded by having the same person teach most subjects for one class in the first three years of secondary school, to encourage closer relationships between teachers and pupils and a broader view of knowledge.
- ✿ Brazil is providing monthly grants to more than 2.5 million poor parents to encourage them to send their children to primary school.
- ✿ In some countries, working children from poor families attend night classes, so that they can both earn and learn.



3 EFA Topics

3.1 Policies and Programmes

3.1.2 Progress Towards EFA Goals

NGOs have also actively promoted new ways of improving both access and quality:

- In Uganda, the Family Basic Education of LABE (Literacy and Adult Basic Education - www.labe.8k.com) developed a learning programme that promotes parental ability to support their child's learning by acquiring literacy and numeracy skills, with greater interaction in the family around learning.

Media pointers

- How is your government tackling educational imperatives such as access and equity?
- Is it developing creative solutions to new problems? Is it doing enough?
- What is your government doing to get girls into school?
- How is your government approaching quality improvement?
- What new initiatives are there in adult learning/literacy in your country?
- What learning opportunities are there for out-of-school adolescents?

Article:

“Educating Teenagers”, in Education Today January-March 2003. UNESCO.
Refer [3.1.2 - 07 of 07]: “Educating Teenagers”, in Education Today January-March 2003. UNESCO. *[PDF] in the CD-ROM*

End of sub-topic.



3 EFA Topics

3.1 Policies and Programmes

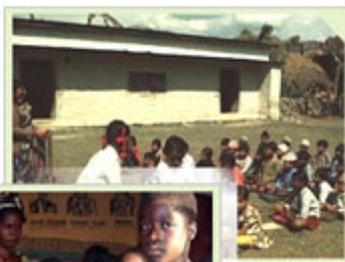
3.1.3 Education Policies

Education is also about politics. Policies pursued and laws written by national or provincial governments - and as importantly, how effectively they are implemented - are a key source for journalists seeking education stories or wanting to interrogate the state of education.

The laws of a country provide the context in which priorities are set and are an indication of the commitment of governments to education. Adequate legislative frameworks are necessary so that the obligations of the state are spelled out regarding the provision of basic education. When such frameworks exist, there is a clear platform from which to hold governments to account.

Policies can profoundly change education systems. Where outcomes-based education has been introduced, entire teaching workforces have been retrained.

- ◆ A move to competency-based further education in Australia created a massive new sector.
- ◆ India enshrined the right to education in its constitution in 2002 - free and compulsory education as a fundamental right for all children in the age group 6 to 14 years.
- ◆ The world over, distance and lifelong learning have improved education levels and re-engineered workforces.



Policies generate stories and can be analyzed in many ways, by asking questions such as:



3 EFA Topics

3.1 Policies and Programmes

3.1.3 Education Policies

- ✿ What are the political and practical motivations for change?
- ✿ What legislative measures have been taken or are necessary to give adequate priority to education?
- ✿ What impact are new policies likely to have on teachers and learners on the ground?
- ✿ Are they affordable - for governments or people?
- ✿ Is your government applying regionally relevant principles of good practice, learning from experiences elsewhere?
- ✿ New education policy documents and laws are always worth monitoring, as are studies of government policies and management generated from within or outside the state.

Holding Governments Accountable

Global progress towards EFA is too slow to make UN educational goals achievable by most countries. Governments are supposed to revisit their goals and targets for EFA, building on existing policies and strategies and promoting EFA in other planning processes. Having agreed to EFA commitments, governments ought to be held accountable.



Aside from recording movement towards EFA goals, the media can monitor progress by investigating plans, policies and laws, resources, programmes and levels of international assistance committed to them. The media can make common cause with NGO and civil society groupings, such as an education watch (for example, in Bangladesh), the Global Campaign for Education (www.campaignforeducation.org) and regional bodies such as the Asia South Pacific Bureau for Adult Education (ASPBAE - www.aspbae.org) or the Africa Network Campaign on Education for All (ANCEFA - <http://www.ancefa.org/en/presentation.html>). These networks have ongoing monitoring roles and tools and campaigns to hold governments to account at national and local levels.



3 EFA Topics

3.1 Policies and Programmes

3.1.3 Education Policies

Holding Governments Accountable

Countries face many planning problems that the media could fruitfully investigate, including:

- ✿ Lack of good information, especially financial and demand-side data.
- ✿ The need for alternative reform strategies.
- ✿ Lack of engagement with civil society.
- ✿ Sometimes confusing demands placed on governments by international agencies.
- ✿ Urgent competing demands such as HIV-Aids, conflict and emergency situations.



The Dakar Strategies

In order to implement the six EFA goals the World Education Forum in Dakar developed 12 strategies outlining ways in which governments and civil society could be supported in moving towards EFA goals in cooperation with regional and international agencies and institutions.

They provide useful measures against which the media can monitor EFA action.

The *International Strategy to put the Dakar Framework for Action into Operation*, published by UNESCO in 2002 (http://www.unesco.org/education/efa/global_co/comprehensive_efa_strategy.shtml), provides a more detailed view of what these strategies mean and what is necessary to implement them. This document can be used as a further checklist to monitor the implementation of EFA plans, but both national governments and international agencies.



3 EFA Topics

3.1 Policies and Programmes

3.1.3 Education Policies

The 12 Dakar Strategies

1. Mobilise strong national and international political commitment for EFA, develop national action plans and enhance significantly investment in basic education.
2. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies.
3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.
4. Develop responsive, participatory and accountable systems of educational governance and management.
5. Meet the needs of educational systems affected by conflict, natural calamities and instability, and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.
6. Implement integrated strategies for gender equality in education that recognize the need for changes in attitudes, values and practices.
7. Implement education programmes and actions to combat the HIV-Aids pandemic as a matter of urgency.
8. Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all.
9. Enhance the status, morale and professionalism of teachers.
10. Harness the new information and communication technologies to help achieve EFA goals.
11. Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.
12. Build on existing mechanisms to accelerate progress towards EFA.

End of sub-topic.



3 EFA Topics

3.1 Policies and Programmes

3.1.4 Planning For EFA

If the six EFA goals are to be realised in the countries where the gaps are biggest, they must be embedded in national targets. This means that coherent, timed plans need to be developed by national agencies. These plans need not necessarily be labelled 'EFA' - they may be part of broader plans for the whole of the education sector, or they may be integrated into other planning processes, such as the Poverty Reduction Strategy Papers (PRSPs). In some instances, separate EFA planning that draws its legitimacy from the World Education Forum appears to run the risk of duplicating or running parallel with existing education planning processes. Conversely, in some cases, Dakar has given impetus to EFA being given greater priority in national development debate and policy development.



Each country may adopt its own planning process, within the framework that best integrates education into national development strategies and that gives the widest possible ownership of EFA targets. There was some early concern that a specific EFA plan should be developed everywhere, but this tended to result in some duplication of planning. The key element is that each country should plan to realise all six EFA goals. Where planning takes place in a PRSP framework, it is likely that the two Millennium Development Goals - universal primary education and gender equality - are in focus, rather than the full set of six EFA goals.

The Dakar Framework for Action called on countries to develop plans for implementing EFA by the end of 2002. As of 2004, 105 countries had an education sector plan, and 120 had a specific EFA action plan. Full or interim PRSPs existed in 55 countries. There is no shortage of plans, but there is little indication how far they are integrated into broader plans for national development, or how far they are of use in mobilising extra resources for education.

Key questions regarding planning:

- ◆ How recent are the education plans?
- ◆ How far have they resulted in implementation?
- ◆ Do they include all six EFA goals?



3 EFA Topics

3.1 Policies and Programmes

3.1.4 Planning For EFA

- How far has the planning process resulted in greater political and budgetary priority for EFA and basic education?

Education and Poverty

Whether in EFA plans, sector plans or PRSPs, there is often a weak link between the diagnosis of education and poverty on the one hand and the education outcomes and actions that are proposed on the other. This is particularly noticeable in relation to gender. It is also true that detailed costing for education is relatively rare in PRSPs and in EFA and/or sector plans. Links between improved basic education and poverty reduction need to be spelled out in each country, with a clear and realistic indication of the expected benefits of education to the poorest sections of society.



Planning and Dialogue

The World Education Forum was clear that governments should engage with a much wider constellation of people in shaping policy and planning for EFA. Work is under way by international NGOs to assess whether this is happening. It is certainly not easy to make judgements from government documentation alone. While there is some evidence to suggest that there has been an increase in formal set-piece consultation, including through the establishment of EFA Forums, it is much less clear whether this technical engagement with civil society is extending to a much more open and ongoing political process. Where this is occurring there are valuable lessons to be learned.



Planning and HIV & AIDS



3 EFA Topics

3.1 Policies and Programmes

3.1.4 Planning For EFA

There is increasing evidence that planning to achieve the EFA goals must take account of HIV & AIDS and that the spread and intensification of the pandemic will not be prevented in the absence of progress towards EFA. Basic education must promote HIV & AIDS prevention, tackling taboos, myths and misunderstandings, as well as providing the knowledge and life skills to adopt safe behaviour and care for those affected. This is an extremely important message in a world where 40 million adults and children live with AIDS, and where the number of orphans will continue to grow from the estimated level of 14 million children in 2001. HIV & AIDS also affects teachers, making it necessary to replace teachers who die from AIDS and to employ staff to cover for those who are sick. In addition, those caring for HIV & AIDS sufferers are affected - educators are unable to carry out their full professional duties, and children cannot attend school regularly. Children who are orphaned because of HIV & AIDS may have to work or look after brothers and sisters, thus missing school.

There is an important and expanding international resource to facilitate new ways of planning including the work of the UNAIDS Inter- Agency Task Team on Education, new planning tools and resource units in sub-Saharan Africa and innovative non-governmental alliances (www.unaids.org).

Planning to Combat Conflict, Disaster and Instability

At least 73 countries are undergoing an internal crisis or are engaged in post-crisis reconstruction. Planning workable strategies for EFA in these circumstances is demanding and highly context-specific. It includes not merely the sustenance of damaged school systems, but also the development of skills for conflict resolution and peace, and preparing for reconstruction and social and economic development. The psychosocial needs of children and adolescents affected by trauma and displacement include the need to protect them from harm, and the need to maintain and develop study skills and disseminate key messages such as how to avoid HIV & AIDS, landmine awareness, environmental education and education for peace and citizenship. All these are aspects of the rights of the child.

The experiences of Afghanistan, Argentina, Kosovo, the Palestine and East Timor indicate the need for well-designed emergency planning and programming to meet immediate and short-term needs, as well as strategies to prepare the ground for longer-term reconstruction and development. As yet, international agencies have not found it easy to bring together these two interrelated strands of education planning and practice, nor to embed this work in the wider processes of conflict resolution.



3 EFA Topics

3.1 Policies and Programmes

3.1.4 Planning For EFA

Nevertheless, there is an important and growing body of work designed to support planning for education in crisis situations. The Inter-Agency Network for Education in Emergencies (INEE) (www.inseesit.org) and the work of UNICEF (www.unicef.org/emerg) and UNHCR on the ground are important in this regard. (<http://www.unhcr.ch/cgi-bin/texis/vtx/home?page=PROTECT&id=405027d34&ID=405027d34&PUBLISHER=TWO>)

Credible Planning, Credible Plans

At the World Education Forum it was agreed that no country seriously committed to education for all will be thwarted by a lack of resources. The existence of a credible plan was posited as one indicator of commitment, and a prerequisite for external funding.

Six significant aspects of credibility are gaining ground, partly as a result of the World Education Forum. The first is that if planning is conceived as a purely technical and apolitical process it is unlikely to serve poor and disadvantaged people well. Second, planning should include learners of all ages, all social groups and all modes of learning. Third, gender responsive planning is essential. Fourth, planning must be inclusive and responsive to demand and to diversity. Fifth, priorities should be set and strategies fully-costed. Finally, dialogue with funding agencies increasingly focuses upon outcomes (rather than activities), requiring well-defined indicators that can be monitored and evaluated jointly.

Critical to national EFA plans is how genuinely governments embrace education reform. For further discussion of reform see section 3.8.3.

Different agencies have different priorities and approaches to planning. The eight goals and eighteen targets of the Millennium Development Goals (MDGs) provide a framework for international development cooperation. The World Bank and most bilateral funders focus on the MDGs in planning. Provision of primary education, and gender equality in education are the two areas where the MDGs overlap with the EFA agenda. Other aspects of education, such as literacy, quality, or non-formal education, are not an explicit part of the MDGs.

End of sub-topic.



3 EFA Topics

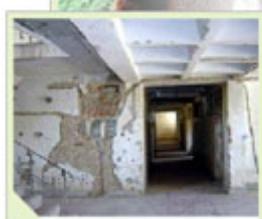
3.1 Policies and Programmes

3.1.5 Financing Education

At the World Education Forum in Dakar, it was agreed that no country seriously committed to EFA would be thwarted by lack of resources.

Education budgets are packed with story potential. Take a look at your country's education budget, and begin asking questions. Just some could be:

- ◆ How much of the budget is being spent on each major education sector - primary, secondary and higher education? This will indicate government priorities.
- ◆ What level of funding is provided for Non-Formal Education, particularly adult literacy?
- ◆ What support does the government give to early childhood care and education?
- ◆ Are those priorities correct, in the view of education professionals?
- ◆ How does the amount of money spent on education in your country - and the breakdown in spending on different sectors - compare with other countries?
- ◆ Is education spending increasing or decreasing over time as a proportion of total government expenditure?
- ◆ What measures are being taken to give support to families so that girls can go to school?





3 EFA Topics

3.1 Policies and Programmes

3.1.5 Financing Education

- How does the government support improvements in the quality of education? How much of the budget is committed to teachers' salaries, and how much to other areas such as buildings and textbooks? How does this compare with other countries?

Financial Problems

- Foremost among the many difficulties in delivering EFA goals is lack of funding for education. Costs and the availability of resources will decisively influence whether EFA goals are achieved.
- A further key to funding EFA is the effective and efficient use of available resources.
- Not surprisingly, the poorest countries most need more money for education. African education ministers agreed in December 2002 that at least 20 percent of their state budgets should go to education, and 50 percent of education budgets to primary schooling.
- The table on Education Finance indicates how committed governments are to education, today and a decade ago. Look especially at total public spending on education as a percentage of total government expenditure.

Refer [3.1.5 - 27 of 40]: *Education Finance [PDF] in the CD-ROM*

Education Budgets

All government policies have financial implications, and the size of education budgets impact on whether policies can be implemented.

The vast majority of funds for education are generated domestically - by governments themselves. Thus, if EFA goals are to be realised, many governments will need to increase their ongoing basic education budgets, and foreign aid will need to be distributed more effectively.

Percentages of GDP allocated to education vary widely, with the richer countries spending an average of 5.2% of GDP on education. In contrast the level in sub-Saharan Africa is 3.3% and in East Asia and the Pacific it is 3.9%. It is not the case that expenditure on education is increasing everywhere - Indonesia and the Philippines reduced expenditure by 24% and 8% respectively, although countries in Latin America, the Pacific and East Asia were among those devoting a higher proportion of their GDP to education. Cuba is a striking example, with a level of 8.7% of GDP devoted to education.



3 EFA Topics

3.1 Policies and Programmes

3.1.5 Financing Education

HIV & AIDS and Crises

- The costs of achieving EFA goals were initially significantly underestimated, partly because the costs of AIDS and crises were not taken into account.
- In a world where more than 40 million adults and children are living with HIV & AIDS, the virus is expected to add \$975 million to the annual bill for EFA Goal 2 - universal primary education. Most infected people live in sub-Saharan Africa, the poorest region on the planet.
- The costs of HIV & AIDS are mounting heavily in countries hard-hit by the pandemic, as teachers fall ill and die and children – either infected or affected by the virus – under-perform at or drop out of school altogether, reversing EFA gains.
- HIV & AIDS cost implications include death benefit payments for deceased teachers and replacing teachers, implementing prevention education, and financial and counselling support for orphans and vulnerable children. For more on HIV & AIDS see section 3.3.1
- At any given time there are scores of countries undergoing internal conflict or crises, or engaged in post-crisis reconstruction.
- Conflicts and crises can severely damage education systems, and create refugee flows that also have cost implications. The same goes for natural disasters. The impact of the tsunami in the Indian Ocean on education destroyed schools in the affected countries and left many teachers dead. When water, food and shelter were once again available to the survivors, education was the next priority - for children, parents, governments and





3 EFA Topics

3.1 Policies and Programmes

3.1.5 Financing Education

teachers. In such situations, the learning process brings healing and offers hope for the future.

- ✿ The Mozambique floods in 2000 washed away education resources across vast swathes of the country.
- ✿ Future conflicts are impossible to cost, but the amounts involved are enormous. In post-war Afghanistan, which has only 1.5 million schoolgoing children, short-term financial requirements were estimated at \$171 million, with \$704 million needed by mid-2004.
- ✿ Are HIV-AIDS or emergency situations impacting on EFA goals in your country? If so, what are the financial implications?

See: http://portal.unesco.org/education/en/ev.php-URL_ID=37921&URL_DO=DO_TOPIC&URL_SECTION=201.html

http://www.unicef.org/emerg/disasterinasia/24615_25045.html

Refer [3.1.5 - 31 of 40] *Major elements of AIDS-related incremental costs for the achievement of universal primary education. [Text Window] in the CD-ROM*

Refer [3.1.5 - 31 of 40] *Education Reconstruction in Afghanistan. [Text Window] in the CD-ROM*

Refer [3.1.5 - 31 of 40] *UNESCO receives Italian funds to boost EFA efforts in Afghanistan. [Text Window] in the CD-ROM*



3 EFA Topics

3.1 Policies and Programmes

3.1.5 Financing Education

Financial Aid for EFA

- ◆ There was a disturbing decline in the real value of education aid during the 1990s, which impacted heavily on sub-Saharan Africa especially and was bad news for EFA goals.
- ◆ The costs of achieving EFA are believed not to be beyond the means of most states. Still, external support of around \$5.6 billion a year, additional to the existing \$1.5bn of external aid, will be required to enable many countries to make serious progress towards the EFA goal of universal primary education, let alone what may be required to achieve the other five EFA goals.
- ◆ But the signs in the new millennium are that international support for education is on the rise. along with rising overall levels of official development assistance. However, levels of aid to education, in dollar terms, reached in 2002 the same level as 1996. Since Dakar(2000) both the percentage of aid to education and the dollar amounts have risen modestly.
- ◆ New aid instruments could have a major impact on the ability of countries to achieve EFA goals, especially if they are designed to support long term education development. Initiatives such as the International Finance Facility and the follow-up from the Monterrey finance for development conference show promise of further aid to basic education in the context of larger commitments to development aid in general.

For perspectives on current levels of donor funding to EFA see:

www.campaignforeducation.org/schoolreport/

www.oecd.org/dac and click on 'Statistics'

The Fast Track Initiative (FTI), launched in 2002, is designed to increase aid to achieve the Millennium Development Goal of universal completion of primary education (corresponding to EFA Goal 2) in countries with high levels of out-of-school children and with commitments to pursue positive domestic policies, against a set of standard benchmarks. Eighteen countries have entered the FTI fully and a further five high-population countries will receive assistance to develop FTI plans. FTI aims to increase funding flows through regular bilateral channels with special funds for planning assistance (catalytic fund). The initiative is open to the participation of all low-income countries and all donor countries. It also aims to increase the efficiency of aid by harmonising donor procedures. More information can be found at:

<http://www1.worldbank.org/education/efafti/>



3 EFA Topics

3.1 Policies and Programmes

3.1.5 Financing Education

The FTI does not currently address any EFA goals other than that of universal primary education, with associated elements of gender parity (Goal 5) and quality (Goal 6). There are currently no comparable international initiatives to mobilise further financial resources for adult learning and literacy, for life skills and youth learning programmes, or for early childhood care and education. There is an urgent need to cost these goals and lobby for funding for them.

Refer [3.1.5 - 34 of 40] *Bilateral ODA to education (1990-2000) [PDF] in the CD-ROM*

Refer [3.1.5 - 34 of 40]

Regional distribution of bilateral education commitments (2000) [PDF] in the CD-ROM

Refer [3.1.5 - 34 of 40]

“High Level Group Urges Countries to Make Education for All a Top Priority” [Text Window] in the CD-ROM

Refer [3.1.5 - 34 of 40]

“Education for All the World’s Children: Donors Have Agreed to Help First Group of Countries on Education Fast-Track” [Text Window] in the CD-ROM

End of sub-topic.





3 EFA Topics

3.1 Policies and Programmes

3.1.6 International Coordination of EFA

UNESCO has the responsibility for the international coordination of EFA, bringing partner agencies together to build political momentum and to mobilise resources. Key partners include the World Bank, which holds the secretariat of the Fast Track Initiative, and UNICEF which coordinates the UN Girls' Education Initiative. UNESCO also has the responsibility of coordinating two decades which further the aims of EFA: the UN Literacy Decade, and the UN Decade of Education for Sustainable Development.

International coordination meetings generally take place once a year and

enable representatives of all the partner groups to keep up to date, to exchange experience, to learn from each other and to chart out the way ahead. It is helpful that one particular agency, UNESCO, has an overview and can make sure that they complement each other and have no unnecessary overlap.

Nine Flagship Initiatives have been launched as a way of bringing multiple international stakeholders together in support of particular aspects of EFA. Their websites are cited in the relevant section of this Kit.

The initiatives are:

1. The Initiative on the impact of HIV and AIDS on education
2. Early Childhood Care and Education (ECCE)
3. The right to Education for persons with disabilities: towards inclusion
4. Education for rural people (ERP)
5. Education in situations of emergency and crisis
6. Focusing resources on effective school health (FRESH)
7. Teachers and the quality of education





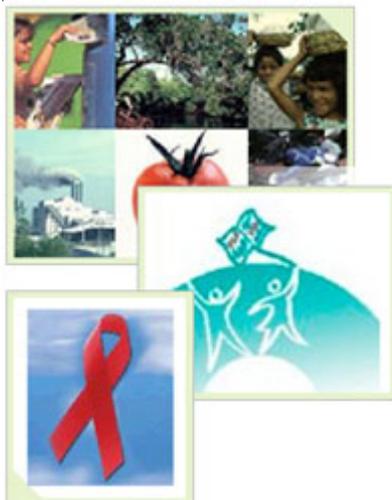
3 EFA Topics

3.1 Policies and Programmes

3.1.6 International Coordination of EFA

8. United Nations Girls' Education Initiative (UNGEI)

9. Literacy in the framework of the United Nations Literacy Decade.



The media have a role in monitoring the effectiveness of these initiatives at national level:

- How far is the FTI effective in raising the level of external support in countries which are part of it?
- How effective are the Flagship initiatives in addressing particular aspects of EFA at national level?
- How well do the various agencies work together at national level?
- How are the links with UNESCO specifically helping in pushing the national EFA agenda forward?

End of sub-topic.





3 EFA Topics

3.1 Policies and Programmes

3.1.7 Monitoring EFA

Monitoring of EFA is a key part of ensuring that countries and the world as a whole is making genuine progress towards implementing the right to Education for All, without exception. Three of the six Dakar goals are timed:

- Goal 2 aims, by 2015, to give all children the chance to access and complete a quality primary education;
- Goal 4 aims to improve adult literacy levels by 50% by 2015.
- Goal 5 calls for gender parity in primary and secondary to be achieved by 2005, and gender equality schooling by 2015;



The other three goals do not have timed targets, but must also be rigorously monitored for progress, if the goals are to be taken seriously. How does this monitoring take place? The availability of accurate, timely and consistent data, both quantitative and qualitative, is essential for effective monitoring. Such data are also vital for evidenced-based education policy and for the rigorous evaluation of practice. Disaggregated data are needed to identify areas of greatest inequality and to facilitate better national and local planning and evaluation.

The EFA Global Monitoring Report draws heavily on administrative data provided annually by national governments to the UNESCO Institute for Statistics (UIS). The 2005 report, for example, is based on data for the 2001/02 school year, the latest available from this source. They comprise a quality-assured data set, compiled in such a way that statistics are comparable for the majority of countries, using the International Standard Classification of Education. Inevitably, there is some time lag between the collection (and often the publication) of data by national governments and their release by UIS for use in this and other reports.

Some major limitations exist in the coverage of data, for example on the financing of education. These make it difficult to monitor several dimensions



3 EFA Topics

3.1 Policies and Programmes

3.1.7 Monitoring EFA

of EFA both nationally and globally, to undertake up-to-date trend analyzes and, consequently, to monitor progress towards some EFA goals. Major efforts are under way by UIS to accelerate data collection and halve the current two-year time lag.

Success in this endeavour will depend in many cases upon governments strengthening their own data collection and analysis capacities, with assistance from UIS and other agencies. UIS is also seeking to put in place a major programme of statistical capacity building, since the quality of data published reflects the quality of data that countries provide.



The Report also uses many other data sources, including national household surveys and specially commissioned studies. These enrich its analysis and enable it to map recent policy changes in countries and their potential impact on progress towards the achievement of EFA goals.

End of sub-topic.



3 EFA Topics

3.2 Rights And Access To Learning

3.2.1 Rights And Access To Learning

This section will introduce you to different ideas, policies and issues that relate to education for all—a basic human right of every global citizen.

We will do this by introducing you to the basic concepts that concern the rights and access to learning. We shall then suggest ways in which, you as a media person, can include some of these ideas in your reporting and writing about educational themes.



Education is a fundamental right of all citizens. The Universal Declaration of Human Rights says that all children, youth, and adults have the right to education. Yet millions of people around the world never get a chance to learn. Denying their right to education wastes human potential and blocks social, economic and cultural development. Creating literate environments is essential to eradicating poverty, achieving gender equality and ensuring sustainable development.

Refer [3.2.1 - 01 of 18]: *The Universal Declaration of Human Rights [PDF] in the CD-ROM*

Refer [3.2.1 - 01 of 18]: *Region wise educational statistics—literacy levels in 1970, 2000 (UNESCO statistics) [PDF] in the CD-ROM*

Today, more and more children, youth and adults have a chance to learn. Today, 3.3 billion adults can read and write, three times as many as forty years ago. The number of children in schools continues to grow, although over 100 million children still have no access to schooling. More children are being enrolled in schools every year. And this number will continue to grow.

Experience shows that strong political will and investment in education to ensure the rights and access to education goes a long way in the development of a society. Many countries have put into place laws and legislation that guarantee these rights and have invested in education.

The role of a media person in understanding and addressing educational issues and in monitoring the work of governments, non-government organizations and civil society is crucial. As a journalist covering education, you must examine the laws of your country, and analyze the ways in which these are



3 EFA Topics

3.2 Rights And Access To Learning

3.2.1 Rights And Access To Learning

translated in the field by those responsible for implementing them. Refer to section on education as a human right in 1.2.

