Education for All
Collective consultation of NGOs (CCNGO/EFA)

Third Meeting of the Collective Consultation of NGOs on EFA
(Beirut, Lebanon, 2004)

Report and recommendations for joint action
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Beirut, Lebanon
9-11 December, 2004
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Third Meeting of the Collective Consultation of NGOs on EFA
REPORT AND RECOMMANDATIONS

Introduction

1. During the last decade, civil society’s involvement in sustainable development and education expanded considerably, particularly at national level. The active participation of civil society organizations in the evaluation and follow-up of the Jomtien objectives continued in 1996 in the Amman Mid-Decade Meeting of the International Consultative Forum on Education For All, in 1997 in Hamburg at the Fifth International Conference on Adult Education and in 2000 at the World Education Forum in Dakar where the international community committed itself to ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development. Within the framework of its mandated role in coordinating EFA partners and enlisting their collaboration, UNESCO considers dialogue and cooperation with civil society as key to meeting Dakar goals. For this purpose, UNESCO and the NGOs have reconfirmed their interest in working together, in a framework adapted to the new forms of civil society organization and expression, in order to make an effective contribution to the reflection on the concept of education for all and its implementation.

2. UNESCO has contributed to reinforcing participation of national civil society organizations, networks and coalitions in EFA policy dialogue and process through the regionalisation of the Collective Consultation of NGOs on Education for All (CCNGO/EFA). This partnership mechanism was established to facilitate reflection, permanent dialogue and joint action between the NGOs and UNESCO in the area of education for all (EFA). Its purpose is to (i) broaden and promote the concept of EFA within the perspective of lifelong learning; (ii) reinforce recognition of the roles, contributions and experiences of civil society organisations in EFA; (iii) mobilize the participation of civil society organisations in monitoring and evaluating EFA goals; (iv) strengthen the diverse capacities of civil society organisations, particularly at national and regional levels and (v) facilitate joint action and cooperation among civil society organisations in EFA through networking and exchanging experiences.

3. Since Dakar, an increasing number of national NGOs/networks from the South have become involved in the work of the CCNGO/EFA supported by the regional NGO focal points. The CCNGO/EFA has facilitated dialogue, critical collective reflection and cooperation among more than 600 civil society organizations around the world. Over the past two years, the consultations focused on initial assessment of civil society participation and partnerships in the areas related to the formulation, implementation and evaluation of EFA programmes and strategies which resulted in concrete capacity building activities in different regions.

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1 Currently the following organizations assume the role of regional focal points for the coordination of the CCNGO/EFA: African Network Campaign on Education for All (ANCEFA), Mr Gorgui Sow; Arab Resource Collective (ARC), Mr Samir Jarrar; Asian South Pacific Bureau of Adult Education (ASPBAE), Ms Maria Lourdes Almazan-Khan; and the Latin American Council on Adult Education, Mr Carlos Zarco Mera.

2 The CCNGO/EFA comprises about 600 NGOs around the world, connected through a list serve for information sharing. Around 120 of these NGOs assemble for its – up to now - annual meetings, which rotate from one region to another. In average, about 70% of participants are from the South (national and regional organisations and networks) and 30% from international organisations.
4. The 2001 meeting of the CCNGO/EFA in Bangkok led to a clearer understanding of EFA related issues both internationally and, more particularly, in the Asian Region. It clarified and advanced the CCNGO/EFA reform process and provided a framework for collective action at the regional and international levels. The 2003 meeting in Porto Alegre, held in connection with the World Social Forum, made recommendations to promote inter-linkages between quality issues in education, civil society participation and alternative globalization in order to strengthen the EFA movement and give it greater meaning. This linkage provided a unique platform for further strengthening the EFA movement among civil society organizations, particularly in Latin America.

5. The goal of the third meeting in 2004 was to further develop CCNGO/EFA membership and activities with civil society in the Arab region and to promote civil society participation in the formulation, implementation and evaluation of education strategies to contribute to EFA goals with a special focus on integrating literacy. More specifically, the objectives were:

- Learning from civil dynamics in EFA, especially in the Arab Region;
- Exchanging experience on civil society engagement in the formulation, implementation and monitoring of literacy strategies within the framework of the UN Literacy Decade, Millennium Development Goals, and in view of the 2005 High Level Group on EFA and the 2006 EFA Global Monitoring Report on Literacy;
- Assessing the added value of civil society engagement in national EFA policy processes.