Case studies of good reporting of the work of governments in promoting Education for All (EFA).

Example One: Bangladesh

By Tabibul Islam
Inter Press Service

DHAKA, Apr 25 (IPS) - For 16 dollars a month Firoz Kabir, a university student, takes time off from his classes to teach children who live in Jigatola, a slum that co-exists with the posh Dhanmondi residential area in the Bangladesh capital.

More than the money, Kabir finds great satisfaction spending two hours every morning at the Jigatola non-formal school with the 30-odd children of domestic help, street vendors and daily wage workers.

The school, run by 'Development For The Poor,' a non- government organization (NGO), imparts basic education. Its impoverished pupils, most of them girls, are divided into two shifts a day and provided free books and educational material.

Many of the pupils are themselves wage earners and work as domestics, shop helpers, hotel boys and mechanics to supplement meagre family incomes.

These working children are what experts call "hard-to-reach" in the Education for All (EFA) drive.

Before the Jigatola non-formal school came up children in the slum did not attend school, and according to Khodeja Akhter, a teacher, success of any EFA project here depends on allowing the children flexibility to "learn as well as earn."

In Dhaka city, as many as 2,025 non-formal schools are now imparting basic education to about 60,750 slum children, 54 percent of whom are girls, says Kazi Farid Ahmed, director at the Directorate of Non-formal Education.





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Funded by the UN children's agency, UNICEF, and supported by the governments of Bangladesh and Sweden, the Basic Education for Hard-To-Reach Urban Children's project (BEHTRUC) aims at providing non-formal basic education (NFE) to 350,000 children. in six divisional headquarters between 1997 and 2002.

Already, under BEHTRUC, 180,000 children in Bangladesh's six divisional headquarters of Dhaka, Chittagong, Khulna, Rajshahi, Barisal and Sylhet are receiving a basic education. The next 16 months are expected to see several thousand more (NFE) schools established for urban non-literate children in the 8-14 age groups in the biggest initiative of its kind. Some 125 NGOs have been entrusted the responsibility of operating these NFE schools for slum children who are a source of income for their impoverished families and in fact form 56 percent of the total slum population.

In some families, child labour makes up one third of the family's income. Not only do these working children have little time to go to school, but in most slum areas, there are no schools to attend.

And even if there were schools, the children still cannot afford the extra-costs associated with education and so they are considered the most hard-to-reach, a UNICEF study says.

As part of the project, teachers from participating NGOs receive special training in participatory, child-centered teaching methods and in the specific needs and concerns of hard- to-reach children. Project teachers are required to make home visits to all their students to closely monitor progress and to keep their families informed.

Aided by the Asian Development Bank (AsDB), the International Development Agency (IDA), the Swiss International Development Agency (SIDA) and the Norwegian aid agency, four NFE projects worth 309 million dollars are now underway in Bangladesh.

Education Minister A. Sadique told Bangladesh Parliament last month that as a result of sustained efforts, the literacy rate has now reached 60 percent from 34.6 percent in 1991 and that he expected it to rise further to 80 percent by 2001.

But many experts think the government needed to formulate a more realistic policy to address the problem of drop-outs and never-enrolled children at the primary level. The majority of the country's roughly 120 million people live in its villages.



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3.2 Rights And Access To Learning

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Currently there is a 38 percent drop-out rate and imparting education to five million drop-outs and children who have never been enrolled in schools poses a formidable challenge to the government. Also there is as yet no comprehensive plan for the education of over six million child workers in the 9-15 age groups.

Ansar Ali Khan, UNESCO or the UN's Educational, Scientific and Cultural Organization's representative in Bangladesh advocates a more vigorous drive to remove illiteracy from the country by 2006.

"For this the government will have to invest more funds in the education sector and make all-out efforts for the spread and sustenance of education," Khan said.

Currently, Bangladesh spends 2.3 percent of its GNP on education which is far less than what other countries in the region spend, according to the Education Watch Report, 1999.

The report pointed out that allocation for primary education is also very little and that 90 percent of the allocations are swallowed by salaries and allowances for teaching staff and administrators.

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Example Two: Uganda

Uganda hits universal primary education target

By Dan Elwana

The East African Newspaper, Kampala, Uganda Started three years ago, Uganda's strategy of free education for all - the Universal Primary Education (UPE) - is beginning to pay off. The enrolment rate has increased as more children go to school throughout the country.

"I am happy that I am now able to send my four children to school. I only pay for their uniform and sometimes exercise books. This system will help the people of my area", says Vincent Oyat, who earns a living from cultivating simsim and fishing on the shores of Lake Kyoga in Apac District. His children go to a nearby school, some three kilometres away from his home.

The UPE was introduced in Uganda in January 1997 as part of a government policy to provide free primary education to four children in every family, including orphaned and disabled children. With the introduction of the UPE



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Uganda hopes that this policy will have an enormous impact on the future of education in Uganda.

In launching the programme, Uganda was conscious of the financial implications of the scheme and the need to provide basic quality education. The overwhelming response nationwide posed some challenges concerning staffing, teaching and learning materials. Enrolment figures have risen from 2.5 million in 1997 to 6.5 million to date.

In some parts of the Central regions of Uganda, the response was so high that some classes had to be conducted under trees. In urban centres, government-aided schools have equally overwhelming enrolment figures, which have raised questions from opposition politicians on the quality of education.

Ugandan education and policy makers are convinced that with this kind of response, a framework is needed to re-direct efforts for the challenges ahead. Thus, it developed an Education Sector Investment Plan (ESIP) for the period 1997 to 2003. The plan was approved in December 1998. The government says this plan was founded upon the 1992 government White Paper on the Education Policy Review Commission Report.

Uganda's President Yoweri Museveni, who is a strong advocate of the UPE programme which he used in his campaign strategy during the 1996 presidential elections, says it will help in eradicating poverty. The argument is that the ESIP provides a framework for investment to enable this vision to be realized through the education sector.

The results of the UPE have partly been due to relentless efforts at political level to educate parents on the benefits of free primary education. Local Resident District Commissioners (RDC's) and District Education Officers (DEO's) have been the focus of the implementation of the programme and ensuring its success at village level. Other local leaders agree that the programme has to be closely monitored for full benefits to all.

Uganda now faces three main challenges: Access, equity and efficiency. The target is, therefore, to expand the education sector to accommodate more learners and eliminate disparities in terms of access and performance with special emphasis on removing gender and regional imbalances. Uganda has also taken due consideration in the expansion of secondary education and other sub-sectors to absorb primary school dropouts.

Although grants have been sent from the central government to districts primarily for the UPE, the amount of interest it has generated has involved



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parents in school constructions, brick-making and provision of land for expansion. Besides expanding the classrooms from 52,000 and another 12,000 to be completed before the end of the year, Uganda also aims to have a textbook to pupil ratio of 1:1.

Emphasis has also been laid on in-service training for teachers to equip them with skills to provide quality education. As for secondary education, the aim is to have one secondary school in every sub-county.

Against the background of an expanded UPE programme and increased enrolment, Uganda plans to construct 850 community polytechnics to provide basic technical skills to primary school dropouts. Vocational and higher education sub-sectors are also included under the ESIP.

Although no specific budget has been set aside, the government says it has earmarked some funds for refurbishing existing polytechnics and higher institutions to complement the programme. As a sign of commitment to its education for all policy, government expenditure increased by 30 per cent from US\$44 billion in 1996 to US\$136 billion in 1998. As of March 1999, US\$6.22 billion had been disbursed for primary school construction in eight districts of Kabarole, Bugiri, Pallisa, Kiboga, Arua, Moyo, Nebbi and Adjumani.

Support funds for Uganda's UPE programme have come from the World Bank, the Netherlands government, The United States Agency for International Development (USAID), Denmark and Britain.

Example Three: Caribbean

'Education for All' Goal Eludes Regional Governments in the Caribbean By Wesley Gibbings, Inter Press Service

PORT OF SPAIN, Apr 11 (IPS) - Almost 10 years after the world set itself a year 2000 goal of Education for All – EFA, to United Nations technocrats – the target appears as elusive as ever with developing countries almost routinely failing to meet targets.

Education budgets are down, infrastructural works are badly needed and, throughout regions like Latin America and the Caribbean, there are concerns about high levels of functional illiteracy and the ripple effects of unemployment and poverty.

In many instances, the construction of more schools has not meant higher levels of education and regional governments are grappling with questions



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related to the value they are getting for money spent in the system.

A study by Oxfam, the British-based non governmental organization (NGO), estimates that as many as 125 million children are currently out of school worldwide while 872 million adults in developing countries are illiterate.

In Latin America only one out of every three children makes it beyond secondary school, another study by the Inter-American Development Bank (IDB) reveals.

Elsewhere in the English-speaking Caribbean things look better with as many as 85 percent of Trinidad & Tobago's young people moving to secondary school. But there are serious concerns about the low levels of functional literacy and tertiary level admissions among schoolchildren in the region.

Reviews by individual countries, in preparation for the April-end World Education Forum (WEF) meeting in Dakar, Senegal, indicate that though there have been gains in the education worldwide, its "quality has not kept pace with quantity".

This and other assessments and effective strategies which have been discussed at six regional conferences between December 1999 and February 2000 are to be presented to the Dakar meeting.

"The EFA assessment process is about learning from the past decade in order to achieve more in the next decade," Koochiro Matsuura, director general of the United Nations Educational, Scientific and Cultural Organization (UNESCO), explained at the Cairo meeting for the Arab states and North Africa, Jan. 24-27.

"We must be realistic in our goals, measure and monitor our progress and, above all, keep a sense of driving ambition," he added. Such a tacit admission, that the EFA target has fallen short, is not new.

At the last Summit of the Americas in Chile in 1998, the Prime Minister of Jamaica, Percival Patterson, had warned that unless more was done for education in the world's poor countries, the "disparities which now exist between developed and under-developed states" would only worsen under the new trade regime.

He said that education needed not just money – the IDB and the World Bank have extended 8.3 billion dollars in loans for education in the Americas – but new initiatives.



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The focus should be on developing new strategies for early childhood education, assessments, evaluations and indicators and the development of textbooks and other educational materials that “incorporate information technology projects and programmes”.

How much do countries in Latin America and the Caribbean spend on education? Brazil, Costa Rica and Cuba averaged 6 percent annually, while countries like El Salvador, Guatemala and Peru set aside less than 2.5 percent.

This contrasts with a 9.8 percent public expenditure on education in the United States, 16.7 percent for Mexico and 14.2 percent in South Korea.

Now the countries in the Americas have pledged to raise more money and to increase the budgetary share for education in order to achieve 100 percent enrollment rate in primary schools by 2010 and 75 percent rate in secondary schools in the same year.

Current allocations to the social sector, including for education, are nowhere close to the “20/20 Initiative” adopted at the 1995 Social Summit in Copenhagen.

Under the initiative, industrial countries are to devote at least 20 percent of their aid budgets to basic social services, while developing nations are required to set aside about 20 percent of their national budgets in that area.

Two years ago, the then acting president of the World Bank, Sven Sandstrom, who was speaking in Chile, said Latin America and the Caribbean region have made progress in education goals but “enormous challenges remain”.

He listed these as low levels of academic achievement, high rates of grade repetition and lack of access by the poor to quality education which results in unequal education opportunities across social strata.

Barbados Prime Minister Owen Arthur who has described education as a “fundamental tool” said it “not only underpins our efforts in strengthening civil society but ... will also fuel the diversification of our economies”.

This, he said, was “critical to the prosperity and sustainable development of our countries”.

According to a release from the Dakar WEF Secretariat, the country assessments done so far show “an accelerated effort to achieve quality education for all, is necessary.



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“Without renewed political commitment to universal primary education,” it said, “the global goal set in 1990 of having all children in school will not be achieved.”

Regional governments hope the Senegal forum will add significant impetus to the process.

Example Four: India

Changed mindsets get Muslim girls into schools

By Ranjit Dev Raj, Inter Press Service

- ✿ It was a problem which troubled Imam Moulana Abdul Sattar no end. How to get the girls of his Meo community, in northwest India, a regular education and yet retain their distinct Muslim identity?
- ✿ Literacy rates in northwestern Rajasthan state, where the Meos live, were among the lowest in the country and estimated at 56 per cent for men. The literacy rate for women is 20 per cent and that for Meo Muslim women negligible.
- ✿ "Traditionally, Meo girls were allowed only Din-e-Taleem (religious education) offered at the mosque and denied Duniya- ki-Taleem (general education)," the Imam (religious leader) explained.
- ✿ Across India, girls are discriminated against when it comes to schooling thanks to patriarchal attitudes so that the average national literacy rate for women is 37 per cent against 64 per cent for men. Gender discrimination is worse in the rural areas.
- ✿ The Imam's dilemma was compounded by the fact that his villagers, in the state's Bharatpur district, firmly believed that the Hindi-medium education offered in local government schools was unsuitable for Meo girls because the language was associated with Hindus.
- ✿ Finally, Lok Jumbish (People's Movement), a leading non- government organization (NGO) specializing in education, stepped in with a simple but workable solution. It offered Urdu (associated with Islam) as a medium of education.
- ✿ Four years on, results are tangible in the 82 per cent literacy rates among boys and 57 per cent among girls in the 5 to 14 age group. Impressive, considering that when the project began, the rates were 28



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per cent for boys and 11 per cent for girls.

- ◆ According to Anil Bordia, founder and, until last year, chairman of Lok Jumbish, what made the difference was the several rounds of discussions with religious leaders and parents which allowed appreciation of each others problems and concerns.
- ◆ "Officials charged with implementing government education programmes in the district never cared enough to reach out and find solutions," said Bordia, who once served the central government as education secretary.
- ◆ A broad agreement arrived at, advertisements were placed for Urdu teachers. Recruitments from among the powerful moulvis (religious teachers) provided them, more importantly, a stake in the new system.
- ◆ "It was not long before Meo children began joining the mainstream education system and, in fact, doing better than we expected," Sattar said. "Many of the girls rapidly made up for lost years."

Dramatic impact

- ◆ At the Kaman block of Bharatpur district where the Meos form 70 per cent of the 150,000 people and where Lok Jumbish concentrates its activities, the impact has been truly dramatic.
- ◆ "I longed to go to school but never dared ask my parents," said Nazneen who is in the fifth class and regarded as among the more promising of the first batch of formally educated Meo girls..
- ◆ Grinding poverty in semi-desertified Bharatpur, where villagers try to wring a living out of agriculture and cattle grazing, was among other major problems.
- ◆ Nazneen said she still has to tend to the family's cows and her parents expected her to help with household chores such as fetching water and collecting firewood.
- ◆ "But my parents are happy that I can read and write letters, important notices and the destination boards on buses." she said.
- ◆ A teacher at Kaman, Naim Ahmed, has bigger ambitions for his wards and waits for the day when the first batch of Meo girls passes through Class Eight. "No Meo girl has ever crossed that level," he said.



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- ✿ Kaman block is today a showpiece for Lok Jumbish which began its activities in 1992 with the aim of bringing 'Education for All' to Rajasthan according to a commitment made by India at Jomtien in 1990.
- ✿ After allowing a Constitutional mandate on free and compulsory education for all under-14 children to languish for decades, it was left to the Supreme Court to declare education a fundamental right in 1992.
- ✿ Since then, there has been progress in implementing universal primary education (UPE) through the World Bank funded District Primary Education Programme (DPEP) and through non-governmental organization efforts, of which Lok Jumbish's is among the more notable.
- ✿ As former education secretary, Bordia knew that the success of the project would depend on limiting the negative influence of the bureaucracy and political elites which feared the social processes that would inevitably be unleashed in the process.
- ✿ "From the start, the emphasis was on people's participation in terms of involvement of beneficiaries as well as functionaries in decision-making," Bordia said.
- ✿ Between 1992 and 1998, under Bordia's leadership, Lok Jumbish managed to spend about US\$24 million on the project, half of which was provided by the Swedish International Development Co-operation Agency (SIDA), and the rest shared equally between state and central governments.

An ideal mix of partners

- ✿ Lok Jumbish quickly emerged as the ideal mix between non-governmental organizations, local community, government and international donors and by 1998 had established 1,500 non-formal centres with 20,000 girls and 10,000 boys enrolled across Rajasthan.
- ✿ In Kaman block, people's participation meant not only introducing Urdu-medium education but also making the language compulsory in the syllabus for all pupils -- a move which helped remove artificial barriers between people.
- ✿ Lok Jumbish also emphasized gender equity and went beyond girls' enrolment and retention in schools. "An attempt was made at feminizing the education system by encouraging the formation of groups for adolescent girls and women teachers," Bordia said.



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- Women's groups of one kind or another were functional in 5,712 of the 8,675 villages in which Lok Jumbish has a presence and are working to change attitudes among rural families in favour of sending their girl children to schools.
- As a policy, Lok Jumbish preferred recruitment of women workers and two-thirds of its staff now consist of women whose presence serves as an additional incentive for the enrolment of girls.
- Bordia's master strategy lay in introducing school-mapping and micro-planning under which village groups undertook house-to-house surveys to ascertain the educational status of all children in the 5-14 age group and put them on a register.
- "The register greatly discouraged dropping out and absenteeism, including absenteeism by teachers, and this made for accountability," Bordia said.
- School-mapping readily indicated the schooling status of every member in each household to villagers and planners, and helped Block Education Management Committees (BEMCs) decide who needed what and how much.
- BEMCs could approve anything from providing textbooks and organizing training for teachers to repairing school buildings, many of which had become decrepit in many parts of Rajasthan.
- At Kaman, school-mapping helped, BEMC discover that one reason why the moulvis resisted sending girls to government schools was the poor quality of education imparted there.
- "The moulvis also complained of discrimination against Muslims by local teachers -- we effectively addressed that problem at Lok Jumbish," Bordia said.

End of sub-topic.



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3.2.2 Gender

The education of girls and women has a major impact on the quality of family life in current and future generations. Literate mothers are more likely to send their daughters to school; educated women are less likely to die in childbirth, more likely to avail themselves of health services, to have smaller families and to practice better methods of child-rearing and family health. In terms of socio-economic development, the education of women and girls has been shown to be a key parameter in ensuring consistent progress.



However, in many parts of the world, large sections of the population, especially women and girls remain illiterate and uneducated. In the Middle East, South Asia and sub Saharan Africa, the situation is worse. For the lack of education denies them the right to have knowledge and skills needed for an individual's full autonomy to function effectively in the life of a society.

The Dakar Forum called for gender parity in primary and secondary education by 2005; as of June 2005, it is estimated that 75 countries will miss this target.

Two-thirds of out-of-school children and of non-literate adults are female, and there are many barriers to girls and women when it comes to accessing educational opportunity. Journalists should document individual cases and special situations where women and girls are disadvantaged with regard to learning and personal development.

Watch out for situations such as the following:

- What is preventing girls from going to school - having to work at home and care for siblings, having to work outside the home to generate income for the family, having to care for sick members of the family such as those suffering from HIV or AIDS?
- What factors in the school environment make it difficult for girls to attend - harassment at school or on the way to school, lack of suitable sanitary facilities, lack of female teachers, unsafe or insecure environment?



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3.2.2 Gender

- What kinds of policy changes are needed to give girls and women an equal chance to access education? What patterns of social behaviour and attitudes to women and girls need to change?
- How can adult learning programmes best be organised to cater for the specific lifestyles and needs of adolescent girls and women? How should duration, content, timing and the learning process be modified to give female learners the best chance?

Look at the EFA International Strategy (Strategy 6) for further areas to explore - which ones are relevant to your country? (http://www.unesco.org/education/efa/global_co/comprehensive_efa_strategy.shtml)

In some situations boys perform less well in school than girls, or stay in school for fewer years - in such cases, what are the reasons for this? What impact does this have on the life opportunities of men and women and on gender roles? What can be done to achieve gender equity in education in such situations?

At an international level the UN Girls' Education Initiative (UNGEI) is led by UNICEF to raise the profile and inject new urgency and energy in providing schooling opportunities for all girls. UNGEI is a global partnership involving many international agencies and working in 25 countries to support national policies and initiatives.

The aim is to accelerate progress towards the gender related goals of EFA, above all with respect to primary schooling. The UN Literacy Decade (UNLD) also has a strong gender focus and will emphasize literacy for women in the 33 countries eligible to participate in LIFE (Literacy Initiative for Empowerment), launched by UNESCO.

See: www.ungei.org

www.efareport.unesco.org and look for the summary of the 2003/4 Global Monitoring Report: *The Leap to Equality*.



women and children out of school and at work [VIDEO: 13 sec]



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3.2.2 Gender

The Flagship Initiative is at:

http://www.unesco.org/education/efa/known_sharing/flagship_initiatives/girls1.shtml

End of sub-topic.



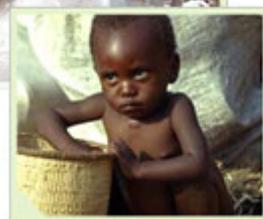


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3.2.3 Child Rights

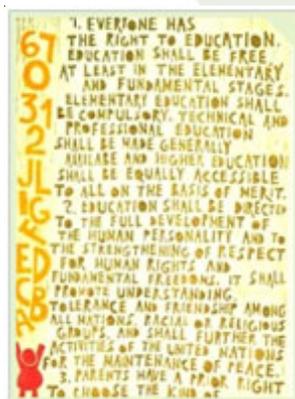
Learning begins at birth. Yet millions of children worldwide have little access to learning. Caught in a web of poverty and illiteracy, they are forced to work, as beggars and rag pickers, as support for parents in the home or the fields, as casual labour in construction sites and in factories. Underpaid, overworked, oppressed and denied a right to childhood. Among children, the girl child is worst affected as many societies impose social taboos on girls.



Child labour affects about 211 million children aged 5 to 14 years worldwide, keeping them out of school or making them so tired that they cannot concentrate in school. The International Programme on the Elimination of Child Labour (IPEC) is promoted by the International Labour Office (ILO) - more information at <http://www.ilo.org/public/english/standards/ipecl/>.

- Has your country ratified ILO conventions 138 and 182 which make commitments to eliminate all forms of child labour?
- What stories can be told in your situation of children who have returned to school after having had to work? See some examples at: <http://www.ilo.org/public/english/standards/ipecl/about/factsheet/index.htm> and at: <http://www.globalmarch.org/>

The Convention on the Rights of the Child (<http://www.unicef.org/crc/crc.htm>) states clearly that the right to free and compulsory education should be available to all children.





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3.2.3 Child Rights

- ✿ Is the convention ratified by your government?
- ✿ How are the provisions of the Convention implemented in legislation and policies in your country?

It is the responsibility of educational journalists as watchdogs of a society to identify, highlight and bring to the attention of governments and civil societies, instances of such denials of the basic rights of the child. At the same time, it is also important that journalists seek out, describe and evaluate efforts by their own society to empower children through education. Resources for advocacy on child labour issues may be found at: <http://www.iccle.org/>



Children in conflict, street children and working
[VIDEO: 1 min 56 sec]



3 EFA Topics

3.2 Rights And Access To Learning

3.2.4 Marginalised Communities

In every country there are groups of people who are outside the scope of mainstream society. These may be the poor, those living in remote or rural areas, indigenous peoples, cultural, linguistic or religious minorities, street children and AIDS orphans, nomads and migrants, or older people. Girls and women are often also marginalised from mainstream services and the opportunities which the wider society may offer. People like this suffer disadvantage in many ways and receive fewer resources from the state and other bodies. The factors which marginalise people often combine to make their situation even more difficult or desperate. Thus a girl from an indigenous group living in a remote rural area will be the last one to benefit from education and other services.



Media persons reporting on education must understand and report the implications of the denial of educational opportunities to the marginalised communities. The seeds of violence, intolerance, and deviant behaviour can often be found in the denial of such basic human rights.

Look around your own country and culture for instances of conflict, observe how they have impacted the poor, the migrant, and displaced people. Report stories on how education can be provided to them by government, NGOs and civil society institutions.

Education for marginalised groups requires extra effort - they will not be reached simply by extending the mainstream system. Distance and geographical barriers, cultural and linguistic characteristics, gender roles, mobility or a nomadic lifestyle, and other factors mean that innovative ways of providing learning opportunities must be found.

- ◆ Who are the marginalised groups in your country and what are the factors that prevent them taking up educational opportunities?
- ◆ What innovative ways of reaching such populations are being tried, by whom and with what success?



3 EFA Topics

3.2 Rights And Access To Learning

3.2.4 Marginalised Communities

An EFA Flagship Initiative on Education for Rural People can be found at:

www.unesco.org/education/efa/know_sharing/flagship_initiatives/educationfor_ruralpeople.shtml

See also: *Education Today* July 2004? (www.unesco.org/education)

End of sub-topic.





3 EFA Topics

3.2 Rights And Access To Learning

3.2.5 Inclusive Education

All human beings, children and adults, have an equal right to education. But there are people who have special needs. Such needs may emerge out of specific physical challenges such as vision, hearing or psychomotor impairment. Some people, victims of conflict, displaced and disabled, or homeless, deserve and merit special attention.

It is estimated that there are 150 million children with disabilities worldwide, and that at least 90% of children with special needs in developing countries do not attend school.

Education that is specially meant for such vulnerable people is called special needs education—or education for special needs.

The Salamanca Statement of UNESCO lays down the foundations and structures of special education in the world today.

Refer [3.2.5 - 13 of 18]: *Salamanca Statement [PDF] in the CD-ROM*

Ideally, education should be inclusive—that is, the specially challenged person must be provided education along with the more fortunate. This would enable them to live a normal life while also helping to inculcate the values of tolerance, mutual respect, and humanity among their peers.

Sometimes, such inclusive education is difficult to achieve. This may be because of the lack of facilities, teachers, curriculum, content, or resources. Because, in the past, there have been few children with





3 EFA Topics

3.2 Rights And Access To Learning

3.2.5 Inclusive Education

disabilities with access to education especially in the poorer countries, today, there are millions of adults with disabilities who lack even the rudiments of a basic education.

National and regional authorities have a responsibility to address educational needs of people with special needs. Such responsibility includes adequate funding, creation of infrastructure and content, and management of special needs education.

As a media person sensitive to the requirements of all sectors of the population, it is even more critical that you address such policies and programmes. For instance, look at your country's budget for allocations to special needs education and relate that to field activities. Or else, undertake case studies of grass root efforts to provide such education. Is it done in a manner so as to be inclusive and to enable the "mainstreaming" of people challenged by physical, psychological, or social disabilities?

The Flagship Initiative is at:

www.unesco.org/education/efa/known_sharing/flagship_initiatives/persons_disabilities.shtml

End of sub-topic.





3 EFA Topics

3.2 Rights And Access To Learning

3.2.6 Conflict and Emergency

In nations devastated by war and civil strife, by the HIV & AIDS pandemic, or in countries with sharp class divisions, the situation is worse. For the victims of war and the inequities of society are not merely the injured, they are the women and children, often displaced from their homes and orphaned; denied their basic right to education, health care and right to livelihood. In 2004, a survey of ten countries suffering or emerging from conflict showed that 27 million children and youth lacked access to formal education.



Education is a key element in providing hope and meaning in often desperate situations of deprivation and uprooting. Alongside shelter, food and water, and healthcare, education is one of the foundations of rebuilding faith in the future for individuals and communities.



Education is a key means to restore stability in a volatile and unsettling situation. It is important to enable the next generation to continue their education and prepare once again for a stable life in their original environment. Good practice includes using the languages of the original area with refugees and displaced people, as well as building the curriculum around the knowledge and cultural patterns of their homeland.

Media personnel have a duty to publicise the plight of refugees and people displaced or affected by conflict and emergency, bringing them to the attention of national and international authorities.



3 EFA Topics

3.2 Rights And Access To Learning

3.2.6 Conflict and Emergency

If there are displaced and traumatized people in your country:

- ✿ What level of attention is being given to (re-)establishing viable learning and educational opportunities, for children and adults?
- ✿ How suitable is the education on offer?
- ✿ What stories of enterprise, individual courage and of hope can be told of those seeking learning opportunities in their current surroundings?

For further pointers see:

www.inseesite.org

www.unhcr.ch/cgi-bin/texis/vtx/home?page=PROTECT&id=405027d34&ID=405027d34&PUBLISHER=TWO

The flagship initiatives is at:

www.unesco.org/education/efa/know_sharing/flagship_initiatives/emergencyandcrisis.shtml

End of sub-topic.



War Devastated Countries
[VIDEO: 52 sec]



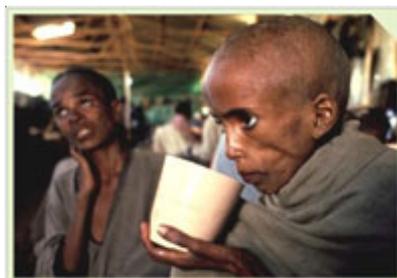
3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

Impacts on Education

- At the end of 2004, according to UNAIDS, there were 40 million people around the world living with HIV & AIDS, including 2.2 million children under 15 years old. About five million people were newly infected with HIV that year, and 3.1 million people died of AIDS.



See: www.unaids.org/wad2004/EPlupdate2004.html_en/Epi04_02_en.htm#P16_3133

- The pandemic is eroding EFA goals on the ground by causing illness and death in education systems, impoverishing families and producing a highly vulnerable army of AIDS orphans. It threatens to wipe out much progress made in boosting literacy and general education levels.
- Education systems are losing teachers and other personnel to AIDS; the situation is particularly serious in southern Africa (see below).
- The rapid spread of HIV & AIDS demands intensive preventive education, a caring response from education systems at all levels and across all sectors, and exhaustive planning. There is growing evidence that the epidemic will not slow its advance without progress towards EFA.
- There are expanding international resources to support new ways of planning for HIV & AIDS and for tackling the problem. Global funding increased from roughly US \$2.1 billion to an estimated US \$6.1 billion in 2004. In sub-Saharan Africa, home to 25.4 million (2004) infected people, new planning tools and resource units are supporting efforts to thwart the virus.
- Is your country drawing on these resources to minimize impacts of HIV & AIDS on education?



3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

Overview of worldwide situation (2004) Regional statistics:

www.unaids.org/wad2004/EPlupdate2004_html_en/epi04_03_en.htm#TopOfPage

The latest maps of the incidence of HIV and AIDS can be found at the UNAIDS website (www.unaids.org) - those for 2004 are at:

www.unaids.org/wad2004/EPlupdate2004_html_en/Epi04_13_en.htm#P251_74231

HIV & AIDS and Children

- ✿ In 2004, 640,000 children under 15 years were newly infected with HIV and 510,000 children died of AIDS. The illness and death of children from HIV & AIDS is a global tragedy, and it is growing by the day.
- ✿ The numbers of children infected and affected by HIV & AIDS is impacting heavily on education systems in many developing countries, in many different ways.
- ✿ More than 13 million children worldwide have lost one or both parents to HIV & AIDS. Most of them are in sub-Saharan Africa, but there are mushrooming numbers in Asia and elsewhere.
- ✿ Education can help reverse HIV & AIDS trends by teaching children the urgency and means of preventing infection. Children must be taught to protect themselves, to avoid high-risk behaviour and to care for their health as best they can.





3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

- Life skills are largely taught in schools. The need for HIV & AIDS education for children in and outside schools, and from an early age, is urgent - as is the need to keep children affected by HIV & AIDS in school. What is happening in this regard in your country?

See Learning to survive: How education for all would save millions of young people from HIV/AIDS by the Global Campaign for Education:

www.campaignforeducation.org/resources/Apr2004/Learning%20to%20Survive%20final%202604.doc

HIV & AIDS and Marginalisation

- Children in households suffering from HIV & AIDS suffer severely, as the burden of family survival shifts from parents who fall ill and die, to the children.
- For many, neither money nor time is available for normal schooling to continue. Opting out of school may help with cash needs over the short term, but in the long term it entrenches the household's poverty and puts the children at greater risk of becoming infected with HIV.
- Children living with HIV & AIDS suffer double disadvantage - not only do they have the virus, but in many cases they also face social stigmatisation. This often results in breaches of rights, as children are denied access to education or marginalised within the system. It also erodes EFA goals of access and equity.
- In some countries, teachers have been ostracised, lost their jobs or even been assaulted for having HIV & AIDS. Such prejudice is largely responsible for the silence that has surrounded HIV & AIDS in many parts, and has exacerbated its spread.



Recent reports on the status of HIV and AIDS globally and regionally can be found at: www.unaids.org



3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

Children Orphaned by AIDS:

http://www.unicef.org/sowc05/english/figure4_4.html

HIV & AIDS and Teachers

- ◆ HIV & AIDS is decimating the teaching workforce in countries where the virus is prevalent. Up to 10 percent of teachers may be lost to HIV & AIDS in the coming years in badly-hit countries in sub-Saharan Africa, and numbers of teacher deaths are set to soar in Asia.
- ◆ In sub-Saharan Africa, over 30 percent of teachers are estimated to be HIV-positive in parts of Malawi and Uganda. About 815 primary school teachers in Zambia died from AIDS in 2000 - the equivalent of 45% of the teachers trained that year. In South Africa's hard-hit KwaZulu-Natal province, as many as 35 percent of 75,000 teachers could be infected.
- ◆ In the Central African Republic, 85 percent of teachers who died between 1996 and 1998 were HIV-positive, and died on average 10 years before they were due to retire. With the average age of infection in Africa lowering, more teachers are likely to begin dying younger.
- ◆ Absentee rates among teachers who are ill with HIV & AIDS have also been soaring.
- ◆ There is an urgent need for governments to calculate infection rates among teachers, plan to replace teachers and step up measures to prevent infection rates among teachers.
- ◆ If teachers are being infected in large numbers, how are they to effectively deliver prevention education to their pupils? Teachers need to play a key role in delivering HIV & AIDS education in schools, but many are themselves inadequately informed about this often-taboo issue.
- ◆ Studies have shown that lack of time, resources and training have contributed to inadequate curriculum based education and counselling.





3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

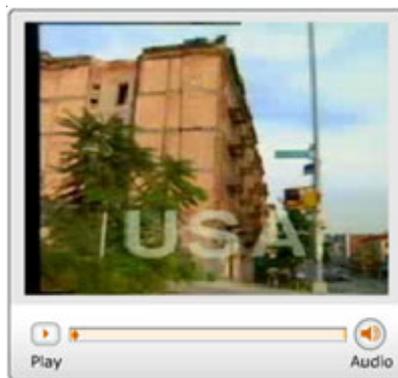
Strategies to improve HIV & AIDS education in schools could include improving understanding of the virus among teachers, training dedicated life-skills teachers, and regular timetabled prevention lessons for all children.

Article: Refer [3.3.1 - 08 of 34]: “35 percent of KZN teachers are HIV+”, *The Mercury*, 24 March 2003. [Text Window] in the CD-ROM

Website: Refer [3.3.1 - 08 of 34]: *DNS international teacher training* [Text Window] in the CD-ROM

Education for Prevention

- ✿ Research shows that good basic education ranks among the most effective, and cost-effective, means of preventing HIV infection.
- ✿ The more educated people are, the more aware they are likely to be about the dangers of HIV & AIDS and how they - and their loved ones - can avoid being infected. Also, the prevention message is most effectively spread through education.
- ✿ International and regional organizations, governments, NGOs and civil society groups, are deeply involved in programmes aimed at tackling HIV & AIDS, including prevention education.
- ✿ For instance, UNICEF is providing food to vulnerable children, helping to replace teachers lost to AIDS, advocating the elimination of school fees and supporting HIV-AIDS education projects in civil services, the private sector and society.
- ✿ UNESCO has preventive HIV & AIDS education projects around the world, ranging from training teachers and social workers to publishing booklets, videos, posters and other materials. It has created a clearinghouse on curriculum-oriented issues relating to HIV & AIDS and is coordinating an



HIV/AIDS work in a USA Ghetto school [VIDEO: 3 min 02 sec]



3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

on-line Global HIV & AIDS Impact on Education Clearinghouse.

See: <http://hivaidsclearinghouse.unesco.org>

UNESCO's strategy for HIV & AIDS preventive education focuses on:

- Advocacy at all levels - targeting institutions, ministries, agencies and the media.
- Tailoring the message to different audiences.
- Changing risk behaviour through effective communication.
- Caring for the infected and affected and combating complacency and discrimination.
- Coping with the institutional impact of HIV & AIDS.
- The global HIV & AIDS clearinghouse and UNESCO's Action Against HIV & AIDS websites are mines of information, with good examples of education prevention practices.

Refer [3.3.1 - 08 of 34]: *Global HIV & AIDS Impact on Education Clearinghouse. [Text Window] in the CD-ROM*

Website: Unesco's Action Against HIV & AIDS: The following website has many useful tools for use in schools for HIV and AIDS prevention:

http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html

The EFA Flagship Initiative on HIV and AIDS is at:

http://www.unesco.org/education/efa/know_sharing/flagship_initiatives/hiv_education.shtml

Report: Refer [3.3.1 - 08 of 34]: *Preventive education: a strategy for AIDS. UNESCO's strategy for HIV/ AIDS prevention in Brazil. [PDF] in the CD-ROM*



3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

HIV-AIDS Prevention Strategies

The UNAIDS Interagency Task Team on Education urges governments to step up their efforts to achieve EFA as part of the fight against HIV & AIDS.

In HIV & AIDS and Education: A Strategic Approach, the Task Team proposed practical steps to mobilise education in the battle against the epidemic, including:



- ✿ Teachers need to be properly prepared to teach about sex, relationships and health.
- ✿ Education for HIV & AIDS prevention should begin as early as possible, and be continued throughout childhood and adolescence.
- ✿ Policy makers, teachers, health workers, parents, students, community leaders, faith-based organizations and NGOs need to work together to allow schools and other groups to implement quality health programmes and conduct HIV & AIDS prevention activities.
- ✿ Non-formal and mass media work involving and targeting young people, can broaden the reach of education for HIV & AIDS prevention.

Each of these strategies can be mined for stories. A good example is the Sangha Metta project in Thailand, which is involving Buddhist monks in HIV & AIDS prevention and care. There are many innovative HIV & AIDS prevention activities in and outside formal education around the world - and if there are not in your country, that is in itself a story.

Refer [3.3.1 - 13 of 34]: *The Sangha Metta project in Thailand.* [Text Window] in the CD-ROM

Refer [3.3.1 - 13 of 34]: *"In turning the tide against HIV-AIDS, education is key". UN, Washington, 18 October 2002.* [Text Window] in the CD-ROM

To read the full strategy See:

http://portal.unesco.org/ev.php?URL_ID=2714&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1034889942



3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

Prevention Through the Media

The media in all its forms has a profound role to play in HIV & AIDS prevention through education. Not only in its editorial pages but also through use of the media as an advertising and public interest medium by governments, NGOs and civil society organizations.

The reporting of worrying news is never easy or popular, especially when people feel helpless in the face of that news and when many cultures do not permit open discussion about it. But the fact is, a deadly epidemic is among us, and journalists are a front line of defence.



The following are some tips on how to report on HIV & AIDS:

- Spread the message - it is time to act.
- Find out the latest facts and figures.
- Make contact with the relevant medical people.
- Try to put a human face on the problem - it can save lives.
- Integrate HIV & AIDS information and issues across a variety of “beats” - it fits as well into education, lifestyle and politics as it does in health.
- Use the right language and terms, or you can confuse an already complex issue and spread fear, prejudice and disinformation.
- Avoid negative sensationalist headlines as they encourage a sense of helplessness, which in turn discourages action.
- Avoid negative clichés. For instance, “people living with HIV & AIDS” is more positive than “HIV & AIDS victims”, and less judgemental.



3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

Disseminating Information on HIV & AIDS

- Give information on how to act once facts are known.
- Describe risks and tell of ways to prevent infection.
- Alert audiences with explicit and precise terms. No euphemisms.
- Shift awareness from the theoretical to something personal.
- If today's diseases can be talked about, so can tomorrow's.
- Convey the need for precautions and the consequences of inaction.
- Show what happened elsewhere when too little was done too late.
- Relate "remote" facts and figures by using local comparisons.
- Involve local leaders in the effort to keep communities healthy.
- Tell of success stories about information helping elsewhere.
- It is your duty to inform people before an expected event. Be proactive.

More Media Channels

- There are many ways other than editorial coverage to spread HIV & AIDS messages through the media - advertising, supplements, special programmes and the internet are but some.
- One excellent example is loveLife in South Africa, where at current rates of infection half of all children of 15 years or younger are likely to prematurely die of HIV & AIDS. A massive NGO project, it is trying to positively influence adolescent sexual behaviour in order to reduce teenage pregnancy, the spread of HIV & AIDS and sexually transmitted infections.
- loveLife's multi-strategy combines the use of high-powered media- a weekly magazine in a top-selling Sunday newspaper, television and radio advertisements and programmes, banner and other ads - with a nationwide drive to develop adolescent friendly health services, outreach and support programmes.

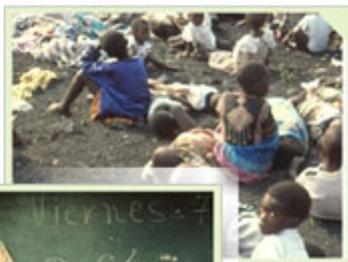


3 EFA Topics

3.3 Education And Health

3.3.1 HIV & AIDS

- What is your news organization, government and civil society doing to mobilise information and understanding of HIV & AIDS, and to encourage prevention through education? Creative activities of social importance make good stories, while stories about lack of them might encourage action against HIV & AIDS.



Refer [3.3.1 - 17 of 34]: Mar 11, 2003: *HIV positive kids await home tutor [PDF] in the CD-ROM*

Refer [3.3.1 - 17 of 34]: Mar 6, 2003: *HIV positive kids denied right to education [PDF] in the CD-ROM*

Refer [3.3.1 - 17 of 34]: Mar 4, 2003: *School fails to resolve Standoff over AIDS kids [PDF] in the CD-ROM*

End of sub-topic.



3 EFA Topics

3.3 Education And Health

3.3.2 Further Health Concerns

Besides the huge problem of HIV and AIDS, other health issues are of continuing concern, for example malaria and diarrhoea. These rob millions of children and adults of a health life and cost countless days of lost activity and days away from school.

An estimated one million people die from malaria each year, and 500,000 African children are infected with the most dangerous form of the disease, cerebral malaria, every year. Ten to twenty percent of these die. Three hundred to five hundred million people are infected with malaria each year. The chronic anemia associated with malaria stunts intellectual and physical growth, preventing them from gaining the maximum benefit from education and reducing their options in life.



Children are most at risk from diarrhoea, and its debilitating effects are a daily reality for many where safe and clean drinking water is not available and where sanitary practices are less than hygienic.



These and other diseases are entirely preventable, and education must play a sustained role in improving the health of children and adults.

From hygienic practices to safe food preparation, making drinking water safe and using treated mosquito nets - these are areas that schools, adult learning programmes and educational planners should ensure are addressed. Personal and family health care of all kinds are also key components of education.

The following websites offer more information:

www.unicef.org/lifeskills/index_health_education.html
www.who.int/school_youth_health/en/



3 EFA Topics

3.3 Education And Health

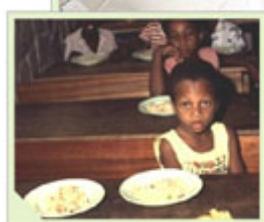
3.3.2 Further Health Concerns

The Flagship Initiative is at:

www.unesco.org/education/fresh

Media personnel can contribute to health education by asking:

- How far health concerns in general are addressed in the curricula of schools and adult learning programmes;
- In what ways the particular health risks of the local environment are addressed through education;
- What stories of changed behaviour regarding health can be identified, where education has played a key role;
- What schools and adult learning programmes need to do to address health issues more consistently.



End of sub-topic.



3 EFA Topics

3.3 Education And Health

3.3.3 Mother and Child Health and Education

Education and Health

There is a deep connection between education and health. The more educated people are, the healthier they are. And the more healthy people are, the better they learn.

There is strong evidence that parents - especially women - with more schooling have healthier and more vigorous children. Educating girls for longer is a highly effective means of improving the health of their future children. Children are highly vulnerable to disease and infection, which also affects their education. Each year nearly 11 million children under five years old die from preventable causes. Millions more survive only to face diminished futures, unable to develop to their full potential.



Children of more educated mothers suffer illness less often and less severely than other children. Infant and child mortality decreases proportionately as a mother's level of schooling rises. The reduction in child mortality associated with each additional year of mother's schooling is between five percent and 10 percent in both rural and urban areas of low-income countries.

Education is also associated with improved nutritional content of diets. A study in Ghana, for example, showed that an increase in the education of a household head from none to complete primary schooling appeared to reduce the household's daily calorie gap by an amount equal to one-fifth of an adult's typical daily caloric requirement.



3 EFA Topics

3.3 Education And Health

3.3.3 Mother and Child Health and Education

Educating Women for Health

Educating women both in the formal and non-formal sectors is an effective health strategy. Literacy is one of a number of factors which contribute to greater health and greater life expectancy, along with economic progress. Also, the healthier women are, the more able they are to care for their children's health and education.



Delivering greater health understanding and skills to adults improves the health of families, and these skills are passed on to children. You should always be on the look-out for health issues that link to education, for news and feature purposes as well as to fulfil the public interest role the media has to play in disseminating health information and education. In harsh developing world conditions, learning health skills enables parents to minimize ever-present health threats. For instance, mass informal education projects for malaria prevention - using mosquito nets, recognizing the symptoms etc - have saved millions of lives. Many young deaths can be avoided if parents understand what children should avoid, what to do when illness strikes, and how to recognize early on that a child needs medical help.

The Case of Bilharzia

Nearly 119 million children a year fall ill with the bilharzias parasite - but it can be easily avoided if children do not swim in infected waters. Parasites consume nutrients, aggravate malnutrition, retard physical development and result in poor school attendance and performance. Early recognition and treatment of bilharzia symptoms are critical to children's health, and the WHO has proposed introducing bilharzia control in school health programmes.

Education in and out of school also impacts on population control, with benefits for development. Schooling bolsters the ability of women to regulate contraception, and is also associated with a rise in the age of marriage and an increase in the perceived cost of childbearing. The World Fertility Survey shows that in Africa, Asia and Latin America, women with seven or more years of schooling have lower fertility rates (by between two to three children) than women with only up to three years schooling.

End of sub-topic.



3 EFA Topics

3.3 Education And Health

3.3.4 Healthy Children in the Early Years

All children have the right, under the UN Convention on the Rights of the Child, [Text Window] (<http://www.unicef.org/crc/crc.htm>) to health care, good nutrition, education and protection from harm, abuse and discrimination. It is the duty of parents and government to ensure that these rights are respected, protected and fulfilled.

The first eight years of childhood - and particularly the first three years - lay the foundations for future health, growth and development. Children learn most quickly in this period, especially in a loving, encouraging, mentally stimulating environment with good meals and health care. Encouraging children to play and explore helps them to learn and develop socially, emotionally, physically and intellectually. Children learn how to behave by imitating those close to them.

Parents and caregivers should learn the warning signs that indicate if a child's physical, mental or emotional development is faltering. If the child does not respond to stimulation and attention, parents and caregivers need to seek help from experts. Several countries, such as Britain, conduct parent education programmes aimed at raising levels of child health and educational care. Parenting education can be delivered at points of service delivery in the health system, or within adult education programmes.

Support for Early Childhood and Family Education

UNESCO's Early Childhood and Family Education section coordinates research and activities undertaken by it in ECCE and parent and family education. Working with its specialized services, consultants, UN agencies, institutes and NGOs, UNESCO's programme goals are:

Refer [3.3.4 - 24 of 34]: *UN Convention on the Rights of the Child, [Text Window] in the CD-ROM*

Refer [3.3.4 - 24 of 34]: *UNESCO's Early Childhood and Family Education section [Text window] in the CD-ROM*

Refer [3.3.4 - 24 of 34]: *Supporting early childhood policy development [Text window] in the CD-ROM*

Refer [3.3.4 - 24 of 34]: *Strengthening family support policies [Text window] in the CD-ROM*

Refer [3.3.4 - 24 of 34]: *Promoting early childhood networking and partnerships [Text window] in the CD-ROM*



3 EFA Topics

3.3 Education And Health

3.3.4 Healthy Children in the Early Years

Refer [3.3.4 - 24 of 34]: *Reinforcing early childhood communication and information [Text window] in the CD-ROM*

UNESCO:

- Provides services to member countries, UN agencies, organizations and individuals working in favour of children and families.
- Participates in UN and other international initiatives in favour of children and families, in the context of the Convention on the Rights of the Child.
- Encourages governments to integrate early childhood and family education programmes in their long-term social and economic planning.
- Serves as a networking centre and clearing house for information on early childhood issues, policies, programmes and organizations, and as the lead agency for an Inter-Agency Early Childhood Communication Strategy.

Refer [3.3.4 - 24 of 34]: *Rights of the Child. [Text window] in the CD-ROM*

Refer [3.3.4 - 24 of 34]: *Inter-Agency Early Childhood Communication Strategy. [Text window] in the CD-ROM*

Media pointers

- Compare the family health situation of more educated and less educated parents to highlight the need for ongoing education and the parallel needs of children's schooling and adult education;
- Examine the educational statistics for different regions of your country and compare them with the health statistics;
- Find stories of women whose own education as adults has changed the way they care for the health of their children.

The Flagship Initiative on Early Childhood Care and Education is at:

www.unesco.org/education/efa/know_sharing/flagship_initiatives/ECCE_1.shtml



3 EFA Topics

3.3 Education And Health

3.3.4 Healthy Children in the Early Years

Early Childhood Care and Education

Expanding and improving Early Childhood Care and Education (ECCE), especially for vulnerable and disadvantaged children, is an EFA goal and an area of learning whose importance - for education and for health - is being increasingly understood.

ECCE, however, is diverse and largely unmeasured. It includes learning that ranges from activities in the home to childcare centres and kindergartens that combine care, play and education, to formal pre-schools in national education systems.



Most national ECCE policies focus on access to pre-primary care for children aged three and older, based on the knowledge that early learning improves the outcomes of primary education. There is also evidence that ECCE betters children's chances of enjoying good health and of social inclusion.

An EFA analysis of enrolment in formal pre-primary ECCE programmes in 118 countries in 2001 showed 42 states with gross enrolment ratios of below thirty percent - seventeen of them in sub-Saharan Africa. For more detail see the EFA Global Monitoring Report.

While ECCE is strongly identified with parents in full-time employment in urban areas, it is also increasingly being seen as means of social inclusion for disadvantaged children and mothers. Where resources are scarce, provision is primarily at home or community based. This is the stuff of an interesting story. Data mostly describes government ECCE provision, but from the accompanying EFA table it can be seen that some countries accord ECCE high priority. How does your country fare, and how does it compare? Remember to check statistics with an expert - they can be misleading.



3 EFA Topics

3.3 Education And Health

3.3.4 Healthy Children in the Early Years

Media pointers

- ✿ What proportion of children in your country benefit from ECCE?
- ✿ How are these opportunities distributed between urban and rural areas?
- ✿ What ECCE opportunities exist for poor populations?
- ✿ What difference does ECCE make when children start primary school?

Refer [3.3.4 - 27 of 34]: *Early Childhood Care and Education [PDF] in the CD-ROM*

see: http://portal.unesco.org/education/en/ev.php-URL_ID=2573&URL_DO=DO_TOPIC&URL_SECTION=201.html

End of sub-topic.





3 EFA Topics

3.3 Education And Health

3.3.5 Healthier Schools

Schools, the very places where children should learn health skills, can themselves harbour dangers. Try visiting a school in a poor area, to find out how unhealthy an environment it can be - often through no fault of its own. It could be the starting point for a strong, important story.

Children are highly vulnerable to infection, disease and multiple hazards such as accidents. Child health is not only a problem of lack of hygiene or safety at home - much illness and many child deaths could be avoided by creating healthier environments at school. According to UNICEF, lack of separate and decent sanitation facilities at school forces many girls to drop out, often consigning them to poverty or dependence later in life. While there are many reasons why the vast majority of the 120 million children who are out of school are girls, schools themselves are all too commonly the reason.

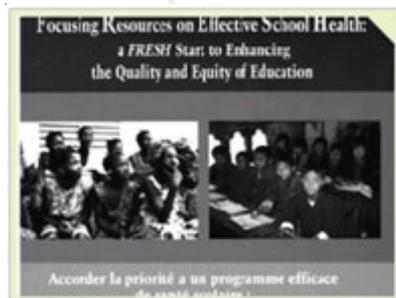
For girls, dropping out can be profoundly bad for health. Every year a girl is denied education increases the chances that she will fall prey to violence, abuse, exploitation and trafficking. It also increases her susceptibility to disease, including HIV & AIDS. The very same girls are likely to risk their lives bearing children - in Afghanistan, one woman dies every half an hour in childbirth.

When it occurs in schools, violence is a threat to physical and mental health - and not only those who are directly attacked are harmed, as violence has many forms and many impacts. School violence is a chronic problem in many societies, and has health implications that reach back and forth beyond the classroom into societies and their future.