6. The 2004 CCNGO/EFA meeting, organised by UNESCO and opened by His Excellency Mr. Ghazi Zaeiter, Minister of Social Affairs, brought together a total of 120 international, regional and national NGOs and networks involved in the field of education as well as eight professionals of UNESCO. It was held in Beirut, Lebanon, from 9 to 11 December 2004, back to back with the International Seminar on Capacity Building for Civil Society Engagement in EFA Policy (7-8 December 2004) and in conjunction with an Arab Regional Consultation (10 December 2004).

1. Framing the Meeting

OPENING CEREMONY

7. Mr. Bassam Mansour, representative of UNESCO’s Bureau of Public Information, welcomed the participants and introduced the speakers. Mr. Victor Billeh, Director, UNESCO Beirut Regional Office, and Ms. Monique Fouilhoux, representative of Education International (EI), made welcoming remarks. Mr. Samir Jarrar, Arab Resource Collective (ARC) and focal point of the Arab region, explained the goals and purpose of the meeting and underlined the need to revisit the education paradigm with a view to furthering closer cooperation and working together between the education community and civil society.

8. H.E. Mr. Ghazi Zaeiter, Minister of Social Affairs, highlighted in his inaugural address the Ministry’s activities and policies, stressing the need to work towards EFA goals and emphasizing adult literacy as a means for development which requires concerted efforts and an institutional mind set. In this context, the role of NGOs is crucial and the Ministry is supportive of their activities and efforts, especially in remote rural areas. Building the capacities of NGOs is a primary concern for the Ministry. The Minister extended his good wishes to the participants for a successful meeting and an enjoyable stay in Lebanon.
9. In his address, Mr. Abhimanyu Singh, Director of the UNESCO Division of International Coordination and Monitoring for EFA, recalled the Dakar Framework for Action stating that the heart of action lay at the country level and, therefore, the key to success was government leadership, vision and commitment backed by the support of the international community. A strong and vibrant partnership between government and civil society, that is open and transparent, was vital to achieve education for all by 2015. Mr. Singh acknowledged the difficulties and areas of disagreement inherent in the process of building such partnerships and admitted that it was a challenge to reconcile those differences in a positive and constructive manner. In this regard, UNESCO was committed to play the role of a catalyst and facilitator to aid and assist this process. The agenda of the meeting with CC-NGOs should facilitate and strengthen building of partnerships, alliances and networks for EFA.

REGIONAL LAUNCH OF THE 2005 GLOBAL MONITORING REPORT

10. In the Regional Launch of the 2005 Global Monitoring Report, Mr. Victor Billeh stated that the Report monitored progress towards achieving the six EFA goals defined by the Dakar Framework for Action, to which over 160 countries committed themselves in 2000, at the World Education Forum. The Report reviews research evidence on the multiple factors that determine quality, monitors international assistance to education and maps out key policies for improving the teaching and learning process, especially in low-income countries. The presentation included highlights of the Arab Region’s progress towards EFA goals.

11. Though figures cannot adequately reflect the complexity of the learning process, most indicators available to assess quality are quantitative. According to the assessment of the Report, most countries in the South are at danger of missing more than one of the quantitative goals, namely, primary education for all, adult literacy, quality education and gender parity. Only 41 countries, most of which are in North America and Europe, are likely to meet those four goals by 2015. Completion of primary schooling remains a major issue in many low-income countries and the net enrolment ratios in many Sub-Saharan African and Arab States are below 70%. Girl’s participation in primary education remains substantially lower than boys in seventy-one out of 175 countries. Survival rates to grade 5 in primary education, while it improved in many countries, it fell short of 75% of thirty out of ninety one countries. Student/teacher ratio in primary education, which is a quality signal, reaches one teacher to 60 pupils in most developing countries. Literacy continues to be an uphill battle with nearly 800 million adult illiterates representing 18.3% of the adult population. Almost two thirds of the illiterates are women.