Promoting Health in Schools

Quality learning can take place only when children feel welcome in school and are in good health. Health in education - and education for health - are hidden areas in most education systems, but are increasingly recognized as crucial to achieving health and education for all.

Research in developing and developed countries has shown that school health programmes can reduce





3 EFA Topics

3.3 Education And Health

3.3.5 Healthier Schools

common health problems, increase the efficiency of the education system and advance public health, education and development. It is essential that ministries of health and education share responsibility for promoting good health and preventing disease in schools. This can be done in many ways, including:

- ◆ Health education for children that systematically teaches them life skills needed to enhance their health, such as what food is nutritious, good personal hygiene and how to avoid disease.
- ◆ As importantly, lifestyle education that encourages healthy activities such as exercise and discourages harmful pursuits such as smoking or consuming drugs or alcohol.
- ◆ Supplementary school feeding programmes that provide children with essential nutrition, not only but especially in schools in poor communities or during time of food shortages.
- ◆ Tackling environmental problems, such as poor sanitation and water quality in schools, which put children at risk or in personal discomfort while attending schools.
- ◆ Separate toilet facilities for girls, with special attention to meeting the needs of girls beginning to menstruate.
- ◆ Vaccination programmes that protect children against disease.
- ◆ Strategies that end violence and abuse in schools.



UNESCO plays a strong role as the UN focal point for physical education and sport, and as part of the UN's push to focus resources on effective school health (FRESH).

Refer [3.3.5 - 30 of 34]: *The Interagency Initiative (FRESH) [PDF] in the CD-ROM*



3 EFA Topics

3.3 Education And Health

3.3.5 Healthier Schools

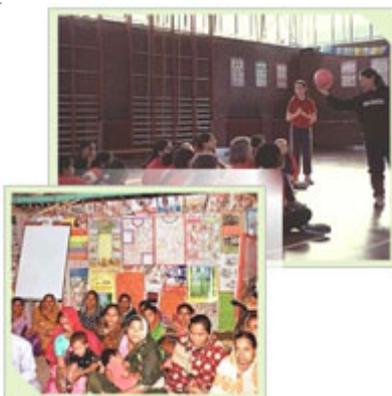
Health-Promoting Schools

The WHO's Global School Health Initiative mobilises and strengthens health promotion and education activities at local, national regional and global levels. Its goal is to increase the number of "Health-Promoting Schools" - those that constantly strengthen their capacity as a healthy setting for living, learning and working.



A Health-Promoting School:

- Fosters health and learning with all the measures at its disposal.
- Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
- Strives to provide a healthy school environment, health education and health services along with school and community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and counselling, social support and mental health promotion for pupils.
- Implements policies and practices that respect an individual's well being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.
- Strives to improve the health of school staff, families and community members as well as pupils, and works with community leaders to help them understand how the community contributes to - or undermines - health and education.





3 EFA Topics

3.3 Education And Health

3.3.5 Healthier Schools

Health Promotion in Schools: The Role of the WHO

The WHO focuses on four strategies that help to create Health-Promoting Schools:

1- Strengthening advocacy for improved school health programmes

WHO generates material on the nature, scope and effectiveness of school health programmes, and the qualities of Health Promoting Schools, designed to help people and organizations lobby for greater support for promoting health through schools, and to help policy and decision-makers justify decisions to increase support for such efforts.

2- Creating networks and alliances to develop Health Promoting Schools

WHO regional networks and alliances are a major international effort to promote school health. The first network, initiated in Europe, now covers dozens of countries, hundreds of schools and hundreds of thousands of pupils. Networks have since been created across other regions. WHO and other UN agencies also support teacher organization efforts to improve health through schools, with special stress on preventing HIV infection and related discrimination.

3- Strengthening national capacities

WHO and partners bring together people involved in school health promotion from countries with the largest populations, to develop strategies and share experience aimed at improving school health promotion and programmes on a large scale. WHO also provides technical support for country-level action on Health-Promoting Schools, for instance in China and South Africa.

4- Research to improve school health programmes

WHO consolidates research about action that can improve health through schools, and supports the development of ways to assess national capacity, evaluate the extent to which schools become Health-Promoting Schools, and monitor the health status of children and teachers as well as the extent to which students practice healthy lifestyles.



3 EFA Topics

3.3 Education And Health

3.3.5 Healthier Schools

Media pointers

- What is the situation of schools in your country with regard to a healthy environment? Where are the best schools? The worst schools?
- What kinds of health programmes for the community are linked with schools?
- What health risks and hazards do schools in your country present?
- How is the government responding to the FRESH initiative and WHO programmes for promoting health in schools?

End of sub-topic.



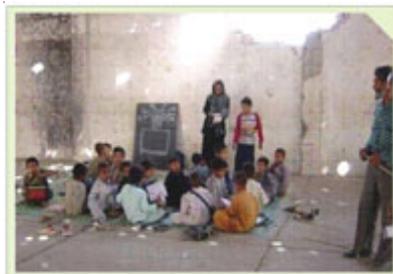


3 EFA Topics

3.4 Education And Sustainable Development

3.4.1 Reaching the Poor

Two important, linked issues in education today are poverty and sustainable development. The linkages are reciprocal - aspects of poverty and deprivation are barriers to quality education for all, and a lack of such education increases the likelihood of deprivation. Education which offers quality outcomes is a major means of breaking the cycle of deprivation and enabling people to access greater choices and gain more control over their lives. Exploring what is going on in these key areas is an important task for people writing about education.



Lack of resources is one of the biggest problems for most education systems worldwide, and a chronic barrier for developing countries. The poorest populations often benefit least from investment in education, and family poverty and the need to send children out to work also continue to be primary reasons for lack of progress towards education for all.

EXAMPLE 1:

Egypt: dreams realized (from UNICEF: State of the World's Children 2004)

Awatif Morsy will never forget the day she heard that a new school would be opened in her village. "Someone came to the house asking for the names of the children who weren't attending class," she recalls. "My mother gave them my name. I was so thrilled."

Like most eight-year-olds in Beni Shara'an village, Awatif's life until that day was divided between back-breaking work in the nearby wheat fields and confinement at home. To girls like her, the new school - a single classroom on the ground floor of a converted house - was a dream come true.

"We would go and watch the facilitators decorating the room. Everything was bright and colourful. There were games and pictures, things I'd never seen before."

Not everyone in the village was so enthusiastic, at least initially. Some farmers complained that the school would deprive them of the cheap labour the children provided. Even Awatif's own stepfather was unconvinced. "What does a girl need to study for?" he would ask.



3 EFA Topics

3.4 Education And Sustainable Development

3.4.1 Reaching the Poor

Happily, that was not the view of Farouk Abdel Naim, the elderly merchant who was persuaded to donate the premises for the school to use. “I’ve come to believe that a girl’s education is more important even than a boy’s,” says Mr. Abdel Naim. “A man can always make something out of his circumstances but a girl can’t. She needs to be educated in order to get on in life.”

Eight years on, it’s hard to find anyone in Beni Shara’an who doesn’t share that opinion. The school - now expanded into three classrooms - is today seen as a wise investment from which the community is reaping tangible rewards.

Take the example of shopkeeper Ahmed Abdel Jaber. Himself illiterate, he sent his daughter, Rawia, to the school as soon as it opened. “Until Rawia went to school, my store accounts were in a complete mess,” he recalls. “But before long, she was taking care of all the books for me, as well as helping her elder sister to read and write.”

In a village where illiteracy is an inescapable fact of life, there’s no shortage of stories about how a daughter’s education is making important differences to the quality of people’s lives and businesses.

How the instructions on a doctor’s prescription or on a sack of fertilizer suddenly seemed clear. How educational programmes on television began to make sense. And - more important still - how the example set by the children encouraged many older people to begin taking literacy classes themselves. It wouldn’t be an exaggeration to say that through the achievement of these children, the eyes of a remote community have been opened onto the world.

EXAMPLE TWO: Wealth Differentials in Access and Attainment

Source: State of the World Population 2002: UN Fund for Population and Activities

There are wealth differences in school enrolment and attainment in virtually all developing countries, but the gaps vary widely across countries. Children aged six to 14 from the wealthiest 20 percent of households are substantially more likely to be enrolled in school than children from the poorest 40 percent of households in almost all countries.

The differences between rich and poor are particularly large (more than 45 percentage points) in several West African countries - Benin, Burkina Faso, Mali and Senegal - and in Morocco and Pakistan. In contrast, small differences are seen in Kenya, Malawi, Kazakhstan and Uzbekistan.



3 EFA Topics

3.4 Education And Sustainable Development

3.4.1 Reaching the Poor

Measures of school attainment also demonstrate wealth gaps that vary across countries. For example, in India the gap (in this case in the median number of years of schooling attained among 15 to 19-year-olds) between the richest 20 percent and poorest 40 percent is 10 years, whereas in Tanzania it is only two years.

In many countries, most children from the poorest households have no schooling. A recent study of 35 countries in West and Central Africa and in South Asia showed that, in 10 countries, half or more of 15 to 19 year olds from poor households never completed grade one.

At the start of the 21st century, the Dakar World Education Forum made universal completion of quality primary education a goal to be achieved by 2015. The gaps in educational attendance and attainment according to wealth imply that the poor are much further away from achieving this goal than others. Many countries would reach the goal by raising enrolment among the poor. For example, in Colombia, Peru and the Philippines, 70 percent of the children not in school are from poor families. There are only a few developing countries in which the rich have not already achieved universal primary education.

The following chart shows wealth disparities in school environment - percent of children aged six to 14 enrolled in school in poorest and richest 20 percent of households, selected countries.

Reasons why the poor cannot access education

Why are enrolment rates lower and educational outcomes worse among the poor? Children who are in school cannot learn properly if they are hungry, and neither can teachers properly teach. In today's world it seems impossible to deliver quality education under a tree, if homework must be done at night with scant light or after a day tilling the fields.

Crises such as war, civil conflict, economic collapse and epidemics disrupt services and hold back school attendance. In the former Yugoslavia and Central Asia, enrolment rates for basic education were far lower at the end of the 1990s than at the beginning. These problems are likely to have a greater effect on the poor than the non-poor.

Where there are fees and charges for schooling, poor families often have to choose which of their children to send to school. Even if there are no school fees as such, there may be charges to parents and expenses, such as uniforms, books and equipment.



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3.4 Education And Sustainable Development

3.4.1 Reaching the Poor

In some cases, children are sent home when they do not have shoes, or pencils or books - these sanctions hit the poor in a disproportionate way.

In most poor families, children contribute essential labour to the household, in the fields, at the market, in the home doing chores or looking after siblings. These duties often particularly affect girls from rural households.

The effect of poverty is often multiplied if the child comes from an indigenous group or minority, speaks a different language, is disabled or is a girl. The school environment and classroom practices may not be adequate to address the needs of these groups of learners.

The media should highlight situations such as these and pay particular attention to situations where there is discrimination against poor households for the reasons mentioned.

Both supply and demand are at work. First, schools may not be within easy reach of poor households, particularly in rural areas. Schools tend to be concentrated in cities and areas where wealthier households reside. For example, in Guinea, the average travel time to the nearest primary school is 47 minutes in rural areas but only 19 minutes in urban areas.

But the physical availability of schools is not the central issue in most countries. Expenditures on education have increased over the last few decades in many places, but increases in spending without special attention to the needs of the poor can reinforce wealth disparities rather than reduce them.

The evidence from a range of developing countries suggests that a larger percentage of public spending on education goes to government actions that benefit the wealthy.

In Latin America, attainment disparities have been attributed to ineffective public school systems, upon which the poor depend, and a relatively low proportion of spending on primary and secondary education, the type of schooling that tends to benefit the poor most. Even when governments direct sufficient resources to improving access to and quality of education among the poor, they may lack the administrative capacity to deliver services.

The quality of schooling - including curricula, textbooks, teaching methods, teacher training, pupil-teacher ratios and parental participation - helps determine educational outcomes, including survival rates, attainment levels



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3.4 Education And Sustainable Development

3.4.1 Reaching the Poor

and test scores. Quality is often not maintained among poorer sections of the population.

For example, recent research in South Africa shows that pupil-teacher ratio has a significant effect on the number of years of completed education. In Egypt, dropout rates are related to a variety of elements of school quality and the learning environment. Boys and girls respond to different elements of the school environment. In some countries, declining fertility is reducing the pressure on public school systems, providing an opportunity to increase quality without necessarily increasing expenditures.

The learning environment can also work against participation: where there are few textbooks, where there are makeshift (or no) classrooms and little equipment, learning suffers. These conditions pertain more commonly among poor populations than among better off and urban populations.

Measures to improve access for poor households

Food for education

Bangladesh's Food for Education Programme is a government initiative addressing household food insecurity and low female education among the poorest families. Launched in 1993, the programme covers about 5,000 primary schools all over the country. It supplies a food ration (wheat) replacing children's contribution to family livelihood and releasing them to go to school.

Attendance has increased for both boys and girls, but about 10 to 15 percent more for girls. Besides the effect of education on empowerment, there is some evidence that it has led to delayed marriage, with important implications for women's life opportunities.

Demand and expected benefits

Demand for education depends on perceived returns to the family, mainly anticipated income for educated children (but also better health and lower fertility). One study estimates that, when opportunities are available for educated workers, earnings can increase on average by 10 percent for each additional year of schooling.

In some countries, the expected return from education is lower for a variety of reasons, lowering the demand for education among the poor. In Latin America, these factors include the cost of education, the low quality of public



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schooling, and discrimination against some ethnic or linguistic groups and against women in the labour market.

In contrast, returns to education in East Asia and in some countries in South Asia have remained high because of investments in physical capital, improvements in technology, and pro-export and other beneficial trade policies, as well as support for education handed down within families.

Programmes that reduce the cost of education for the poor can raise demand. For example, the PROGRESA programme in Mexico, which provides subsidies to poor families contingent on their children's regular attendance at school, has reduced dropout rates and improved grade progression.

We have had a look, in the examples, at the extent of the poverty problem for education and how poverty impacts on school attendance, quality and attainment. But how ought the media to respond?

In many developing countries, the extent of poverty is so great that it is often taken for granted. No matter how damning the media may be about the state of education, even the best policy intentions need money to be realised, and there is slim chance of squeezing more money for the sector out of a meagre state budget.

And yet we have seen, from several examples in this Kit, that a great deal can be achieved with very little. While greater financial investment in education has everywhere been a pre-condition for the transition from developing to developed status, most countries at some point started with very little. Throwing money at problems is not the only way to overcome them.

While not neglecting the shock stories about problems in education that can lead the news and so effectively galvanise authorities, groups and individuals into acting to resolve them, it is as important for the media to publicise strides made under difficult circumstances. Giving space to achievement is especially important in countries where problems are so great that there are ever-present dangers of citizens losing hope.

Teacher shortage is a chronic problem for education systems in both the developed and developing world and is an important area for media to investigate.

This is a source of stories both of problems and of governments, NGOs, communities and schools themselves are finding creative ways around dire



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3.4.1 Reaching the Poor

circumstances. Many governments are taking proactive measures to attract more people into teaching, others are luring retired teachers back into the system, and yet others make use of parent or student volunteers to plug teacher gaps. What is your government or community doing?

Studies have shown that delivering quality learning in the classroom depends as much on the quality of the training teachers receive, and their attitudes and motivation as it does on the level of school resources.

Teacher training and education delivery in the classroom are important areas to probe. What is happening on the ground is the substance of great human interest stories, and scratching below the surface yields as many examples of heroic achievement in dire circumstances as it does bad news about dilapidated environments and de-motivated teachers.

Even bad news can make (a little) good news - for instance, gradual progress in improving physical resources in schools. In South Africa, the post-apartheid government commissioned a massive audit of schools and produced a School Register of Needs, to be used as a planning tool and a benchmark against which to measure future progress. The first audit revealed shocking problems: the second showed strides being made in difficult circumstances - hope at the end of the tunnel.

South Africa's biggest weekly newspaper, The Sunday Times, works with the government and NGOs in an ongoing project that seeks out poor schools that achieve amazing results, and gives them due credit. These schools are boosted by the recognition - and the private and NGO sector funding that invariably follows their publicised achievements.

EXAMPLE THREE: Good and bad news in South African Schools Times Educational Supplement, London

By Karen MacGregor
Pretoria
December 2001

South Africa's second national survey of schools has revealed major improvements in the provision of basic education services made by the postapartheid government. But gaping inequalities remain. Thousands of schools still have no water; electricity, telephone or toilets - and one in three are plagued by crime.



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3.4.1 Reaching the Poor

The recently published “2000 School Register of Needs” flowed from a study conducted from May to December 2000, which surveyed 27,148 public and independent schools, 390 schools for special needs and 152 technical colleges. It found there were 414 more schools in 2000 than there were in 1996, the year of the first national survey, and that there had been big improvements in overcrowding and basic services. The trends, wrote education minister Kader Asmal, are extremely reassuring” but “there is a long way to go”.

The proportion of schools with toilets soared from 45% to 83%, with telephones from 40% to 64%, with electricity from 42% to 57%, and with access to water from 65% to 72%. The four years saw a 2.3% decrease in the number of pupils, particularly in primary schools, which comprise 62% of all schools. Along with the rationalisation of many small schools, this could have contributed to a decline in the number of primary schools by 650. The number of combined schools (primary and senior) grew by 610, and secondary schools by 374.

In 2000 there were 30,793 more classrooms than there were in 1996, which along with the drop in pupils resulted in less overcrowding. In 2000, the average learner to classroom ratio was 38:1 against 43:1 in 1996, and the proportion of schools reporting classroom shortages dropped by 10%. Pupil to teacher averages of around 32 to one remained the same, with the decline in pupil numbers accompanying a drop in the number of teachers, from 370,600 in 1996 to 366,000 last year. Independent schools, by contrast, had a ratio of 15 to one.

The 2000 survey looked at crime and security in schools for the first time, and discovered that a shocking one in three schools (9,654) had suffered incidents in 1999 - including 972 that reported serious crimes such as rape, stabbing or murder. The most common crime was burglary, with 30% of schools experiencing between one and five burglaries.

The survey concluded that while there had been major improvements over four years, there are still many under-resourced schools and better safety and security is crucial, as are better maintenance of schools and greater access to information technology and communication.

Before 1996 there was no accurate picture of an education system fractured by race, wealth and region. The surveys were undertaken to quantify the physical infrastructure of education to establish “a rational basis” for planning delivery of services to all schools, and over time to measure progress and trends. “The findings provide incontrovertible evidence that our strategies to eradicate the inequities of apartheid have made a positive



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3.4.1 Reaching the Poor

impact,” said Prof Asmal, adding that his ministry would step up further its efforts to eradicate inequalities by targeting poor schools for improvement.

EXAMPLE FOUR: 12 September 1999 Top schools Excellence against the odds

Reports by Philippa Garson, Editor of The Teacher newspaper.
Pictures by Andrzej Sawa

ONCE again the Top Schools Survey celebrates excellence in the South African education system and gives special recognition to those schools valiantly achieving exceptional results against the odds. Congratulations to Mathunjwa Secondary, a rural school in KwaZulu-Natal, which was awarded the Liberty Life-Sunday Times Award for Achievement in Education and a prize of R50 000. The runners-up, to receive cash awards of R10 000 each, are St Boniface in the Northern Cape, Inkamana Secondary in KwaZulu-Natal, Glen Cowie Secondary in Northern Province and Buhlehuthu High School in KwaZulu-Natal.

The survey reveals that countrywide high-quality education in a range of vibrant and diverse settings is taking place. Creativity and innovation continue to course through the schooling sector - whether as a means to combat shrinking resources, to manage diversity in the classroom or simply to make learning fun.

Schools are finding new ways to bring learning closer to the real world: they are placing greater emphasis on developing life skills, thus enhancing the employment prospects of their pupils. Those who can afford to are also keeping the arts alive in today’s computer-driven age. Music, drama and art continue to play a pivotal role in many public and private schools. While schools are making brave attempts to keep up with rapidly changing computer technology, it is only those with enough resources that are able to harness the latest informationage technologies, such as the Internet and email, for educational purposes. The other schools are being left behind - a clear indication that technology is, in many cases, increasing rather than narrowing the gap between the haves and the have-nots. Nevertheless, many of the “have-nots” are still managing to offer high-quality education against a background of evershrinking resources, including human resources. The survey shows that schools can still do much with the little they may have. Response to this year’s survey was enthusiastic.

Many schools, their 1998 Top Schools Certificates of Excellence framed and displayed in their foyers and offices, expressed thanks that the survey had “put them on the map”. Under-resourced schools in particular said appearing



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3.4 Education And Sustainable Development

3.4.1 Reaching the Poor

on the Top Schools list had generated new interest from big corporations and sponsors on the lookout for worthy schools to channel bursaries and study grants to.

Mthembeni Mbatha, principal of Mathunjwa Secondary, says: “Being on the Top Schools list has made a big difference to us. This year we received four application forms for bursaries. I think the Top Schools Survey is a very good thing and all schools should participate. It’s a motivation to schools to get on the list and then to remain there and improve their quality.” Inkamana Secondary principal Isabel Steenkamp says: “Being on the national list in 1998 helped our students get bursaries.” Ironically, many other Catholic schools, which always do well in the survey given their ability to achieve academic excellence with meagre resources, chose not to participate. The Top Schools Survey continues to elicit criticism from schools which believe it engenders a negative spirit of competitiveness in the sector.

Alan Clarke, principal of Westerford High in Cape Town, expressed some reservations about the survey. “We feel it might not be doing what it intends to do. We hope it will encourage schools to improve, and give exposure to those that make good improvements. It’s very difficult to judge different kinds of schools. We don’t want to get into competitions. We need to co-operate and work together.” Top Schools Survey co-ordinator Penny Vinjevold says: “Some schools decided not to participate because they felt the survey was tantamount to comparing apples and pears. Others claim that it promotes unnecessary competition and does not capture the values and ethos of the school. “This year our criteria were again achievement and value-added education. We’re looking for schools that achieve excellent academic results and offer a broad range of extra-mural activities.”



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3.4 Education And Sustainable Development

3.4.2 Education for Sustainable Development

In Rio de Janeiro in 1992 and in Johannesburg in 2002 the international community made commitments to development of a more sustainable kind, with the fundamental concern to steward the resources of the planet in this and future generations and to ensure viable socio-economic development within that framework. The resolutions of the Johannesburg summit can be found at:



www.johannesburgsummit.org

Recognising the key role that education must play in working towards and implementing strategies of sustainable development, the United Nations declared the Decade of Education for Sustainable Development, 2005-2015, whose documents and aims can be found at:

www.unesco.org/education/desd

The following extracts from the DESD plan of implementation demonstrate the essential role of education in strategies for sustainable development and give an indication of areas which media personnel may pick up on. A series of media pointers follows the extracts.

Can education be considered an integral part of a strategy of sustainable development, and, if so, why is this the case? Sustainable development is essentially about relationships between people, and between people and their environment. In other words, it is a socio-cultural and economic concern. Education enables us as individuals and communities to understand ourselves and others and our links with the wider natural and social environment. This understanding serves as a durable basis for respecting the world around us and the people who inhabit it.

- ◆ Education must inspire the belief that each of us has both the power and the responsibility to effect positive change on a global scale.
- ◆ Education is the primary agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society into reality.



3 EFA Topics

3.4 Education And Sustainable Development

3.4.2 Education for Sustainable Development

- Education fosters the values, behaviour and lifestyles required for a sustainable future.
- Education for sustainable development is a process of learning how to make decisions that consider the long-term future of the equity, economy and ecology of all communities.
- Education builds the capacity for such futures-oriented thinking.

Key Characteristics of Education for Sustainable Development

Education for sustainable development must share the characteristics of any high-quality learning experience, with the additional criterion that the process of learning/teaching must model the values of sustainable development itself. These characteristics echo the areas of concern in the implementation of EFA Goal 6 which aims to offer to all an education of quality leading to excellence and measurable learning outcomes.



Sustainable development encompasses environmental education, setting it in the broader context of socio-cultural factors and the socio-political issues of equity, poverty, democracy and quality of life. The development perspective - that of social change and evolving circumstances - is also a central to any treatment of sustainable development.

Education for sustainable development will aim to demonstrate the following features:

- Interdisciplinary and holistic: learning for sustainable development embedded in the whole curriculum, not as a separate subject;
- Values-driven: it is critical that the assumed norms - the shared values and principles underpinning sustainable development - are made explicit so that that can be examined, debated, tested and applied;
- Critical thinking and problem solving: leading to confidence in addressing the dilemmas and challenges of sustainable development;



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3.4.2 Education for Sustainable Development

- Teaching that is geared simply to passing on knowledge should be recast into an approach in which teachers and learners work together to acquire knowledge and play a role in shaping the environment of their educational institutions;
- Participatory decision-making: learners participate in decisions on how they are to learn;
- Applicability: the learning experiences offered are integrated in day to day personal and professional life.
- Locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use. Concepts of sustainable development must be carefully expressed in other languages - languages and cultures say things differently, and each language has creative ways of expressing new concepts.

Media Pointers for Education for Sustainable Development

- What place do the principles of sustainable development have in the school curriculum?
- What initiatives have schools put in place to demonstrate and practice sustainable development?
- How far does sustainable development figure in teacher training courses, initial and in-service?
- What are the particular challenges for sustainable development in your country and how might education help in meeting them?
- What are the policies and initiatives of your government with regard to education for sustainable development?
- What stories of local action in sustainable development can you find as examples of good practice?

End of sub-topic.



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3.4 Education And Sustainable Development

3.4.3 Story Ideas

EXERCISE ONE - Success stories

Stories about people and organizations that succeed against the odds almost always make strong human interest stories that not only set an example to others but can also make important educational points. There are plenty of examples - from a person who is denied schooling as a child and goes on to become a doctor through lifelong learning, to a dirt poor school that qualifies many of its pupils for university. Whether you live in a developing or a developed country, you will be able to find examples of schools, colleges or projects where teachers and pupils are working hard to overcome severe disadvantages - and are succeeding.

Go out and find one. Teachers' organizations, school inspectors, NGOs or further or lifelong learning people should be able to point you in the right direction. Visit the school, college or project concerned, interview the teachers, learners and parents, and try to ferret out what it is that they are doing right. Then speak to education or other experts to place their achievements in the wider local and national context.

EXERCISE TWO - Context

You have learned that “sustainable development” connects issues of society, environment, economy and development. The idea here is to explore some of these links through stories, to place news in a wider context and encourage your audience to make connections too.

Take a look at the teacher shortage in your country - there is likely to be one, no matter where you are. How many teachers are in primary and secondary schools, and how many ought there to be to achieve pupilteacher ratios that make quality education achievable. Your government will almost certainly have actual and required teacher numbers. Within the statistics you dig out, take a look at where the shortages really are. At what level of schooling, for example, and in which subjects - maths and science, languages?

Look not only at the numbers but also speak to experts to discover what they mean for education equality, and the implications of that in turn for socio-economic development and your country's ability to work towards sustainable development.

EXERCISE THREE - Accountability

There is no point in governments making international commitments that they have no intention of keeping.



3 EFA Topics

3.4 Education And Sustainable Development

3.4.3 Story Ideas

A big issue at the 2002 World Summit on Sustainable Development was whether new commitments should be made when so many of those agreed at the Rio summit a decade earlier have not been met by governments. A tricky question is whether, in the case of countries with insufficient resources or capacities, commitments should in any case be made as “wish lists” - good intentions towards which government should move, even if they have no chance of meeting them. Take a look at all or some of the education agreements encapsulated in Agenda 21 - Chapter 36 and investigate how your government has responded, how many commitments it has met and whether it has done enough. Also useful will be the national reports on education contained on the website of the UN Commission for Sustainable Development.

Refer [3.4.3 - 09 of 09]: *Agenda 21 - Chapter 36 [Text Window] in the CD-ROM*

Refer [3.4.3 - 09 of 09]: *National reports on education [Text Window] in the CD-ROM*





3 EFA Topics

3.5 Education In Society

3.5.1 Democracy, Peace and Human Rights

“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”.

Preamble to the UNESCO Constitution, 1946

These words were written at the end of a long and devastating world war that brought about the deaths of millions of people and caused enormous physical damage to infrastructure. UNESCO’s founding fathers charged the organization with working to ensure that never again would mankind go to war on such a scale and with such devastating consequences.

But how was UNESCO, in particular, and the United Nations system as a whole, to achieve this lofty ideal? As a starting point, it was believed that global interaction, whether through intellectual discourse, knowledge

sharing and/or information exchange, would help to bring about a climate of tolerance which, in turn, would lead to increased harmony among peoples and nations. More importantly, it was envisaged that education would be at the forefront of any and every effort to ensure that the world enjoyed a long period of peace and prosperity.

In translating the theory into practical terms, UNESCO took on the task of developing democracy, peace and human rights as a cross-cutting issue throughout the education system. More recently, groups of intellectuals and educationalists have recommended that the subject should be embedded deep within education as a whole. “Education on values should inspire the whole educational process and, accordingly, a new methodology of education on values should be developed, to include values of tolerance and solidarity, civic values, moral and spiritual values, humanistic values etc. to create an inner commitment in citizens for human rights, peace and democracy”.

Education professionals have envisaged and put into place many interventions to ensure that the subject reaches the widest possible audience of students, whether in primary, secondary or tertiary education. For example, the





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3.5 Education In Society

3.5.1 Democracy, Peace and Human Rights

Barefoot College in India offers basic instruction [VIDEO: 23 sec] to its students on civil issues.

There have been calls for classroom manuals to be made available so that teachers can seamlessly integrate human rights, tolerance and democracy messages into the daily learning situation.

Refer [3.5.1 - 02 of 11]:
recommended [PDF] in the CD-ROM

However, first, teachers have to be trained in how to present the subject. Textbooks and teaching materials have also been developed, while the use of modern technologies, such as the Internet and audio-visual systems, can have far-reaching consequences.



Instruction [VIDEO: 23 sec]



The publication of the Universal Declaration of Human Rights in as many languages as possible is another way to reach students with the message.

As the Dakar Framework for Action states, 'schools should be respected as sanctuaries and zones of peace' where programmes promoting intercultural understanding and friendship and be taught and modelled. This calls for sensitivity and

for an affirmation of diversity - exploring difference, learning from each other's experiences. Above all, schools and learning programmes can be places where interaction among learners and between learners and teachers can establish models of behaviour and relationships which will prevent conflict and build peace.

Despite the work to date, wars and civil conflicts continue to plague the



3 EFA Topics

3.5 Education In Society

3.5.1 Democracy, Peace and Human Rights

planet. However, many valuable programmes have been instituted in conflict and post-conflict situations with varying degrees of success.

Refer [3.5.1 - 03 of 11]: *programmes [PDF] in the CD-ROM*

It would be useful for journalists to study the situation in their own country. Is human rights taught in schools? If so, in what form? Have democracy, tolerance and peace studies made an impact? Can they be evaluated or is this a field that has ‘hidden’ successes over a period of years?

The following resources will be useful in following up on the implementation of the right to education and education for democracy and peace:

HUMAN RIGHTS EDUCATION

http://portal.unesco.org/education/en/ev.php-URL_ID=1920&URL_DO=DO_TOPIC&URL_SECTION=201.html

CITIZENSHIP EDUCATION

http://portal.unesco.org/education/en/ev.php-URL_ID=4732&URL_DO=DO_TOPIC&URL_SECTION=201.html

“All Equal in Diversity: Mobilizing schools against racism, discrimination and exclusion”-- a campaign

http://portal.unesco.org/education/en/file_download.php/165eef43182f453ced1ec9cc7f13ade1Guidelines12pp180305.pdf

BREAKING THE SILENCE --- The Transatlantic Slave Trade Education Project (TST)

http://portal.unesco.org/education/en/ev.php-URL_ID=9442&URL_DO=DO_TOPIC&URL_SECTION=201.html

End of sub-topic.



3 EFA Topics

3.5 Education In Society

3.5.2 Traditional and Indigenous Knowledge

We often think of knowledge as what we acquire from schools and colleges or what we pick-up from reading books and other types of media material. But five decades of experience in the field of development has proven to us that every community possesses a priceless body of knowledge, which is crucial to its way of life, and which is not learnt at schools. We had not previously recognized it as “knowledge” because we used to associate knowledge only with formal education.



This precious community asset is what we call “traditional” or “indigenous knowledge”. It is what farmers and fishing-folk learn over a lifetime and pass on from one generation to the next. Traditional knowledge enables farmers to interpret the weather, manage the soil, deal with insect pests, decide what crop to plant, and when to plant it. It is knowledge that is customised to the people’s immediate environment to meet their particular needs. It is also the same knowledge your mother and grandmother depended upon to care for you as an infant and through your childhood.

Traditional knowledge also extends to the values by which a society or community lives, recalled in history, often oral, and in tales and stories. Legend and myth, genealogy and folktale portray ways of relating, social rights and obligations and other forms of behaviour specific to a particular group. Such knowledge often contains seeds of wisdom and advice on resolving conflict and negotiating cooperative action. This knowledge has a place in all forms of learning, both for children and adults.



Traditional knowledge is the result of life-long learning. It is learnt through listening to the experiences of others, observation of one’s own daily activities, experimenting with improved skills and innovations, and reflecting upon all of the above.



3 EFA Topics

3.5 Education In Society

3.5.2 Traditional and Indigenous Knowledge

Media professionals can contribute to the conservation and growth of traditional knowledge by extending the above processes via their productions and publications.

For example, interviews with farmers, fishing-folk, artisans, grandmothers, traditional healers and classical scholars, who are respected for their wisdom and special expertise, not only in the sharing of traditional knowledge but also in validating such knowledge. Such validation by the media is important because there is evidence that people living in both urban and rural areas are losing their appreciation for traditional knowledge.



Importance of education in national development [VIDEO: 1 min 40 sec]

See www.unesco.org/culture and click on 'intangible heritage'.

End of sub-topic.



3 EFA Topics

3.5 Education In Society

3.5.3 Culture

The South Commission, an eminent panel of leaders and scholars from the Third World, concluded that a people's culture is the key to their development. A strong healthy cultural base provides the people with firm foundations upon which to build a future based upon their own terms and preferences.

Culture - as a way of living and behaving - gives a context to learning and provides material for reflection, analysis and critical debate. Local knowledge is therefore key to learning in specific socio-cultural environments, particularly where minorities or indigenous peoples are faced with a majority culture which threatens to overwhelm them. There are many ways of using local knowledge in schools and non-formal education, but the examples of doing so are rare. Why is this? How can local knowledge be given the value and place it deserves?

One important aspect of a community's culture is its media. A community expresses its cultural identity through the media. "Good" media is an accurate mirror of the society it serves. But the power of modern media is also able to change the way society perceives itself.

Media professionals can wield this power with different results. In the case of pop music, the mass media has succeeded, in many countries, to change the ways young people perceive themselves. Some observers have questioned if this new self-image carries with it the most appropriate set of cultural values.

Values lie at the heart of most educational programmes. A learner's values give direction to the "neutral" information and technologies which





3 EFA Topics

3.5 Education In Society

3.5.3 Culture

he or she acquires through all types of education. Learners will ultimately have to decide for themselves what values they want to adopt, and which culture they wish to embrace. Media can help by presenting the options and providing the space for debates relevant to the issue. By doing the latter, you will also be helping to promote a culture for reflection and critical debate. This is very often missing in developing communities and this lack gets in the way of both life-long learning and formal education.

Media pointers

- What aspects of local culture and knowledge are rarely if ever picked up by school curricula in your country?
- What sort of culture and values does schooling promote?
- What aspects of local culture could serve as learning topics - flora, fauna, history and oral literature, craftsmanship, use of the natural environment...?
- Are there examples of good practice in building learning on local knowledge?

See www.unesco.org/culture

End of sub-topic.





3 EFA Topics

3.5 Education In Society

3.5.4 Story Ideas

1. The promotion of democracy, peace and human rights is not the sole responsibility of school teachers and students. But how can the broader community, especially decision-makers, civil society organizations and so on, interact with educationalists in taking the message forward? Are there any tangible examples in your own community whereby schools have embraced opinion-shapers and other parties to develop a common platform and approach to the teaching of human rights? And where non-educationalists have played an active part in encouraging students to take an interest in the subject? If so, with what result? As a journalist, maybe you will find this could make an interesting news story?
2. Stories about traditional knowledge and the people in whom such knowledge is vested, make fascinating content for the media. It is also content which forms an important facet of life-long learning.
3. In the area of culture and education, consider some possible news stories from your own environment. Reflect on the way cultural values of your society are embodied or not within the schooling system in your country.

End of sub-topic.





3 EFA Topics

3.6 Learning Opportunities

3.6.1 Learning Opportunities

The purpose of this section is to introduce you to the different ways in which societies provide learning and education to their citizens. After completing this section, we hope you will be able to identify and evaluate different systems of education in your country, in terms of their structure, allocations, performance and outcomes. We will do this by introducing you to the basic elements and forms of the educational system. We shall then suggest ways in which, you as a media person, can include some of these ideas in your reporting and writing about educational themes.

In today's world, much has changed and the demand for education, (basic, elementary, secondary, tertiary, technical, non formal, and life long) far exceeds the supply. How do we address different and rapidly growing and changing needs and demands?

We do this by changing the way in which education is delivered.

We do this by offering a range of diverse learning opportunities for different groups of people.

End of sub-topic.





3 EFA Topics

3.6 Learning Opportunities

3.6.2 Literacy

What is literacy? Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society.

It comprises capacities and practices needed for an individual's full autonomy and capacity to function effectively.

It can range from reading everyday notices such as instructions for fertilizers, or medical prescriptions, knowing which bus to catch, keeping accounts for a small business.

It implies increasingly being able to operate a computer and use electronic means of communication such as e-mail and text messaging.

It also involves expressing oneself and one's culture, communicating with others and gaining a full voice in society.

It is independence from the oppression of the educated; of the money lender and it is a key part of the ability to take charge of one's own life and livelihood.



Literacy is often learnt as part of other development programmes: health education, credit and loan schemes, skill development, religious groups, women's training and empowerment.

According to the EFA Global Monitoring Report 2005 18% of the adult population of the world, around 800 million people, are non-literate, with sub-Saharan Africa, the Arab States and South and West Asia accounting for most of these. Literacy rates of under 50% are found in a small number of countries

(see: http://portal.unesco.org/education/en/ev.php-URL_ID=35964&URL_DO=DO_TOPIC&URL_SECTION=201.html).



3 EFA Topics

3.6 Learning Opportunities

3.6.2 Literacy

Media persons must then look for issues within stories which show how the individual has used what s/he has learned from literacy classes and projects and how it has changed their lives. It is not just a matter of learning certain skills but of taking part actively in communication using text, benefiting from and contributing to a dynamic literate environment. Journalists are prime examples of those who do so on a regular basis.

Media persons must also study the context and the relationship between educational statistics and the stories of human struggle and resilience behind an individual's effort to become literate and educated. Stories of the impact of literacy may include:

- ✿ How women's self-confidence has grown, in the family and the community;
- ✿ Mothers more likely to send their children, particularly their daughters, to school;
- ✿ Women and men taking a more active part in decision-making in the community and wider society;
- ✿ A greater confidence in travelling and seeking new opportunities;
- ✿ A greater ability to access services (health, banking, education, etc).



A key initiative is the UN Literacy Decade which brings UN agencies, governments and civil society together to make a major ten-year push in literacy and is the Flagship Initiative in literacy: www.unld.org



3 EFA Topics

3.6 Learning Opportunities

3.6.2 Literacy

Resources and stories of the value of literacy can be found at:

http://portal.unesco.org/education/en/ev.php-URL_ID=12432&URL_DO=DO_TOPIC&URL_SECTION=201.html

http://portal.unesco.org/education/en/ev.php-URL_ID=11318&URL_DO=DO_TOPIC&URL_SECTION=201.html

<http://www.reflect-action.org/>

<http://www.sil.org/literacy/snapshot.htm>



How literacy changes life
[VIDEO: 16 sec]



3 EFA Topics

3.6 Learning Opportunities

3.6.3 The Formal System of Education

For most of us, education has involved a face to face interaction between the teacher and the student, in a school, a college, a technical training institute. All the settings of education have had similar structures— a physical location consisting of buildings and equipment; human resources consisting of teachers and students, principals and administrators; a set of protocols, i.e. rules, norms, and procedures; enrolment and admission and monitoring procedures. Content has meant syllabi, textbooks, question papers and teacher's notes. Libraries and laboratories are a key part of educational provision, but are far from being a feature in many school contexts. Tests and examinations, and public recognition of the school, college, or technical training institute are all important aspects of a good quality education system.



Formal educational systems are assumed to be the best form of education. Much of government allocation and expenditure for education in annual budgets has been for the formal system of education, at the primary and secondary (school levels), and at the higher or tertiary level (college or university levels).

Primary education is the largest sub-sector of any education system and offers the unique opportunity to contribute to the transformation of societies through the education of the young. Therefore, primary education should be a priority where all children are not yet in school. Secondary education is equally important, because through this level, society develops skilled human resources at an intermediate level.

The core missions of higher education are to educate, to train, to undertake research and to provide services to the community.





3 EFA Topics

3.6 Learning Opportunities

3.6.3 The Formal System of Education

Graduates of higher education systems are critically important for the economic and social growth of a country.

Education for All focuses on basic education, since this is where learners of all ages acquire the building blocks of learning for themselves - literacy and numeracy, processing information, working cooperatively and thinking critically. At its best, basic education lays the foundation in this way for secure and productive functioning in society. Basic education in most contexts encompasses primary and lower secondary schooling. Basic education could not function without the teacher training and research which is carried out in higher education. Thus the provision of basic education is linked to the other levels.

In reality and through intensive educational research, aspects of all sectors of the formal systems have been proven to be flawed. Some flaws which media personnel may wish to explore and expose might include:

- Lack of adequate resources, particularly at school level
- Poor management, at school, district or national level
- Teacher absenteeism or harassment of pupils
- Excessive bureaucracy and over-centralisation
- Standardisation of curriculum and approaches to learning

It is crucial for media to engage with such issues intellectually and to raise them in the public domain. It is important that media persons identify and analyze the links between the formal educational systems and the society, in terms of objectives, relevance, outcomes, and overall growth and development of a society.

End of sub-topic.



3 EFA Topics

3.6 Learning Opportunities

3.6.4 Non Formal Education

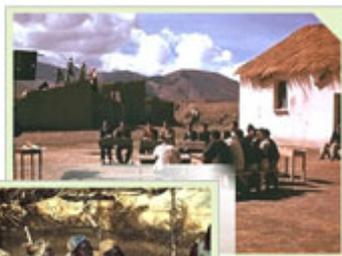
All forms of education that come outside the formal structures of schools and colleges, are included under a definition of non-formal education. This form of education exists in all societies, irrespective of whether they are developed or developing.

There is a distinction between non-formal education and informal learning. Informal learning could be accidental as happens when we learn from media. Non-formal education is, however, planned and deliberate, for instance, a planned intervention made by a government agency or civil society institution to provide knowledge and skills especially to groups of people who have not had the opportunity of a formal education.

These include children and adolescents who have never had the opportunity to attend school or who have dropped out of school. Adults who never went to school, or who wish to acquire new knowledge and skills, or add to the little schooling they had also benefit from non-formal learning opportunities.

This form of education covers topics as diverse as agriculture, on- farm and off-farm activities, health and education about HIV & AIDS, literacy and basic education, micro-enterprises, and income generating activities—in fact, almost all and even including themes that normally form part of the formal education system. At its best, non-formal education is driven by the needs of the learners, and delivered at times and places that suit them. According to experience around the world, the closer the pattern of learning is to the culture, languages and socio-economic environment, the more effective such programmes are.

Such education can be provided at





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3.6 Learning Opportunities

3.6.4 Non Formal Education

the home of the learner, at a community learning centre, through radio and television programmes and even through the newer Internet and World Wide Web technologies, using computers. It is especially useful for out-of-school learners and adults who, because of their preoccupation with earning a living, cannot go to school.

Much of non-formal learning is provided through development oriented ministries, through donor supported projects and through the non government agencies. Among the most prominent are those implemented by the government/quasi government sector and others that are in the non-government agency sector. Examples of agricultural extension, additional information for health care workers, and teacher training programmes are available in almost all countries.

Another model of non-formal education is through the private public partnership. Fertilizer companies, as well as pharmaceutical companies, provide a fair amount of non-formal information. Media are used extensively in providing non-formal education to large sections of the population in a quick, cost effective and efficient manner. Journalists need to think about non-formal learning, to lobby government and other providers for more opportunities and more appropriate opportunities of non-formal learning. The need for well-trained facilitators is also an area that journalists can highlight.

Media personnel should identify and analyze the many models of implementation of non-formal education efforts, highlight successes; but equally significant; also draw attention to the lessons that can be drawn from failures.

End of sub-topic.



3 EFA Topics

3.6 Learning Opportunities

3.6.5 Distance Education

Learning at a distance can serve populations that are hard to reach through the regular school system. Normally then enable individual learners or groups to

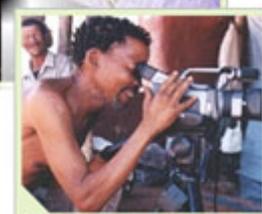
- ✦ receive or access learning material in their own time and to study at their own pace;
- ✦ combine the use of radio, TV, internet or correspondence with written learning materials;
- ✦ offer opportunities for regular or occasional face-to-face contact with a tutor.



It is important to note that the best distance learning systems do not simply leave the learner to get on with it by themselves. It involves an integrated system of materials, remote teaching input, assignments, feedback, face-to-face interaction (often in residential sessions). It also requires good cooperation between educators and media people when making radio and TV programmes.

This flexibility reaches learners in remote locations and those who, because of time constraints and the need to earn a living cannot use more formal systems.

Distance education reaches both children and adults, and can serve for basic and advanced learning needs. Instead of the learner coming to the fixed location of the school or campus, we use methodologies and delivery systems that enable us to reach the student wherever he or she may be, in the home, workplace, on a bus going to work or at a community learning centre. Learning goes to the doorstep, even the home of the learner. We do this by using open and distance learning systems and methodologies and by deploying information and communication





3 EFA Topics

3.6 Learning Opportunities

3.6.5 Distance Education

technologies as delivery mechanisms. In embracing information and communication technologies (whether radio, television, or e learning), we refer to a process of education that uses these technologies to mediate between the teaching and learning processes and activities.

Technologies are used to bridge the physical and psychological distance between the learner and the teacher; and between the learner and the institution from which such teaching and learning is imparted. Reporting and writing on distance education is increasingly important for any media person. This is because there is now more recognition among government agencies of the role of distance education to provide learning to large and dispersed populations. And there are an increasing number of learners in this system of education everyday. In distance education, used by many institutions simply to earn money from students, learning depends largely on the motivation of the learner. And statistics in distance education can be misleading—and must be examined very carefully.

One of the most useful organizations for information and publications in open and distance learning is the Commonwealth of Learning (www.col.org). Explore their website and read their documents. You will find all kinds of useful materials there. For instance, take a look at the enrollment and graduation statistics of any distance and open learning institution in your country. Or examine the defined objectives and outreach of the institution against its real reach and performance. You may want to examine the educational materials of an open and distance learning institution to see whether you learn from its contents.

Refer [3.6.5 - 14 of 25]: *Distance learning in Mongolia: Learning for Life [Text Window] in the CD-ROM*



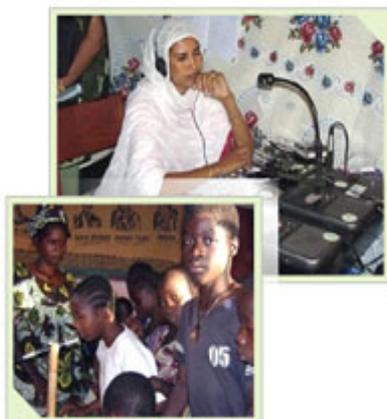
3 EFA Topics

3.6 Learning Opportunities

3.6.6 Learning Through Media

In an effort to reach as many sections of the population as possible educators have long used media such as radio, TV, print materials and, more recently, computer-based resources and the internet.

Learning by Radio



The role of broadcasters as “teachers of life-long learning” can be seen very clearly in radio. This medium is often the only access illiterate farmers and villagers or poor fishermen have to information outside their communities. Journalists provide farmers and villagers with important information such as news, prices of produce, weather forecasts, farming tips and health and medical advice.

As we have seen in earlier section, radio is a key means in many countries of providing learning opportunities at a distance to children and adults who are out of reach of the regular educational system.

Using TV in Learning

As a channel for lifelong learning, television has a proven track record of reaching both the very young as well as the very old with a very wide range of educational material. For example, children are learning basic literacy skills from television while their grandparents obtain advice on how to lead a healthy lifestyle.



Video-photography skill development by Rural women
[VIDEO: 46 sec]



3 EFA Topics

3.6 Learning Opportunities

3.6.6 Learning Through Media

In formal education programmes, universities and colleges running distance education courses have been using television to deliver courses over the air to students studying at home.

Refer [3.6.6 - 16 of 25]: *lifelong learning, [PDF] in the CD-ROM*

Learning Through Print Media

Newspapers and magazines are accessible both to adults and children. They are an essential feature of any well-developed literate environment and make a high percentage of what people read on a daily basis. Thus print media are a key means of using, maintaining and further developing literacy capacities, as well as an important source of information.



Not only do they constitute learning materials in themselves in these ways, but they also enable citizens to grow in awareness of social issues and thus participate actively and in an informed way in decision-making processes and elections.

Print media, in contrast to radio and TV, has a longer life and can in certain circumstances form valuable reading material and give useful information well beyond its publication date.

Print media is the most permanent and portable of all the media. It is important to both formal and non-formal education.

Teachers often use newspapers and magazines in their classes as learning material on current affairs and writing skills. You unknowingly become a teacher too when your stories are read and discussed in schools. You play an even more important educational role with adult readers who often rely solely on your newspapers and magazines to update their knowledge on all aspects of their work, health and lifestyle.

Your writing contributes to what is known as “life-long learning”, an increasingly important form of learning as all sorts of technological and social changes sweep across the world and your readers have to learn to cope and live with them.



3 EFA Topics

3.6 Learning Opportunities

3.6.6 Learning Through Media

E-Learning

The term e-learning itself refers to a wide range of ICT related activities, and is used interchangeably with terms such as distance education; web based education; computer based training; virtual education, on line learning, to cite a few. E-learning is technology enabled learning, which there are many definitions. While many definitions of this term may be found by browsing the site www.eLearners.com and other similar sites, we are essentially referring to a paradigm of education that uses information and communication technologies.



The popularity of the Internet sweeping across the world has attracted much attention to the latest ICTs. Cell phones, computers and the Internet make up the group of technologies which we call the “new ICTs”. In most countries, it is the older ICTs, such as radio, television and printed material, which play the main role in supporting education. And they have been doing this with much success over the years.



In any analysis of the use of ICTs in learning and education, we must consider the infrastructure needed to make them work. In practical terms this means a stable electricity supply, availability of batteries and, for internet-based facilities, good telephone connections or broadband networks. These have economic implications for the state and for the individual. Media personnel should highlight these needs as pre-requisites for using certain kinds of ICT in learning (or indeed in any way at all).



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3.6 Learning Opportunities

3.6.6 Learning Through Media

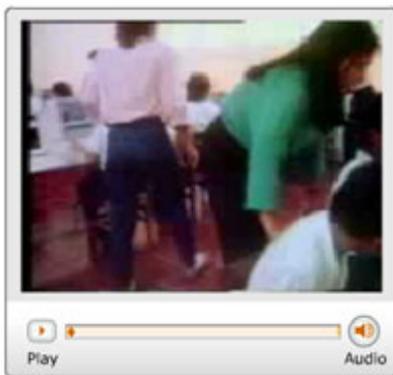
E-learning provides a virtual space where teachers and learners can interact across time and space whenever and from wherever they want. The advantages of e-learning are similar to those of distance education— anytime, anywhere, learner paced, learner friendly, just in time, without disruption to work, cost effective form of learning.

Protagonists of e-learning will give even more reasons why e-learning is a viable option for any learner. Other

IT professionals and companies will suggest that e-learning is an attractive opportunity for any institution to exploit and use as it seeks to increase its enrolment, offshore courses and programmes, and raise revenues.



Let us also say what e-learning is not. e-learning is not about merely creating a website for your institution. It is not about making your content available on the Internet. It is not about putting page after page of text on the website. And it is not about making money.



CT professionals at work in education [VIDEO: 1 min 30 sec]

It is a new paradigm of learning, with its own grammar, pedagogy and practices. It cannot be a piecemeal approach, with a bit here and a bit there. Nor is it an end-to-end solution to the problems of education. However, the EFA goals will not be achieved without investment in these new forms of learning, since these technologies can enable some groups which are not served by traditional approaches to gain access to viable learning opportunities.

As a media person, you are engaging in an e-learning experience by using this CD ROM based learning kit. Evaluate your own experience. There

probably are several other examples of e-learning in your country. Seek out examples, analyze them and examine the extent to which you feel they are



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3.6 Learning Opportunities

3.6.6 Learning Through Media

relevant and applicable in your country's conditions. Much money is being poured into e-learning as it is seen as the new solution for problems in both developed and developing countries.

What is your experience? Analyze the e-learning attempts in terms of investment, infrastructure, costs, learning effectiveness for different sectors of the population. You will be surprised at what you find.

End of sub-topic.





3 EFA Topics

3.6 Learning Opportunities

3.6.7 Story Ideas

Every country has a system of education. Look at your own experience for ideas for stories. We suggest some ideas you may wish to experiment with here.

Story Idea One:

There is an ongoing debate about different kinds of educational systems. Even within the formal system, debates centre on the curricula, examinations and the way in which education is delivered to learners. Visit three different school systems. For instance, visit a formal school, an alternate school, and an open school. Notice the difference and write a comparative story about the three systems.



Story Idea Two:

Look for information in your country, through governments, projects, initiatives that respond to the basic educational needs of migrant/refugee children. Find some case studies of such initiatives. Write an interpretative report on such schemes and projects for various media.



3 EFA Topics

3.6 Learning Opportunities

3.6.7 Story Ideas

Story Idea Three:

Visit the regional or local study centre of the nearest Open University or distance learning institute. Meet and talk to the learners who come to the centre. Interview various officials of the institution, and examine their course materials and modes of delivery. Or better still; enroll as a student in an Open University or virtual education course.

What does your own experience tell you about open and distance education— and even about virtual education. As a learner, make your own assessment and write about it, in the first person for Local media.





3 EFA Topics

3.7 Lifelong Learning

3.7.1 Lifelong Learning

Did your education finish when you left high school, college or university? Perhaps your formal, classroom education may have ended when you put away your textbooks and ventured out into the world to start your career, but did your learning stop then too? The old saying ‘we learn something new every day’ holds good for most of us, even as we work in our chosen profession.

In simple terms, continuing to accumulate experience is the rationale at the heart of the concept of lifelong learning. While we might no longer ‘learn’ in a formal education sense, we never stop gaining knowledge throughout our lifetime. This may be informally, through interacting with our peers or other professionals, it might be more formally, through seminars, workshops and conferences, or it could be on-the-job through simply ‘learning while doing’.

Think of your own expertise. How did you learn to use a computer? Did you have formal training in your workplace, or did you just pick it up while navigating the keyboard and tapping on various icons? Whichever method you used, you have undergone an educational experience.

End of sub-topic.





3 EFA Topics

3.7 Lifelong Learning

3.7.2 Life skills

In most societies, formal education and qualifications are elevated way above practical life skills. However, for many people, life skills are not only the tools of survival but the ultimate form of learning. Without such skills, many believe, one is not properly educated.

Many of the inner capacities - often known as psycho-social skills - cannot be taught as subjects. They are not the same as academic or technical learning. They must rather be modelled and promoted as part of learning, and in particular by teachers. These skills have to do with the way we behave - towards other people, towards ourselves, towards the challenges and problems of life.

They include skills in communicating, in making decisions and solving problems, in negotiating and asserting ourselves, in thinking critically and understanding our feelings. More practical life skills are the kinds of manual dexterity we need for the physical tasks we face.

Some would include vocational skills under the heading of life skills - the ability to lay bricks, sew clothes, cook a balanced meal or mend a motorbike. These are skills by which people may earn their livelihood and which are often available to young people leaving school. In fact, very often young people learn psycho-social like skills as they learn more practical skills. Learning vocational skills can be a strategy for acquiring both practical and psycho-social skills.

We need to increase our life skills at every stage of life, so learning them may be part of early childhood education, of primary and secondary education and of adult learning groups. In this sense they belong to all of the EFA goals and should be part of the design of any learning process or programme.

The psycho-social skills cannot easily be measured by tests and scores, but become visible in changed behaviour. Progress in this area has often been noted by teachers on reports which they make to the parents of their pupils. The teacher's experience of life, of teaching and of what can be expected from education in the broadest sense serve as a grid through which the





3 EFA Topics

3.7 Lifelong Learning

3.7.2 Life skills

growth and development of individuals can be assessed to some extent. This kind of assessment is individual and may never appear in international tables and charts.

Media personnel can play a helpful role in monitoring the place of life skills in education by

- interviewing teachers about the balance between teaching content and teaching life skills and values through modelling and interaction;
- assessing how far learners are monitored in growth in life skills, for instance through the school reporting process;
- discovering what emphasis life skills receive in teacher training courses and programmes.



Women to become water-pump engineers [VIDEO: 1 min 26 sec]

A university degree does not necessarily make a person the best equipped for the job. In India, for example, the Barefoot College has trained village women to become water-pump engineers and men to handle solar energy installation and maintenance. These skills not only give worth to individuals, they also assist local development and ensure that problems can be quickly solved in an appropriate manner. This is 'education for employment'. It is very much part of the Education For All goal.



3 EFA Topics

3.7 Lifelong Learning

3.7.2 Life skills

Media practitioners will find many exciting and interesting ‘human interest’ stories amongst their own communities. Newspaper readers, television viewers and radio listeners like to hear about people of modest educational backgrounds who aspire to better things and achieve their goals. ‘Good news’ stories, where success overcomes adversity, also inspire others to consider following similar career opportunities and paths.

End of sub-topic.





3 EFA Topics

3.7 Lifelong Learning

3.7.3 Technical and Vocational Education

In many countries, especially in the 'industrialized north', vocationally skilled personnel are at a premium. Although many young people continue with university studies after their school years, it is often the case that few have ambitions to take-up **vocational training** opportunities, such as learning to become carpenters, bricklayers, plumbers, motor mechanics and other similar trades. Is this because young people in some countries see working with one's hands as being inferior in social status to 'white collar' jobs? Or is it because managerial and office jobs are better paid?



Technical and vocational training may take place through formal courses, through apprenticeships or through a combination of the two. In some settings, apprenticeships are the principal means of training, as an established and competent worker takes young people under their wing and instructs them on the job. Even though this training is informal and does not lead to formal qualifications, it is often effective. Skilled workers trained in this way fill important roles in the economy (often dubbed the 'informal economy') and provide essential services.

Think of the situation in your own country.

- Are universities more popular than vocational colleges? If so, why?
- Is there a shortage of trained artisans?
- What effect will this have on the economy of the country in the future?
- How can young people be persuaded to take up occupations that are a vital necessity to the community, such as building trades or farming?
- What are the different ways in which technical and vocational training are obtained? (Refer: Article - Reforming vocational education to reform the agricultural sector in Kyrgyzstan.htm from CD ROM)

An EFA Media Training Resource Kit



3 EFA Topics

3.7 Lifelong Learning

3.7.3 Technical and Vocational Education

See also Education Today April 2005 (www.unesco.org/education)

End of sub-topic.

Refer [3.7.3 - 07 of 14]: *occupations [PDF] in the CD-ROM*





3 EFA Topics

3.7 Lifelong Learning

3.7.4 Education for Employment

Skills Revolution in the Making in South Africa

By Farah Khan

Inter Press Service

CAPE TOWN, Mar 24 (IPS) - The South African government is pioneering a "skills revolution" to address the fallout of apartheid education on an underskilled, badly paid workforce that threatens to keep the country underdeveloped.

The skills revolution is the term Labour Minister Mcebisi Dlamini uses to describe a massive national plan to match workplace training with the needs of the growing economy as well as to help the workforce to play catch-up.

The innovation is multi-pronged and involves the payment of a one percent levy annually from government and business payrolls to fund training by 27 sectorial education and training authorities (SETAs).

These SETAs match the most important sectors in the economy and will identify the skills needed to improve the competitiveness of each industry. Workers will be trained accordingly. If the innovation is successful, it should lead to a highly trained workforce and to a more modern economy. "This programme is remarkable in the impact it will have on our economy and in building a better life for all our people," says Dlamini.

While its target is the future, the skills development policy is meant to address the past. Apartheid's planners determined that blacks were "born to be the hewers of wood and the drawers of water," in the words of Hendrik Verwoerd, the father of separate development. In line with this philosophy, black children were starved of good education. The apartheid government spent between four and seven times more on white pupils than it did on black. The impact on the democratic state inaugurated in 1994 has been severe. Workers are poorly skilled and job-seekers cannot fill posts in the new economic sectors





3 EFA Topics

3.7 Lifelong Learning

3.7.4 Education for Employment

like information technology and financial services because many are not even functionally literate.

Those who lose their jobs in sunset industries like mining and clothing manufacturing cannot be re-employed because they are not and cannot be made multi-skilled. Foreign and domestic investors often cite the low skills base as a reason for not investing. Says Mdladlana: "Simply too few people have the knowledge and skills to drive up the nation's productivity and thereby expand the resources it needed to eradicate inequality and poverty." Fast-forward to a picture of how things can be. In Kwazulu-Natal, pilot projects are bearing fruit. The tourism and hospitality training authority is putting the first tranche of 6,000 young learners through their paces. They are working in bed and breakfasts and running ecotourism resorts. Their days are tough and pay-packets small, but in time, these young people will be equipped with a package of skills that means they could own their establishments.

It's not only about training entrepreneurs, but also about providing investors with a pool of trained workers. In Port Elizabeth, in the Eastern Cape, workers are already being trained to staff a new South African Breweries plant. Policy-makers hope South Africa can avert the globalisation pattern where emerging economies are often synonymous with sweatshop working conditions. They believe that if workers are adequately skilled and productive, it can improve their quality of life, prospects of work and labour mobility. The European Union funded a significant proportion of South Africa's new skills and training policy – its grant of R 276-million is the EU's biggest ever technical assistance programme. (One US dollar is equal to 6.3 rands.)

For Mdladlana, it is a contribution that will begin to help level the global playing field. "South African producers will become increasingly well positioned to be real trading partners, expanding the traditional trading highways between Northern countries to include significant exchanges between the North and South, and with Africa and South Africa in particular." Eighty percent of the training funds collected by government will go to training authorities or be paid as grants to companies which already have their own training programmes in place. The remainder of the funds will be used to train economically marginalised people like the self-employed in survivalist enterprises, new entrants and domestic workers. The skills development and training plan will be implemented over several years. SETA's have already been established, levies are payable from April and training has commenced in several pilot projects.



3 EFA Topics

3.7 Lifelong Learning

3.7.4 Education for Employment

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Vocational Schools offer Micro-business Skills in Ecuador

By Kintto Lucas

Inter Press Service

QUITO, Apr 4 (IPS) - Ecuador is on its way to modifying the adult education system, by rewriting curriculum for an estimated 65,000 students in 1,700 vocational schools. The plan being carried out by the Education Ministry is supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The majority of Ecuador's vocational centres – some 1,000 – teach trades and crafts like dress making, while the rest are “popular” or community education schools.

In fact under the new plan, garments made in the popular dressmaking classes will be sold. So far students have been able to keep what they tailored for themselves and their families. The new plan is being implemented by the National Office for Ongoing Popular Education or Dinepp, which is now in the stage of training the staff of the first 50 participating schools, while the basic curriculum is being drawn up.

The programme, being implemented this month with 40,000 dollars from the Education Ministry, will be introduced in 50 vocational schools in the sierra (mountainous) and Amazon jungle regions of Ecuador, and extended in May to 50 coastal schools. Other funders are the Organization of Ibero-American States for Education, Science and Culture (OEI), the National Financial Corporation (CFN) and the Ministry of Labour and Social Action.

The basic idea behind the initiative is that as students learn new trades like dressmaking, beauty care, and carpentry at vocational institutes, they will work in microenterprises set up with the support of the school where they





3 EFA Topics

3.7 Lifelong Learning

3.7.4 Education for Employment

receive their training. The CFN will provide marketing studies to orient the new microenterprises and help guarantee their survival. The aim is to arm graduates with skills to immediately set up small or medium-size businesses when they graduate, said Dinepp Director, Rodrigo Astudillo. Since many students at vocational schools are illiterate, the microenterprise programme will also involve adult literacy classes. UNESCO and OEI, an inter-governmental organization for cooperation, have contributed 40,000 dollars towards this effort.

Astudillo pointed out that the programme is “also a means to help eradicate illiteracy” in Ecuador, where 12 percent of the population of 11.5 million does not know how to read and write. It has one of the highest illiteracy rates in Latin America. To qualify as a participant, schools must have adequate infrastructure and machines and other equipment in working condition, adequately trained staff and at least 100 Students. The main reason for the shift to an approach focusing on microenterprise is that education in trade schools has lost its ties to the labour market and production, said Astudillo.

Most of the 30,000 students who complete vocational school courses annually simply return to their homes or go on to other studies, rather than working in the trade they have spent three years training for, according to Dinepp statistics.

One of the 50 schools selected for the first phase of the project is the Ana Mac Auliffe Vocational Centre, located in Ipiales, one of the capital city Quito’s poorest neighbourhoods, with 260 students and 20 teachers.

From September, the student dress-makers will start sewing uniforms, dresses, jackets and blouses for the Ecuadorean market. Another school that hopes to be accepted in the project is the Atahualpa Trilingual Educational Centre in Brisas del Estero, a poor area of Dur, on the outskirts of Guayaquil.

The Atahualpa Centre was founded by indigenous people who emigrated to the coast, and offers education in Spanish, Quechua and English. Although it is not an adult education centre, it hopes to be included and provide opportunities for its students to create their own jobs on graduating.

Jos Valla, a teacher at the Atahualpa Centre, says the school is short of funds and its budget has shrunk because “we are not supported by any state or private institution.” The students are Indian, Black and mixed-race. The staffs who are all indigenous university graduates want to “help improve society, and provide tuition-free education,” said Valla. According to the Atahualpa Centre’s principal, Manuel Cujilema, “the aim of our school is to



3 EFA Topics

3.7 Lifelong Learning

3.7.4 Education for Employment

project the image that indigenous people can run their own small companies, and do not need to be alienated or marginalised.”

Elsewhere, in the Casa Campesina (Peasant House) of Cayambe, north of Quito, 70 Women set up small embroidery businesses 15 years ago after several of them graduated from trade schools. Today, the Casa Campesina provides training to those who have already set up their own microenterprises and to newcomers. In January, it opened workshops, admitting 24 young farmers aged 15 to 25 who are being trained as locksmiths, mechanics and carpenters, selling their wares as they learn. By March the school had also started teaching small farmers more advanced agricultural techniques.



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End of sub-topic.



3 EFA Topics

3.8 Improving Educational Outcomes

3.8.1 Quality of Learning

The Importance of Quality

- ✦ It is one kind of challenge to open access to EFA for children, young people and adults, and quite another to ensure that the education they receive is high quality. Increasing access and improving quality are frequently seen as competing elements in EFA.
- ✦ But access and quality are inextricably linked in efforts to achieve EFA. Indeed, quality is an EFA goal, and high quality education motivates learners and their parents to make the most of educational opportunities. Sub-standard education limits development opportunities, is alienating and leads to high drop out and repetition rates, which limit access and consume resources.
- ✦ As many low-income countries take bold measures to broaden access to schooling - abolishing tuition fees, introducing measures to help the most underprivileged families - the poor quality of education is emerging as a foremost obstacle to progress.
- ✦ National and international assessments provide one yardstick for measuring educational achievement. Although not the only barometer of education quality, these tests provide a valuable measure of how well the curriculum is being learned. Results show that in many low-income countries, more than one third of children have limited reading skills after several years in school.
- ✦ The SACMEQ (South African Consortium for Monitoring Educational Quality) study involving fifteen countries in Southern and Eastern Africa reveals that education quality has declined in recent years: comparisons between studies five years apart show a four percent decline in grade 6 literacy achievement scores.
- ✦ Low achievement is also evident in the PASEC study conducted in six French-speaking African countries.





3 EFA Topics

3.8 Improving Educational Outcomes

3.8.1 Quality of Learning

- ✿ In Latin America, national assessments in several countries showed for example, that in Nicaragua, 70 percent of students reached only the ‘basic’ level in language in 2002. Students from rural areas and socio-economically disadvantaged family backgrounds are particularly vulnerable.
- ✿ In one third of countries with data, less than 75 percent of students reach Grade 5. This figure reflects issues of household poverty - children are pushed out by costs and the need to supplement family income - but also, by poor education quality. Overcrowded classrooms, poorly trained teachers, no textbooks and no sanitation facilities are the daily reality in many of the world’s schools.
- ✿ Too many teachers come to class with minimal or poor training. The proportion of new primary-school teachers meeting national standards has been falling in several sub-Saharan African countries. Balancing time and money spent on initial training and on-the job support for newly qualified teachers is a critical policy question. In many countries, there is room to shift the balance away from lengthy institutional pre-service training towards more school-based models. Earnings are also a contentious issue: they were lower in real terms in 2000 than in 1970, and often too low to provide an acceptable standard of living.
- ✿ In South Africa poor quality education for black pupils, following decades of apartheid, has been tackled by providing intensive support to dysfunctional schools and improving their conditions, resources and management. The result - a dramatic rise in the secondary school-leaving pass rate from 49 to 68 percent in the three years to 2002.
- ✿ Efficient, quality schooling delivers a “virtuous cycle” of personal benefits to learners, a more skilled workforce, more and better students to higher education and long-term savings that can be directed to other types of learners and levels of education.

Figure and Table:

Refer [3.8.1 - 03 of 12]: *Internal efficiency: dropout and survival in primary education [PDF] in the CD-ROM*

Refer [3.8.1 - 03 of 12]: *Regional average yearly instructional time by grade level in 2000 [PDF] in the CD-ROM*



3 EFA Topics

3.8 Improving Educational Outcomes

3.8.1 Quality of Learning

Refer [3.8.1 - 03 of 12]: “Seychelles, Mauritius and Kenya get top marks”. In *Education Today, January - March 2003, page 11. UNESCO. [PDF] in the CD-ROM*

What to watch out for in monitoring quality

- ◆ Quality encompasses all of the Dakar goals, as well as being a goal on its own. But quality is difficult to measure and is thus a rather elusive goal.
- ◆ Money spent on basic education is an indicator of commitment to quality. How far is spending concentrated on primary schooling? What efforts are being made in early childhood care and education and in adult literacy? Both are important for improving quality of learning outcomes in and out of school.
- ◆ What is the pupil-teacher ratio and how far are learner-centred approaches used in teaching?
- ◆ Experience shows that around 1000 hours of effective instructional time are adequate for a quality primary education, however, few countries attain this norm - how much time do children spend in class in your country?
- ◆ In many developing countries where extra investment in schooling over time has been devoted to higher levels of spending per learner, pupil-to-teacher ratios have dropped.
- ◆ In other developing countries, extra resources have been spent on enrolling more pupils - in other words, on reaching EFA access goals.
- ◆ In parts of Asia that have gone down the latter route, pupil-teacher ratios have stabilised at about 25. But in many countries in sub-Saharan Africa, rising enrolment has resulted in crowded class rooms averaging 40 pupils per teacher, undermining quality.





3 EFA Topics

3.8 Improving Educational Outcomes

3.8.1 Quality of Learning

- Figures mask enormous differences across and within countries. But looking at spending in your country on primary education over time, and at pupil-teacher ratios - and making appropriate country comparisons - can provide some indication of quality.

Other questions to ask about quality include:

- What kind of training - initial and in-service - do teachers receive? What is their remuneration and their status in society?
- How relevant is the curriculum? Do children learn in languages that are already familiar to them?
- What kind of learning materials do children have access to? Is there access to reading material outside of school?
- Are schools safe and clean environments in which to learn? Are schools equipped with sanitation facilities for girls and for boys?

Refer [3.8.1 - 06 of 12]: *“Dealing with teacher shortage”, UNESCO and Education. [PDF] in the CD-ROM*

Refer [3.8.1 - 06 of 12]: *Human Resources [PDF] in the CD-ROM*

Education Efficiency



High levels of grade repetition and dropout point to low levels of efficiency in an education system, and to poor quality education. Studies show that people do not learn from duplication and either keep on repeating or drop out. This is costly to any education system, and erodes progress towards EFA. In over half of sub-Saharan Africa's countries, more than one student in ten repeats at least one grade in primary school. In the Arab states, the “survival rate” of grade five pupils in Bahrain is around 96 percent against nearly 77 percent in Djibouti. Repetition and



3 EFA Topics

3.8 Improving Educational Outcomes

3.8.1 Quality of Learning

dropout rates are complex, among other reasons because standards vary across systems and non-systemic factors such as poverty and gender attitudes come into play. However, EFA tables on repetition rates and survival rates can provide telling information on the internal efficiency of education systems, and quality.

Relevance

A quality education will be relevant to the learners' needs in two ways. First, the aims of education should enable every learner to access further learning in their own context by equipping them with appropriate skills and values. Second, the content of learning should be related to the lives and livelihoods of the learners - knowledge which can be applied in the learners' particular context. A balance must be achieved in today's world between content of local and global relevance. How far does the curriculum of basic education achieve this in your country? What local and global languages are used in learning? In what ways does education enable learners to understand values of different kinds?

Refer [3.8.1 - 07 of 12]: *Internal Efficiency: Repetition and Survival Rates.* [PDF] in the CD-ROM

End of sub-topic.





3 EFA Topics

3.8 Improving Educational Outcomes

3.8.2 Teachers

Teachers are the heart of a quality education - their commitment to learners and to learning, their enthusiasm for people, their enjoyment of their subject and their lively interaction are a major inspiration to learners. Teachers are also the principal way in which an education of quality is provided - their professional skills combined with a love for people transform education into a stimulating and effective learning experience. Of course, teachers need training, both initially and in-service - indeed they cannot properly fulfil their role without adequate training.



Teachers need the recognition and remuneration that befits their role. In too many societies teachers are not, or no longer, accorded the status which their social role implies: as opinion formers, leaders, and role models for the next generation. Without such recognition, teachers may become demotivated or demoralised, leading to poor performance, absenteeism and other problems. Teachers' salaries are frequently the largest item in an educational budget, and rightly so. Where salaries are low, efforts must be made to raise them to adequate levels.

- ◆ Well-trained teachers are critical to quality education, and more teachers are desperately needed the world over. Good teachers not only ensure high-quality input, but they also provide inspiration to learners and model positive attitudes to learning and developing one's potential.
- ◆ Estimates of the number of extra teachers needed globally to achieve universal primary education by 2015 range from 15 to 30 million.
- ◆ Appropriate and adequate teacher training is essential: what is the duration of teacher training and what is the level of entry in your





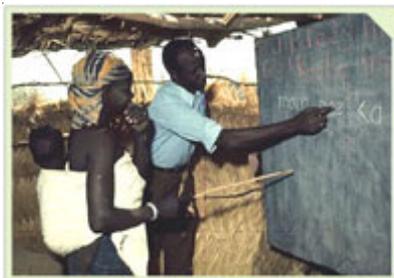
3 EFA Topics

3.8 Improving Educational Outcomes

3.8.2 Teachers

country? Does training include not only subject methods, but also questions of how pupils learn? What kind of ongoing professional support and in-service training opportunities are offered to keep teachers current?

- ✿ The level of teacher salaries and regular payment are critical to the quality education equation.
- ✿ If teacher pay is too high, a country is likely not to be able to afford sufficient numbers of teachers, and if pay is too low not enough people are attracted to the profession and morale is low. Either way, quality suffers.
- ✿ The subject of teacher shortages and salaries always makes for an interesting story that is also of public interest. Teacher unions or associations are often a good source of information, along with teachers on the ground, and governments can be helpful.
- ✿ Some countries hire teachers or para-teachers with minimal or no training, pay them poorly, resulting in low status, no career prospects and reduced respect in the community (www.unesco.org/education and look for Education Today October 2004).
- ✿ Or, working with an education expert and using EFA tables on pupil-teacher ratios and pupil numbers, along with information about teacher salaries, you can begin to paint a picture of what the teacher situation is in your country and why, and what it ought to be.



Teachers are a rich source of stories on education - their experience can demonstrate the value of education for the learner, as well as the satisfaction of teacher. Consider the following angles:

- ✿ Why do teachers go into teaching? What keeps them there? Why do they leave the profession?
- ✿ What do teachers find most rewarding in their work? Document particular cases and experiences.



3 EFA Topics

3.8 Improving Educational Outcomes

3.8.2 Teachers

- What priority does the government give to training and remunerating teachers? How can these aspects be improved?

The Flagship Initiative is at:

www.unesco.org/education/efa/know_sharing/flagship_initiatives/teachers1.shtml

See also:

www.ei-ie.org

www.unesco.org/education/teachers

www.efareport.unesco.org and look for the 2005 Global Monitoring Report: The quality imperative

Articles:

Refer [3.8.2 - 11 of 12]: *Not enough primary school teachers. [Text Window] in the CD-ROM*

End of sub-topic.





3 EFA Topics

3.8 Improving Educational Outcomes

3.8.3 Reform of Education Systems

Education systems which have remained largely unchanged over a long period of time or which have adopted systems imposed or modelled from other contexts are frequently in urgent need of reform. Such a process is hugely difficult, given the need to continue delivering education while any reform takes place.

A number of reforms address the need to bring the management of education closer to communities and schools, parents and learners. These address issues of decentralization and accountability.

Devolving school governance and management processes to the school level can increase accountability and transparency, particularly in the use of funds, as Uganda's experience with publicizing school capitation grants locally has shown.

The EFA Global Monitoring Report 2005 identifies three areas of reform which would lead to higher quality education: a partnership with teachers in the reform process; a code of conduct for the teaching profession, and prevention of corrupt practices.

Other reforms are often needed in focusing on learning outcomes, improving classroom practices, ensuring that content is relevant backed up by good materials, and emphasizing values as well as skills.

Reform of the system concerns all stakeholders at all levels and requires a strong political commitment to carry reforms through. Communication, consultation and negotiation are at the heart of the reform process.

Media personnel can draw attention to areas where reform is happening or needs to happen by gathering the views and experiences of key stakeholder groups: learners, teachers, parents, administrators, planners and political decision-makers.

End of sub-topic.



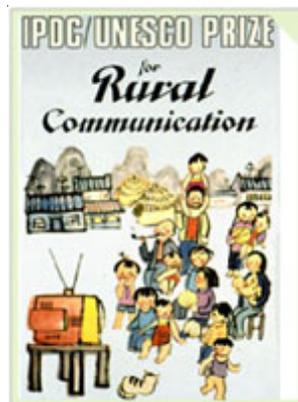
3 EFA Topics

3.9 Media For Advocacy

3.9.1 Media For Advocacy

This section will review the journalists' important role in non-formal education and life-long learning. It will also discuss your role in raising public awareness about local and national educational policies and your potential role in helping to shape these vital policies which can help to launch your community and country on the path to rapid development.

End of sub-topic.





3 EFA Topics

3.9 Media For Advocacy

3.9.2 Using the Internet as a Resource

For broadcast journalists - with their multiple and tight deadlines - the Internet is the quickest and most available method of research. You don't have to leave the office, make long telephone calls or spend time in libraries. The Internet does it all for you quicker, cheaper and easier. The Internet can provide you with breaking news, details of past aspects of the same Story, background information on events, dates and how or why something happens. The Internet can identify experts and via email you can get to them for comment or help quickly and cheaply. You can get these comments in digital audio files and use them on-air. You can also download audio files - such as songs, famous quotes, national anthems - and use these to add production values to your reports.



This is all available from the Internet free, but more of that later. The Internet is a broad term for all the electronic streams that include email, the World Wide Web and then protocols to transmit the audio files that are of particular interest to broadcast journalists.

End of sub-topic.



3 EFA Topics

3.9 Media For Advocacy

3.9.3 Building Confidence and Giving Voice to Listeners

Another important role of radio broadcasters is giving a voice to villagers by interviewing them and including sound bites of their questions and views in programmes aired. Such active participation by the people in radio broadcasts is an important aspect of life-long education. It helps to build the confidence of communities to take an active role in development programmes.



At the same time, audience participation increases the popularity of your radio programmes because listeners love to hear themselves and their friends on the air.

End of sub-topic.





3 EFA Topics

3.9 Media For Advocacy

3.9.4 Television: The Versatile Medium

TV is both a powerful channel for advocacy as well as a far-reaching channel for delivering learning content to the people. In advocacy, television broadcasters play a key role in helping to define major educational issues within development programmes. A TV news journalist who files on-camera interviews with teachers, students and parents about key educational issues is helping them reach out to senior policy makers in government whom they would otherwise be unable to reach.



End of sub-topic.





3 EFA Topics

3.9 Media For Advocacy

3.9.5 Education is News in the Print Media

Adults take a personal interest in the education of their children and grandchildren and will read stories on the topic. Most young adults also retain a strong personal interest in education as they continue building their careers and actively consider further education to enhance their professional and occupational skills.

Newspaper and magazine editors who publish special sections or supplements for children discover that they are reaching eager young readers who soon grow-up to help raise their circulation figures.

Print media, and particularly newspapers, have a key role to play in raising issues and stimulating national and local debate around important educational issues. As means of forming and expressing public opinion, newspapers also play a part in lobbying and advocating for change with governments and other public bodies.

News and features about education is often forgotten in the newsroom even though such material is as important as finance and health. This is especially so in developing countries. The experience of most newly-industrialised countries has shown that investments in education is one of the main reasons for their success.

You can make significant contributions to the development of your community by establishing an education beat for your publication, including features and stories such as:

- Stories of personal successes achieved via education.
- National education policies.
- National expenditures and budget for education.
- Stories on outstanding teachers.
- Stories on effective parent-teacher associations.





3 EFA Topics

3.9 Media For Advocacy

3.9.5 Education is News in the Print Media

- Stories on outstanding students and student groups.
- Features on learning resources available on the Internet..
- Features on scholarships available for application.
- Columns on school sports and extracurricular activities.
- Stories on the way other countries provide education.

Refer [3.9.5 - 06 of 08]: *Examples of interesting news and features on education published by journalists from around the world. [PDF] in the CD-ROM*





3 EFA Topics

3.9 Media For Advocacy

3.9.6 Experimenting with ICTs

If you are interested in proceeding further with this section on ICTs, select one of the following “experiments” to explore the ICT issue of your choice:

Are blogs the way to go in the future?

“Blogs” or web logs is a relatively new form of journalism that is unique to the Internet. It is a diary of thoughts published on a continuous basis by a writer or a team of writers. The nearest equivalent in print journalism is a “column”. Blogs usually offer links to other websites.

Read the article “Putting B-Blogs into Action” to see how blogs are used in a business newsletter.

For a simple guide to blogging read the article “What we’re doing when we blog.”

Think of ways you can use blogs in your organization to reach your younger readers, listeners and viewers. Blogs may be an effective way of reaching your younger audience, as they are probably the most avid blog readers.

Read the article “Build Community with Web Logs” for some ideas.

To explore deeper into the world of blogs visit the website www.blogger.com. This is also the website which will host your blogs for free.

Refer [3.9.6 - 07 of 08]: “Putting B-Blogs into Action” [Text Window] in the CD-ROM

Refer [3.9.6 - 07 of 08]: “What we’re doing when we blog.” [Text Window] in the CD-ROM

Refer [3.9.6 - 07 of 08]: “Build Community with Web Logs” [Text Window] in the CD-ROM

Is there a good story in failures?

We love to cover successes in our work. Newspapers, radio and TV have a long tradition of reporting on the top students of major public examinations. The handful of students who score the top grades receive much of the coverage. The students who fail very rarely get any mention. Try this novel news angle when the next set of school examination results are released. Interview the students who did not do well. Talk also to their parents and teachers.



3 EFA Topics

3.9 Media For Advocacy

3.9.6 Experimenting with ICTs

Interview education specialists as well. Investigate what difficulties prevented the students from doing well in examinations.

Find out what the students who failed in their examinations can do to repeat their examinations. Interview successful individuals who had failed examinations during their youth and get their stories on how they turned their failures in formal education into successes in life. There are many people who believe that students sometimes fail their examinations not due to a lack of trying but due to other factors in their educational and social environment. Probe to find out if this is true.

End of sub-topic.





3 EFA Topics

3.10 The Future

3.10.1 The Future

The purpose of this section is to encourage you to think about the future scenarios for education in your country or region. For this, we would like to introduce to ideas and themes expressed by experts. You can then create a mind map of your own and begin to develop media products that address the many issues that we have tried to focus on.



After completing this section, we hope you will be able to recognize the complexity of the challenge posed by education and sustainable development for all the people of the world, and of the interdependence between the rich and the poor.

Developing a future scenario is a tricky business. The best of experts can go dramatically wrong. But one aspect is clear, and Alvin Toffler has described it well:

“The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn, unlearn, and relearn”

Education for All is at the heart of future growth. It is a theme that cuts across all other sectors of human activity, both sustainable development and quality of life. And the changing nature of Education for All will reflect the changing nature of society.

End of sub-topic.

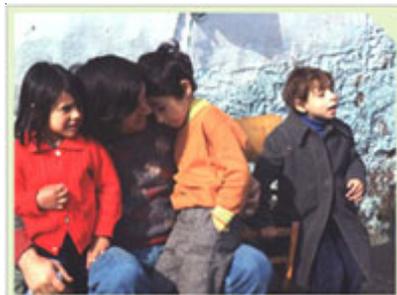


3 EFA Topics

3.10 The Future

3.10.2 The Changing Nature of Society

All societies are in a dramatic period of change. In some parts of the world, population patterns are changing, with a rapid increase in the number of the young and a parallel growth in life expectancy. This means an increasing number of young people in need of education; and an equal number of the elderly in need of life long learning.



Migration and displacement are also on the increase, with greater need to provide for the destitute and to enable people to find productive work in new circumstances. These trends also increase the sense of living together on a single planet where global issues become local issues. Globalisation can however undermine people's identity and be a threat to inherited cultural patterns.

Global integration of the economy and of communication may at the same time further marginalise groups which are outside the mainstream, isolated by war, instability, natural barriers or social cleavages. This growth in inequality of income, lifestyle and opportunities is a key issue for everyone in the world today and impacts on the nature and purposes of education and learning.

Many of these changes are tabulated in the UNDP Human Development Report, which comes out every year, about July. See the most recent report at www.undp.org. Check the tables to see global trends and how they manifest themselves in particular regions and countries.

See also the latest EFA *Global Monitoring Report*: www.efareport.unesco.org

Societies are changing in other ways too. Increasingly, they are becoming multicultural, multilingual, multiethnic groupings of people living together. Each community seeks to express its own voice and seeks to protect its own identity, both within defined national boundaries or across them. There are many





3 EFA Topics

3.10 The Future

3.10.2 The Changing Nature of Society

voices in the world today. With today's information and communication technologies showing the way, these voices are being heard globally. Time and distance are no longer barriers to these voices.

End of sub-topic.





3 EFA Topics

3.10 The Future

3.10.3 Changing Nature of Information and Communication Technologies (ICTs)

Ten or even five years ago, one would not have foreseen the phenomenal growth in information and communication technologies. What has made today's age different, however, is the coming together of the satellite and the computer and the convergence between traditional and new media through the processes of digitalization.



These technologies have changed the way we live, relate to our communities and understand the world. They have transformed the way we communicate to each other as individuals and groups. They have made the world a smaller and more immediate place in which to live.

Four aspects of the impact of information and communication technologies merit special attention.

One: they have a democratizing effect—in other words; they enable any one individual or group with access to express their own voice and to be heard.

Two: When access to these ICTs is limited or restricted, those in control have the chance to monopolize and/or control content. This means that it is possible for the fortunate few to determine the content that reaches the unfortunate many.

Three: These ICTs have the potential to either bridge or widen the “digital divide” between those with access to knowledge and those without access to knowledge. This particular quality must be seen alongside the enormous potential that these technologies





3 EFA Topics

3.10 The Future

3.10.3 Changing Nature of Information and Communication Technologies (ICTs)

have to narrow this digital divide—if used appropriately and meaningfully.

Fourthly, the ICTs have a potential to create multiple illiteracies. One is the traditional understanding of illiteracy, i.e. the inability to read, write or lack numerical skills. But, the technologies can create a “technological illiteracy”—an inability of negotiate the technological world. More than “technological illiteracy” would be our inability to cope with change, whether at an individual or institutional level. And this inability to cope with change is what will eventually create a new form of illiteracy.



Technologies have always driven education—from early printing processes that democratized access to education and later led to correspondence education; from the development of radio and its subsequent use for the agricultural, education and development sector; from the emergence of television and use of this medium for extending the reach of education; and finally to today’s world wide web and the Internet.

End of sub-topic.



3 EFA Topics

3.10 The Future

3.10.4 Changing Nature of the Role of the State

The global push toward liberalization, privatization, and globalization is also reflected in the changing role of the state in education, with huge implications for institutions of learning and for individual learners.



The World Trade Organization is increasingly focusing on the issues of education as part of a global economic agenda. When education comes under the WTO umbrella, education will become a business, in which only the fittest will survive. Add this dimension to the reality of governments with shrinking resources withdrawing funding from critical social sectors such as education and health; coupled with the increasing and diversified demand for education at all levels, and what do we find?



The privatisation of education is increasing and enables monied elites to buy higher quality education than is available in the publicly funded system. This tends further to draw high-calibre teaching staff away from the public school system, resulting in one kind of quality for the rich and another for the poor. These distinctions often result in differences between urban and rural opportunities.

Irrespective of the sectors of education that we are going to address, it is essential that we begin to rethink the ways in which education is designed, developed and delivered. We have to begin to look at partnerships between private and public sector on one hand; and between different stakeholders and players on the other. Such stakeholders could be private companies. They could also be small village communities, looking for the best way to improve the quality of village education.

http://docsonline.wto.org/GEN_viewerwindow.asp?D:/DDFDDOCUMENTS/T/S/C/W49.DOC.HTM

<http://www.campusdemocracy.org/wtoed.html>



3 EFA Topics

3.10 The Future

3.10.4 Changing Nature of the Role of the State

Refer [3.10.4 - 08 of 15]: *PDA Village of Sri Lanka [Text Window] in the CD-ROM*

Refer [3.10.4 - 08 of 15]: *Tata literacy [Text Window] in the CD-ROM*

Refer [3.10.4 - 08 of 15]: *COLLIT [Text Window] in the CD-ROM*

The coming together of such diverse partners must be done in such a way as to ensure that

- ✿ all are equal partners;
- ✿ there is equity in the relationship;
- ✿ rights and responsibilities are respected;
- ✿ all the partners are “knowledge generators”.

Media pointers

- ✿ How is the provision of education in your country changing? What evidence is there of privatisation?
- ✿ What public-private partnerships are being formed in education?
- ✿ What levels of education are asking more of learners and their parents in terms of fees and charges?
- ✿ International commitments say that primary education should be free - how free is it in your context? Are there hidden expenses which parents have to meet?
- ✿ How does the privatisation of education affect the quality of schooling in your country? What differences are there between urban and rural areas?



3 EFA Topics

3.10 The Future

3.10.5 A Scenario for Education for All

Hard-to-reach groups include cultural and linguistic minorities, who will need appropriate pedagogical methods and specific learning materials, street children, nomads and migrants for whom the regular fixed school with its standard timetable may be alienating, women and girls (as indicated in the section on gender), and remote rural populations, for whom approaches other than classroom-based instruction may be necessary.

Success in reaching EFA goals requires an approach to education that strengthens our engagement in support of other values - especially justice and fairness - and the awareness that we all share a common destiny.

Media pointers

Media personnel can sharpen public understanding and goad government into action by raising the profile of issues of education in a changing society, such as:

- the changing nature of literacy and numeracy requirements - computers and technology, text messaging and electronic manipulation of data;
- changing work opportunities;
- education and urbanisation;
- education and growing inequalities of income;
- private education and its users;
- education and learning world languages, particularly English;
- parallel education, such as private tutoring and night or extra schooling, and its effect on the education system.



Portraits in courage
[VIDEO: 1 min 31 sec]

Media personnel have a fundamental role to play in this ongoing effort.

End of sub-topic.



3 EFA Topics

3.10 The Future

3.10.6 Story Ideas

Story Idea One:

Here are some local story ideas on issues relating to a future scenario in education. Experiment with these and with other ideas you may have and report on them in your local and national media. As a media person, you are familiar with the tools of gathering information for back grounding a story. Your country's Finance Minister is likely to present the annual budget within the next two weeks. You have been asked to analyze the previous year's budget to determine:

- a. Allocation for the education and health sectors
- b. Revenue and expenditure patterns for the education sector
- c. Allocations for different segments of the education sector
- d. Allocation for the IT sector
- e. Links between the allocations for the IT sector and its implications for education.

Where would you look for information? Who are the people you would interview to get a background understanding of the topic.

What kind of an analysis would you give your news editor?

Story Idea Two:

Take a look at the World Trade Organization (WTO) agenda for its next round of negotiations. See www.wto.org

Is education included?

What are the major issues?

Who are the key players?

What is your country's stand on the globalization and privatization of education?

How would you write a story to relate the WTO to the EFA agenda?



3 EFA Topics

3.10 The Future

3.10.6 Story Ideas

Story Idea Three:

Take a look at the latest EFA Global Monitoring Report provided within this kit, or access it online at: www.unesco.org/education/efa.

Compare the different educational priorities for one country in Latin America, one country in Africa, and one country in Asia. Compare these priorities with your own country's agenda.

How do the priorities differ? Which of the countries is likely to achieve the EFA target by 2015? Why?

Prepare a feature on Education for All, comparing the experiences of the countries, for any medium of your choice.

End of sub-topic.





4 For The Trainer

4.1 For The Trainer

Education affects us all. Whether as students, parents, journalists or opinion shapers, education is an important element in our lives. Education is also our right- a basic human right. However, it is a subject often taken for granted.

Too often, we think of education as being only about going to school or university and passing examinations. We often don't see education for its critically important role in national development. Nor are we sometimes aware that education is also a liberating force, enabling people from all parts of the community, whether from 'mainstream' or disadvantaged sectors, to take their place in a democratic society.

In 1990, the World Conference on Education for All was held in Jomtien, Thailand. This brought together senior officials from governments, United Nations agencies, development banks, civil society organizations and a huge range of NGO's. Directions were set. Ten years later, a World Forum on Education was held in Dakar, Senegal. This Forum reviewed progress to date, agreed on six specific goals and re-affirmed global commitment to the overall objective of Education For All (EFA).

Internationally, educationalists have recognized that many challenges still exist. Illiteracy remains a scourge. Women and girls are often not able to access education opportunities. Teachers too often go unrecognized for their true worth. HIV & AIDS are dramatically reducing teacher and pupil numbers in some countries, as well as keeping other children out of school.

The only way to tackle these, and other, important issues are to establish an EFA partnership with all sectors of society. It involves every one of us. That is why it is vital for journalists and media practitioners to know more about education in general and EFA in particular, thereby enabling them to analyze national situations and highlight key issues, problems and successes in their reportage. Similarly, decision-makers need to see how education is such a crucially important part of societal development and thus ensure that it receives adequate resources, both in funds and human capacity.

An EFA Media Training Resource Kit



4 For The Trainer

4.1 For The Trainer

This EFA Media Training and Resource Kit can be used for interactive 'individual' learning, or in a 'face-to-face' workshop situation. The Kit contains all the background materials needed to host a one-day Education Makes News workshop on EFA. The materials include 'ready-made' PowerPoint presentations, as well as links to a range of publications and documents that can be printed, photocopied and distributed.

Refer [4.1 - 01 of 02]: *Jomtien, [PDF] in the CD-ROM*

Refer [4.1 - 01 of 02]: *Dakar, [PDF] in the CD-ROM*

End of sub-topic.





3 EFA Topics

4.2 An Approach To Training

4.2.1 Overview

This module of *Education Makes News* is intended as a guide to trainers planning workshops that will introduce Education for All concepts, material and information to media practitioners, policy makers, teachers and other interested groups. It is divided into three parts:

- An introduction to using *Education Makes News* for training workshops, including how to go about designing a workshop.
- A flexible workshop structure and timetable, to be adapted according to circumstances and needs.
- Suggested content, exercises and discussions, based on a workshop for reporters but also applicable to different target audiences, giving ideas on how to adapt the kit.

End of sub-topic.





3 EFA Topics

4.2 An Approach To Training

4.2.2 Using the Kit

The ideas and guidelines in this trainers' section are just that - a workshop framework that can be ignored, adapted or followed. However, in constructing a workshop, trainers should bear in mind the aims and outcomes envisaged for Education Makes News, which are well described in the EFA Kit section under 2.3 Objectives and 2.4 Outcomes.

The starting point is a one-day workshop, but the time frame can be shortened or lengthened depending on the participants, circumstances and need. Workshops can be held using the CD-Rom, or the printed materials and video. Wherever possible, participants should be able to leave the workshop with EFA resources, on CD or in print that they are able to use in the course of their work.

The workshops should introduce Education for All to people in ways that stimulate interest in EFA issues and challenges, encourage them to draw on materials in the kit, and to raise awareness and monitoring of EFA goals in order to advance their realization worldwide.

End of sub-topic.





3 EFA Topics

4.2 An Approach To Training

4.2.3 Adapting the Kit

Education Makes News is primarily aimed at the media but also at other groups - trainers, opinion formers, politicians, officials, teachers, community leaders, educationalists and EFA students. Given its rich material, the kit can be adapted to specific interests and contexts.

Workshops for all groups could aim to improve understanding of EFA, what its goals are - and why they are important to everybody at all levels, from local to global - to introduce EFA information and statistics, and grow awareness of crucial EFA issues like access and equity.

The format and content of workshops should otherwise be tailor-made to need and context. Workshops for reporters might want to enhance capacity to analyze and report on education, provide resource material, hone research skills and help generate story ideas. Those held for editors might focus more on why EFA is important and the media's role in achieving its goals.

A session held for politicians or education officials might concentrate on the monitoring and implementation of EFA goals through national plans, while a workshop for any group held in Jordan would look at a different array of challenges to one in Stockholm or New Delhi.

End of sub-topic.





3 EFA Topics

4.2 An Approach To Training

4.2.4 Planning the Workshop

A first step would be to work through *Education Makes News* and become familiar with its content. In the limited cases that fairly complex terminology has been used - for example, Education Enrolment Ratios - you can find them explained in the Glossary section.

The Getting Started section provides material essential to introducing both the kit and Education for All, and should probably be drawn on for all workshops.

The Topics section contains the bulk of the content, and would be difficult to condense into a one-day workshop. But it would be worth briefly covering each topic highlighted in *Education Makes News*, as they are important educational issues, and then selecting out aspects of EFA that are most appropriate to the participants and contexts.

Care should be taken to avoid a lecture-shop. Participants will stay interested if they engage in exercises and discussions, and with the material. People should be encouraged, for instance, to figure out why global EFA goals and issues are nationally relevant, to learn local lessons from educational experiences elsewhere, and to brainstorm ideas on how to apply EFA goals, information and issues to improve their work.

End of sub-topic.





3 EFA Topics

4.2 An Approach To Training

4.2.5 Timetable and Structure

The timetable is for an eight-and-a-half hour workshop including two half-hour tea breaks and an hour for lunch. The suggested plan is structured into four sessions of one to two hours, alternating trainer input with exercises and discussions.

Trainers should not feel constrained by the plan, but rather custom-design their workshops depending on the needs of target audiences and local relevance, as well other factors such as time, facilities and resources available.

A full workshop programme, which follows the suggested workshop plan, is outlined but is intended as a guide to trainers who are unfamiliar with the EFA topic or those who simply do not have time to design a workshop from scratch. It must again be stressed that the way the workshop is conducted, and its content, is up to the trainer.

End of sub-topic.





3 EFA Topics

4.3 Workshop Plan

4.3.1 Suggested Session Plan

Session One - Education for All and Development (0900 - 1030)

Introduction

Exercise One - Education Issues

Objectives and Outcomes

What is Education for All?

Exercise Two - The EFA goals

Exercise Three - Education and development

Exercise Four - Education, the HDI and the EDI (EFA Development Index)

Tea-coffee break (1030 - 1100)

Session Two - Achieving Education for All (1100 - 1300)

Is EFA achievable?

Exercise Five - Measuring progress in EFA

Holding governments accountable

Exercise Six - The International Strategy and the 12 EFA strategies

Exercise Seven - International examples

Policies and finances

Exercise Eight - Funding implications

Lunch break (1300 - 1400)

Session Three - Topics (1400 - 1600)

Exercise Nine - Outcomes and quality

Rights and Access to learning

Education systems

Exercise 10 - Lifelong learning

Information and Communication Technologies

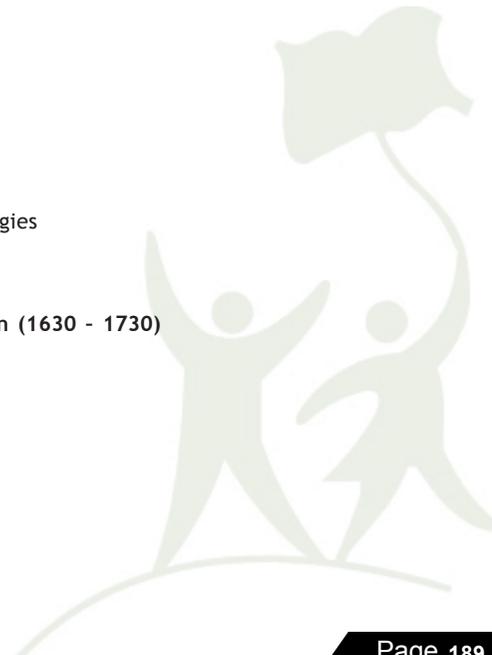
Poverty, health and society

Tea break (1600 - 1630)

Session Four - The Future and Evaluation (1630 - 1730)

The future Workshop evaluation

End of sub-topic.





3 EFA Topics

4.4 Workshop Content

4.4.1 Session One - Education for All and Development (0900-1030)

Introduction (five minutes)

The trainer and participants introduce themselves.

Exercise One - Education issues (five minutes)

Participants are given five minutes to jot down what they consider to be three major issues facing education in their country, and three key global education challenges. They should hold on to these notes for a while.

Objectives and Outcomes (10 minutes)

A short outline of why the workshop is being held and what it hopes to achieve - getting people thinking about Education for All, the issues it tackles, and monitoring and promoting the movement's goals. Be upfront about the workshop's objectives and expected outcomes, as described in EFA KIT: 2.3 Objectives and 2.4 Outcomes.

What is Education for All? (25 minutes, including video)

- An outline of Education for All, drawing on material in the Getting Started section.
- A brief description of UNESCO.
- A short history and overview of the global EFA programme: 1.1: Global initiative.
- The six major EFA goals - EFA in Action [play Video 1].
- How EFA affects us, and our countries: 1.3: How does EFA affect me; Can EFA help to achieve national development goals?
- Education as a basic human right.

Exercise Two - The EFA goals (10 minutes)

Discuss the EFA goals, making the link between why the goals are important - UNESCO's "powerful triumvirate" of arguments being education as a right, and the means to personal and national development - and each of the six goals. For instance, gender equity is key to realising education as a right, and to personal and national development.

Look at the EFA Development Index (EDI) using tables in the latest EFA Global Monitoring Report, and discuss its component parts and how it is made up. Look at the values for countries represented and discuss how the index might be used to raise awareness of EFA progress and problems.



3 EFA Topics

4.4 Workshop Content

4.4.1 Session One - Education for All and Development (0900-1030)

Exercise Three - Education and development (15 minutes)

Reinforce the importance of the EFA goals by investigating the link between education and development. Draw on the UN Development Programme's Human Development Index 2000 (HDI), making clear the difference from the EDI. Tables: 3.1.1 Adult Literacy and 3.1.1 Education Enrolment Ratios, but also explain what the HDI is and what its other components are (life expectancy and GDP per capita).

Scrolling down these tables will clearly illustrate the connection between developments as it is measured by the HDI, and literacy and education enrolment rates. Participants should take a look at their own country and region's HDI, adult literacy and enrolment figures, compare them with other countries and regions, and interrogate the differences. Participants should also compare their country's status with regard to the HDI and the EDI, examining why the rankings are similar or divergent.

Exercise Four - Education and the HDI (20 minutes)

Interesting stories are hidden in the EFA goals as they relate to education's three imperatives - education as a right and the means to personal and national development - and in the EDI and HDI statistics. Ask participants, individually or in groups, to think up important issues arising from the session that should be covered by the media. See how the new ideas relate to the issues and challenges identified by the participants at the start of the session, and discuss how they could be turned into strong, important news stories, features and analysis.

End of sub-topic.



3 EFA Topics

4.4 Workshop Content

4.4.2 Session Two - Achieving Education for All (1100 - 1300)

Is EFA achievable? (20 minutes)

Education for All monitors progress towards its goals, among other things to discover where effort most needs to be directed in supporting governments and people to achieve them. At the global level, there is both good and bad news to report: 1.3: Good news; Bad news.

The progress of countries, regions and the world in achieving EFA goals is measured using several indicators. Show how this works, and the findings, in: 1.3: Is EFA an achievable target? Also worth looking at 3.1.2 on the CD-ROM

Assessment of Dakar Goal Achievement, By Region. Either do a presentation, or allow participants time to read through the resource materials.

Exercise five - Measuring progress in EFA (25 minutes)

Three primary indicators of progress in achieving EFA are access to primary education, gender equality and adult literacy. Participants should study statistics in these areas - there are numerous tables in the kit's resources, such as 3.1.2 2: Participation in Primary Education, and 3.2: Region wise educational statistics - Literacy levels in 1970, 2000.

Working in groups, participants should select a small group of countries - including their own - and measure their progress towards related EFA goals over time. They should identify achievements and challenges, and how awareness of them can be promoted in the media. Participants should develop and present stories based on the statistics, but also issues that arise from them. For instance: who, where and why are children not attending school?



3 EFA Topics

4.4 Workshop Content

4.4.2 Session Two - Achieving Education for All (1100 - 1300)

Holding governments accountable (15 minutes)

A second way of monitoring progress towards EFA goals is through the means to that end - national policies and legislation, resources and programmes. It is the media's role to hold governments accountable for promises and actions - as well as international agreements they have signed, such as EFA and the UN Universal Declaration on Human Rights, which have profound implications for national education.

To encourage governments to see EFA as more than merely a set of finesounding ideas that might one day be achieved, and to act upon them, governments are encouraged to draw up national EFA action plans. In 2000 the Dakar Framework for Action was drawn up, along with a set of 12 strategies for achieving EFA. These are well described in: 1.1: EFA is attained through national priority programmes, and should be studied in this session.

Exercise Six - The 12 EFA strategies (15 minutes)

Working in groups, participants should look at all 12 EFA strategies and the national-level actions spelled out in the International Strategy, and see how each one of them could be the starting point for strong, important stories. Does your government have a national EFA action plan? If so, what is it, and if not, why not? Is your government taking action to enhance the status, morale and professionalism of teachers? And so on. There are many areas within education to which governments could be held accountable, in ways more constructive than stories that merely complain about the general state of education.

Exercise Seven - International examples (15 minutes)

There are many examples of good practice in individual countries that can be appropriately applied in others. For instance, the Ugandan government's campaign to achieve Universal Primary Education, starting with free education for up to four children per family, has been echoed in Kenya with the abolition of user charges there too. Participants should look at these examples of good practice, noting beneficial effects as well as unexpected consequences or problems that arise.

Draw on the resource materials that give examples of good practice, and find any others that apply well locally, to initiate a discussion about how the media - and other target groups - can research good practice elsewhere to provide ideas for stories that raise awareness among the public, governments and NGOs of possible solutions to local education problems.



3 EFA Topics

4.4 Workshop Content

4.4.2 Session Two - Achieving Education for All (1100 - 1300)

Policies and finances (15 minutes)

This sub-session will look at how to read national budgets and policy statements, and how to analyze national education issues. Start with an overview of recent or important government statements on education, and key policies and legislation, and discuss what they mean for education on the ground, the education system and EFA.

All policies cost money, and education consumes a major portion of every national budget. Interrogating how much money a government spends on education, and on what, reveals what is being prioritised and what is being neglected (often because of resource shortages). Explain how to read an education budget, and interrogate your own government's education budget, what it prioritises and how it relates to spending on other areas, such as health.

Exercise Eight - Funding implications (15 minutes)

Based on the budgets and figures presented, discuss what is being spent on education in your country, what areas of education are being prioritised and how this compares to other, similar countries as well as some considered more or less developed than yours. Again, consider how the information you unearth provides the starting point for important stories.

End of sub-topic.





3 EFA Topics

4.4 Workshop Content

4.4.3 Session Three - Topics (1400 - 1600)

This two-hour afternoon session could be broken into four sub-sessions of 30 minutes each, focusing on the Topics section of the kit. Given the time constraints of a one-day workshop, it will only be possible for trainers to give an overview of each topic, to point participants towards material they can follow up later, and to select areas that highlight local and national areas of concern or achievement as they relate to EFA.

It is possible to group the first eight topics into four sections: a: Quality and outcomes, rights and access; b: Education systems and lifelong learning; c: Information and Communications Technologies; d: Poverty, health and society. It must be stressed that this suggested training programme is just that - in many parts of the world, and even within countries and workshop groups, it will be worth honing in on other aspects of the material in the Topics section.

In each section, trainers could find material that is highly relevant to their country and region. International comparisons can be made, and good practice examples found that may be applicable in your country - and provide a rich source of stories.

Exercise - Outcomes and quality (15 minutes)

Improving education is not just about money, but is also about how efficiently that money is spent and other factors that impact on outcomes and quality - one of the EFA's goals - such as teacher qualifications, shortages and morale, education management and facilities. Explore these issues through: 3.8.1 - Human Resources.

Discuss progress made over time in lowering teacher to pupil ratios and how this has been achieved, as well as the proportions of children progressing through the school system as indicators of the quality and efficiency of your education system. Come up with story ideas.

Rights and Access to learning (15 minutes)

Look at the Universal Declaration of Human Rights, and the obligations it places on your government. Also identify major obstacles to progress and innovative examples of how access to education can be improved through means other than money, like the example from Bangladesh (3.2 - Rights and Access to Learning), in which student volunteers to teach poor children in slum areas. Once again, search for stories among these issues.

Then focus in on a sub-topic - issues of gender, child labour, literacy or the marginalized - and explore related issues in your country. For instance, you could focus on marginalized communities, looking at foreign workers in



3 EFA Topics

4.4 Workshop Content

4.4.3 Session Three - Topics (1400 - 1600)

Europe, or on the poor in Africa. International comparisons can be made, and strong stories identified in any one of the four topics.

Education systems (15 minutes)

Introduce participants to the different ways in which societies provide learning for different groups: the formal and non-formal systems, distance and technology-enabled education, and education for special needs.

Exercise - Lifelong learning (15 minutes)

Focus on lifelong learning and the role it plays in providing adults with skills and improving quality of life, including the video: 3.7.1 - Water Pump Engineers. Then hold a discussion seeking out some of many interesting “human interest” stories to be found in communities where learning new skills has made a dramatic, positive impact on people’s lives.

Information and Communications Technologies (30 minutes)

This comprehensive Topic covers information and communication technologies (ICTs) in their various forms and from different angles, for instance use of the internet as a research resource for the media, and the roles of the different media in reporting on education and in delivering education (for example, educational tv and newspaper school supplements).

Deliver an overview of ICTs, drawing on the rich video and other materials, and leave some time for a discussion led by participants on the roles of the different media locally in reporting education, as means of advocating educational improvement, and on local use of media in delivering education.

Also identify stories about innovative ways of media education delivery.

Poverty, health and society (30 minutes)

Trainers might want to deliver an overview of each of these aspects of EFA or concentrate on those parts of the three Topics that are most pertinent locally and nationally. In each case, a presentation should be combined with discussion about what is - and what is not - being done to tackle challenges around issues such as poverty, health, democracy, peace, human rights, culture and traditional knowledge.



3 EFA Topics

4.4 Workshop Content

4.4.3 Session Three - Topics (1400 - 1600)

Although these areas are generally little reported, they are each important and provide a rich source of stories, many of which may not have been properly covered in your country. Take the time to explore the many story ideas presented under these Topics, and look at how the roles of the media and education are linked in efforts to improve quality of life everywhere.

End of sub-topic.





3 EFA Topics

4.4 Workshop Content

4.4.4 Session Four - The Future and Evaluation (1630 - 1730)

The future (30 minutes)

In studying the exhaustive subject of education, it is easy to become caught up in detail and to sideline the big picture. Take a look at the issues raised in Topic 3.10 The Future to launch a discussion on education trends nationally and globally, and what they mean for Education for All. Take a look at the story ideas, and develop more.

Workshop evaluation (30 minutes)

This final sub-session should try to summarise and evaluate the workshop.

What do people feel they have learned, and what can they do with this new knowledge? What are the views of participants on the workshop - was it a useful exercise in professional terms? What would they like to do with worthwhile knowledge and understandings gained? Do participants feel that they are more interested in education as a topic, and better able to understand and analyze it? Do they see education as an interesting news story?

Good luck with your workshop please do let us know about your successes and your difficulties. Did Education Make News in your situation? Access the UNESCO web-site at www.unesco.org or write to the EFA Secretariat at UNESCO, 7 place de Fontenoy, 75700 Paris, France.





5 Resource Materials

5.1 World Declaration On Education For All

The World Declaration on Education for All and its companion Framework for Action to Meet Basic Learning Needs, adopted by the world conference on Education for All (Jomtien, Thailand, 1990), have proved useful guides for governments, international organizations, educators and development professionals in designing and carrying out policies and strategies to improve basic education services.

Refer [5.1 - 01 of 01]: *Jomtien 5-9 March 1990 [PDF] in the CD-ROM*

End of sub-topic.





5 Resource Materials

5.2 The Dakar Framework For Action

The World Education Forum (26-28 April 2000, Dakar) adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments. It is based on the most comprehensive evaluation ever undertaken, the EFA 2000 Assessment that produced a detailed analysis of the state of basic education around the world.

Refer [5.2 - 01 of 01]: *Dakar 26-28 April 2000 [PDF] in the CD-ROM*

End of sub-topic.





5 Resource Materials

5.3 EFA Global Monitoring Report

The EFA Global Monitoring Report is an annual publication that assesses where the world stands on its commitment to provide a basic education to all children, youth and adults by 2015. Developed by an independent team and published by UNESCO, the report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards education for all. The Report tracks progress, identifies effective policy reforms and best practice in all areas relating to EFA, draws attention to emerging challenges and seeks to promote international cooperation in favour of education.

This Report seeks to inform policy and spur heightened political commitment towards education for all. Its mandate is also to help in the process of keeping all parties accountable for promises made in 2000.

Whilst the report has an annual agenda for reporting progress with on each of the six EFA goals, each edition issue also adopts a particular theme, chosen because of its central importance to the EFA process. The 2005 report focuses on the quality of education; the 2006 report will focus on literacy (launch on 9 November 2005); and the 2007 on early childhood care and education.

Three reports have been published to date:

2005: Education for All, The Quality Imperative

Improving teaching and learning is an imperative for achieving education for all in a large number of countries.

www.efareport.unesco.org

2003/4: Gender and Education for All: The Leap to Equality

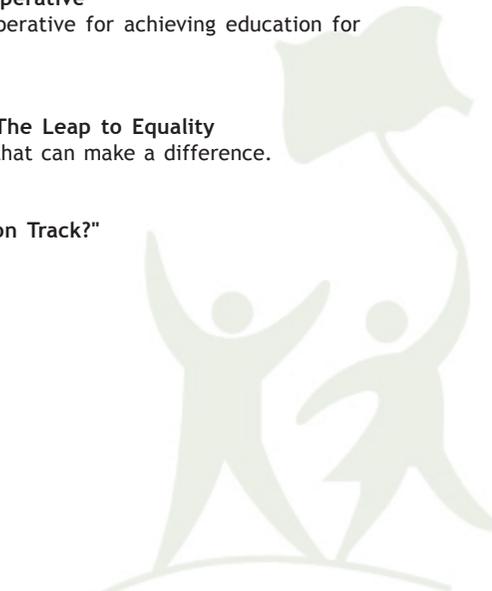
Why girls are still held back and policies that can make a difference.

www.efareport.unesco.org

2002: "Education for All: Is the World on Track?"

www.efareport.unesco.org

End of sub-topic.





5 Resource Materials

5.3 EFA Global Monitoring Report

EFA Global Monitoring Report 2002, Education for All - Is the World on Track? is about opportunities to learn. Its primary purpose is to assess the extent to which the benefits associated with education are being extended to all children, youths and adults around the world and whether the commitments made in 2000 at Dakar are being met. It offers an interim indicator to whether the world will achieve Education for All (EFA) in 2015.

- [Refer \[5.3 - 02 of 04\]: Summary \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 02 of 04\]: Chapter 1 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 02 of 04\]: Chapter 2 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 02 of 04\]: Chapter 3 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 02 of 04\]: Chapter 4 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 02 of 04\]: Chapter 5 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 02 of 04\]: Chapter 6 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 02 of 04\]: Annex \[PDF\] in the CD-ROM](#)

EFA Global Monitoring Report 2003/4, Gender and Education for All THE LEAP TO EQUALITY - Rights, Equality and Education for All' means what it says. The international community is committed to eliminating gender disparities in primary and secondary schooling by 2005 and to achieving equality throughout education ten years later. Why does gender equality receive such prominence in the Dakar Framework for Action and the Millennium Declaration, both adopted in 2000?

The goals of Education for All (EFA) are centrally concerned with equality. If children are excluded from access to education, they are denied their human rights and prevented from developing their talents and interests in the most basic of ways. Education is a torch which can help to guide and illuminate their lives.

Summary

- [Refer \[5.3 - 03 of 04\]: Chapter 1 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 03 of 04\]: Chapter 2 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 03 of 04\]: Chapter 3 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 03 of 04\]: Chapter 4 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 03 of 04\]: Chapter 5 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 03 of 04\]: Chapter 6 \[PDF\] in the CD-ROM](#)
[Refer \[5.3 - 03 of 04\]: Chapter 7 \[PDF\] in the CD-ROM](#)

Annex



5 Resource Materials

5.3 EFA Global Monitoring Report

Education for All Global Monitoring Report 2005, The Quality Imperative - Understanding Education Quality. Quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education.

The quest to achieve Education for All (EFA) is fundamentally about assuring that children, youth and adults gain the knowledge and skills they need to better their lives and to play a role in building more peaceful and equitable societies. This is why focusing on quality is an imperative for achieving these goals. As many societies strive to universalise basic education, they face the momentous challenge of providing conditions where genuine learning can take place for each and every learner.

Summary

[Refer \[5.3 - 04 of 04\]: Chapter 1 \[PDF\] in the CD-ROM](#)

[Refer \[5.3 - 04 of 04\]: Chapter 2 \[PDF\] in the CD-ROM](#)

[Refer \[5.3 - 04 of 04\]: Chapter 3 \[PDF\] in the CD-ROM](#)

[Refer \[5.3 - 04 of 04\]: Chapter 4 \[PDF\] in the CD-ROM](#)

[Refer \[5.3 - 04 of 04\]: Chapter 5 \[PDF\] in the CD-ROM](#)

[Refer \[5.3 - 04 of 04\]: Chapter 6 \[PDF\] in the CD-ROM](#)

Annex

End of sub-topic.



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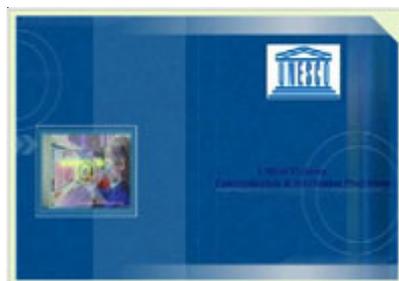


5 Resource Materials

5.4 UNESCO And Education

UNESCO and Education reiterates the commitment of UNESCO to education. It emphasizes the universal human rights, need to improve quality of education and stimulate experimentation, innovation and policy dialogues.

Refer [5.4 - 01 of 01]: *UNESCO and Education [PDF] in the CD-ROM*



End of sub-topic.





5 Resource Materials

5.5 Peace And Human Rights

Report of the Advisory Committee on Education for Peace, Human Rights and Democracy of the UNESCO.

End of sub-topic.



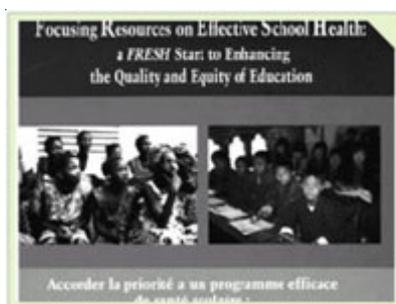


5 Resource Materials

5.6 FRESH

Focusing Resources on Effective School Health (FRESH) deliberates on the health related school policies, provision of safe water and sanitation, skill based health education and school based health and nutrition services as a starting point to enhance the quality and equity of education.

End of sub-topic.





5 Resource Materials

5.7 Financing Education

Financing Education - Investments and Returns is the third in a series of publications that seeks to analyze the education indicators developed through the OECD/UNESCO World Education Indicators programme. It examines both the investments and returns to education and human capital. It looks at the rationale for public spending, how public resources are distributed across levels of education and the role of the private sector both as a provider of education services and a source of educational expenditure.

Refer [5.7 - 01 of 01]: *Financing Education [PDF] in the CD-ROM*

Refer [5.7 - 01 of 01]: *Education Finance [PDF] in the CD-ROM*

End of sub-topic.





5 Resource Materials

5.8 Grassroot Stories

The grassroots stories on Education for All around the world are written by journalists, non-governmental organizations and others who feel they have a story to tell. You are also invited to submit articles written in a clear and personal style on an issue of interest.

For more information please refer the site: <http://www2.unesco.org/wef/en-news/stories.shtm>

End of sub-topic.





5 Resource Materials

5.9 Further resources

- ◆ International Strategy to put the Dakar Framework for Action into Operation http://www.unesco.org/education/efa/global_co/comprehensive_efa_strategy.shtml
- ◆ UNESCO Education Sector position papers <http://unesdoc.unesco.org/images/0012/001297/129728e.pdf>
- ◆ UN Decade of Education for Sustainable Development Implementation Scheme http://portal.unesco.org/education/en/ev.php-URL_ID=23280&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ◆ UN Literacy Decade http://portal.unesco.org/education/en/ev.php-URL_ID=5000&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ◆ UNESCO Brochure on linkages between EFA, MDGs, UNLD, DESD
- ◆ Brochure on EFA Flagship Initiatives http://www.unesco.org/education/efa/known_sharing/flagship_initiatives/index.shtml

End of sub-topic.





5 Resource Materials

5.10 Photo Gallery

<http://www.unesco.org/photobank/exec/index.htm>

<http://portal.unesco.org/ci/photos/>

End of sub-topic.





Glossary

Adult Literacy/Illiteracy Rate (Estimated)

Number of literate/illiterate adults expressed as a percentage of the total adult population aged 15 years and above. These figures, while widely published, must be treated with caution; the validity and reliability of literacy statistics currently are little more than national estimates. Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society.

Early Childhood Care And Education (ECCE)

Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary) or as part of a non-formal child development programme. Early childhood care and education programmes are normally designed for children aged 3 years and above and include organized learning activities that constitute an average equivalent of at least 2 hours per day and 100 days per year.

Enrolment

Number of pupils or students enrolled in a given level of education, regardless of age. See also gross enrolment ratio and net enrolment ratio.

Entrance Age (Official)

Age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating or skipping a grade. Note that the theoretical entrance age to a given programme or level may be very different from the actual or even the typical or most common entrance age.

Formal Education

Education provided within the nationally established school system, with certified progression through primary, secondary and tertiary levels.

Gender Parity Index (GPI)

Ratio of female-to-male value of a given indicator. A GPI of 1 indicates parity between sexes; a GPI that varies between 0 and 1 means a disparity in favour of boys; a GPI greater than 1 indicates a disparity in favour of girls.

Gross Enrolment Ratio (GER)

Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the relevant official age group. Note that GER can be higher than 100% as a result of grade repetition and entry at younger and older ages than the typical grade-level age.

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Gross Intake Rate (GIR)

Number of new entrants into first grade of primary education, regardless of age, expressed as a percentage of the population of official entrance age to primary education.

Gross Domestic Product (GDP)

Sum of gross value added by all residents producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products

Gross National Product (GNP)

Sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes, minus any subsidies not included in the value of the products plus net receipts of income from abroad. Since net receipts from abroad may be positive or negative, it is possible for the GNP to be greater or smaller than the GDP.

Gross National Product Per Capita

Gross national product in current US dollars (\$) divided by the total population.

International Standard Classification Of Education (ISCED)

A classification system designed as an instrument suitable for assembling, compiling and presenting comparable indicators and statistics of education both within individual countries and internationally. This system was introduced in 1976, and revised in 1997.

Life Expectancy At Birth

Theoretical number of years a newborn will live if the age-specific mortality rates in the year of birth are taken as constant, i.e. the sum of the mortality rates by age.

Life skills

The knowledge and behavioural skills needed for healthy attitudes towards other people, towards ourselves, towards the challenges and problems of life. They include skills in communicating, in making decisions and solving problems, in negotiating and asserting ourselves, in thinking critically and understanding our feelings. More practical life skills are the kinds of manual dexterity we need for the physical tasks we face. Some would include vocational skills under the heading of life skills.

Lower Secondary Education (ISCED Level 2)

Generally designed to continue the basic programmes of the primary level. Teaching at lower secondary level is typically more subject-focused, requiring more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education.

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Net Enrolment Ratio (NER)

Number of pupils in the official age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age group.

Net Intake Rate In Primary Education (NIR)

Number of pupils at the official school entrance age who are new entrants into the first grade of primary education, expressed as a percentage of the population of official admission age to primary education.

New Entrants

Pupils entering primary education for the first time.

Non-formal education

Education and learning opportunities which occur outside of the school system, encompassing a wide range of alternative approaches provided by a governmental and non-governmental agencies. Its focus is frequently on learning in context and on adults guiding their own learning process.

Out-Of-School Children

Children in the official school age group who are not enrolled in school.

Percentage of new entrants to primary education with ECCE experience

Number of new entrants to primary education who have attended some form of organized early childhood care and education programmes equivalent at least 200 hours, expressed as percentage of total number of new entrants to primary education.

Pre-Primary Education (ISCED Level 0)

Refers to programmes at the initial stage of organized instruction, which are primarily designed to introduce very young children, usually from age 3 or so, to a school-type environment, i.e. to provide a bridge between home and school. Such programmes are variously referred to as infant education, nursery education, pre-school education, kindergarten, or early childhood education. See also early childhood care and education programmes.

Primary Education (ISCED Level 1)

Sometimes called elementary education, refers to educational programmes that are normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. In some cases religious instruction is also featured. These subjects serve to develop pupils' ability to obtain and use information the children need about their home, community, country, etc. Synonym: primary schooling.

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Private Enrolment

Number of children enrolled in an institution (school or college) that is not operated by a public authority, but is rather controlled and managed on either a profit or non-profit basis by a private body such as a non-governmental organization or association, a religious body, a special interest group, a foundation or a business enterprise.

Public Expenditure on Education

Total public finance devoted to education by local, regional and national governments, including municipalities. Household contributions are normally excluded. Public Expenditure on Education Includes Both Capital and Current Expenditure. Capital (public) expenditure includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles. Current (public) expenditure includes expenditure for goods and services consumed within the current year and which would need to be renewed if there were a need for prolongation the following year. It includes expenditure on: staff salaries and benefits; contracted or purchased services; other resources including books and teaching materials; welfare services; and other current expenditure such as furniture and equipment, minors repairs, fuel, telecommunications, travel, insurance and rents. public current expenditure on primary education as percentage of total public current expenditure on education. This indicator shows the relative share of public current expenditure on primary education within overall public current expenditure on education.

Public Current Expenditure Per Pupil On Primary Education As Percentage Of Gnp Per Capita

Measures the average cost of a pupil in primary education in relation to the country's GNP per capita. In other words, this is the share of primary education unit cost in the GNP per capita.

Public expenditure on education as a percentage of GNP

Total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of the gross national product.

Public Expenditure on Education as a Percentage of Total Government Expenditure

Total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of total government expenditure on all sectors (including health, education, social services etc).

Pupil

Refers to a young person who is enrolled in an educational programme. For the purposes of this Kit, 'pupil' refers to a child enrolled in primary school, whereas children or adults enrolled at more advanced levels are students.

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Pupil/Teacher Ratio (PTR)

Average number of pupils per teacher at the level of education specified in a given school year. When data are available the calculation of the pupil/teacher ratio is based on teachers and pupils expressed in full-time equivalent.

Purchasing Power Parity (PPP)

The rate of currency conversion into US\$ that eliminates the differences in price levels among countries. Thus, when expenditure on GNP for different countries is converted into a common currency by means of the PPP, it is, in effect, expressed at the same set of international prices so that comparisons between countries reflect only differences in the volume of goods and services purchased. In other words, this means that a given sum of money, when converted into US\$ at the PPP rate (PPP\$), will buy the same basket of goods and services in all countries.

Repetition Rate by Grade

Proportion of pupils enrolled in a given grade in a given school-year who study in the same grade the following school-year.

School Life Expectancy

Number of years a child is expected to remain at school, or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary nontertiary and tertiary education.

School-Age Population

Population of the age group which officially corresponds to the relevant level of education, whether enrolled in school or not.

Survival Rate

Percentage of a cohort of pupils who enrolled in the first grade of an education cycle in a given school year and who reach a given grade either with or without repeating a grade.

Teacher or teaching staff

Number of persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents).

Total Debt Service. Sum of principal repayments and interest actually paid in foreign currency, goods, or services on long-term debt, or interest paid in short-term debt, as well as repayments (repurchases and charges) to the International Monetary Fund (IMF).

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Trained Teacher

Teacher who has received the minimum organized teacher training (pre-service or in service) required for teaching at the relevant level in a given country.

Transition Rate to Secondary Education

Number of pupils admitted to the first grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary of education in the previous year.

Youth Literacy/Illiteracy Rate (Estimated)

The number of literate/illiterate young adults aged 15-24 years expressed as a percentage of the total youth population aged 15-24 years.



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Credits

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Individuals

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Institutions

The Asia-Pacific Institute for Broadcasting Development (AIBD) is a unique regional inter-governmental organization serving countries of the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) in the field of electronic media development. Website: <http://www.aibd.org.my>

The Commonwealth Educational Media Centre for Asia (CEMCA) has been established by the Commonwealth of Learning (COL) in the year 1994 in response to the needs expressed by the Commonwealth Asian countries for a more effective utilization of educational media resources in distance education. Website: <http://www.cemca.org>

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How to run this CBT

No installation required.

On Windows, just insert the CD and it will “Autorun”. If it does not, go to windows explorer and double click on **EFA.exe** to enter the CBT. In case this also does not work, please contact:

Mr. Hara Prasad Padhy, Ph.D. Programme Specialist, Communication and Information Sector, Communication Development Division, UNESCO, at h.padhy@unesco.org

On Macintosh, Insert the CD, double click on 'EFA' to enter it and then double click 'EFA' to launch the course. This course is designed for MAC 10.3 or above versions. In the lower versions, the course will run properly but the PDF's will not be launched and will have to be opened manually from their respective folder (data\resource\coursePDF).

Recommended System Requirements

Softwares required

Adobe's Acrobat Reader 5.0 or higher. If You don't have one, the installers are packed with the EFA CD for different Platforms.

System Requirements

- Processor : PC or MAC with 1.GHz or higher.
- Memory : 96 MB RAM or higher
- CD ROM drive : 12X or higher
- Display : 800X600 resolution or higher, 16 bit High Color (thousands of Color) or higher is preferred.
- Operating Systems: Windows 2000 or XP or above for PC and OS 10.3 or above for MAC.

Known Issues with 'EFA' CBT

In MAC version, some of the HTML links does not display images.