12. With respect to the Arab States, the presentation of the Report revealed a bleak picture: Out of school children amount to over ten million, sixty percent of which are girls. Gender disparity exists at all levels of enrolment even at the primary and secondary levels. Only 94% of children finish their primary education. There are 70 million illiterates (aged 15 years and over) representing 37.8% of the adult population, two thirds of them are women. However, quality of education differs from one country to another in the Arab Region. Twelve Arab countries are in an intermediary position towards achieving EFA goals. Rapid progress towards EFA could be made even in the poorest countries, if commitment was strong and appropriate policies were put in place which should include school management, teaching practices, decent facilities, combating corruption and building accountability. However, there is still great need for assistance to education by the international community which should double its pledges to reach the estimated US$ 7 billion required for achieving primary education for all by 2015.
13. In the Question and Answer Session that followed, participants raised issues related to the 
content and coverage of the GMR report. Ms. Ghada Al Jabi of the Arab Network for Literacy and 
Adult Education indicated that the report made no reference to informal education and its role in the 
learning process and pointed to the need for more information that would help NGOs to play an 
important role in achieving EFA. Mr. Inayatullah of the Pakistan Association for Continuing Adult 
Education raised the issue of monitoring informal education and civil society initiatives and 
worried whether countries in the North were more advanced in education because they involved 
civil society. Further, he inquired about the consequences for UNESCO if 28 countries would not 
meet EFA targets. Mr. Zahin Ahmed of the Friends in Village Development in Bangladesh drew 
attention to the danger of privatization of the social sector which could give rise to two systems of 
education, one for the rich and elite and another for the poor. Some participants referred to teaching 
in foreign languages which was not conducive to the learning process. Others mentioned 
educational systems and programmes being transported from North to South as unsustainable. Such 
learning patterns do not promote EFA. In the replies, it was indicated that the level and role of 
informal education was related to life skills and social awareness which differed from one country 
to another. With respect to foreign languages and North/South flow of education programmes, there 
is a need to reinforce national systems of monitoring learning achievements. The GMR pointed out 
those countries that lag far behind in attaining EFA goals. Some of them benefit from the Fast Track 
Initiative (FTI) lead by the World Bank. However, there is certainly need for more resources and 
improved education policies.

2. The CCNGO/EFA since Dakar: Main Initiatives

14. Mr. Fulgence Kone, Catholic International Education Office (OIEC), moderated this 
session. He presented his fellow speakers, members of the UNESCO Secretariat and of the CCNGO 
Coordination Group.

15. Mr. Abhimanyu Singh, Director of the Division of International Coordination and 
Monitoring for EFA, gave a brief introduction of the CCNGO/EFA in the framework of UNESCO’s 
leadership role in the EFA movement. Mr. Singh defined UNESCO’s tasks as follows: (1) 
coordinate and mobilize EFA partners and maintain their collaborative momentum; (2) contribute 
directly to achieving the six Dakar goals; (3) monitor progress towards EFA objectives; and (4) 
advocacy and communication and awareness raising to champion the full EFA agenda. He stressed 
the need to root EFA in a broad based social movement supported by a viable government and CSO 
partnership. He also underlined that UNESCO recognizes CSOs as playing an important role in 
EFA as alternative service providers, critical thinkers, advocates and policy partners. He 
emphasized the importance of lessons learned by UNESCO from dialogue with civil society in 
furthering partnership, outlined steps towards integrated partnerships with CSOs and identified 
challenges for effective collaboration.

16. Finally, Mr. Singh presented the following UNESCO strategy for the future:

- Strengthen collaboration with CSOs to improve transparency and accountability in EFA 
  processes;

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3 The FTI is designed to accelerate progress towards the achievement of universal primary education by 2015. It is a 
partnership among the World Bank and several multilateral and bilateral agencies and regional development Banks. It 
provides more efficient aid linked to performance.
• Enable genuine participation of civil society and key stakeholders to generate the political will for EFA;
• Accelerate regionalization and country impact of CCNGO/EFA;
• Enhance support to capacity-building of CSOs;
• Promote and support a stronger equity orientation in policy and practice.

17. Ms Monique Fouilhoux, Education International (EI), reported the main CCNGO/EFA activities developed over the past few years in the framework of the EFA follow-up mechanisms, namely the Working Group on EFA, the EFA High-Level Group and the Editorial Committee of the Global Monitoring Report. For future action she mentioned the importance of (1) strengthening links initiated at world level; (2) building capacity of NGOs and civil society for EFA; (3) generating synergies with other initiatives of civil society such as in the Global Campaign for Education (GCE), the World Social Forum (WSF) and in relation to the Millennium Development Goals (MDG); (4) streamlining and promoting exchange of information and (5) improving the functioning of the CCNGO/EFA coordination group.

18. Mr. Guntars Catlaks, Education International (EI), presented a global assessment of CSO involvement in EFA 2004. He referred to the survey which was organized jointly by UNESCO and Education International\(^4\). It aimed at measuring progress achieved and difficulties met by members of the Collective Consultation of NGOs on EFA process and planning. The responses illustrated that EFA structures had been formally established in most countries but EFA fora remained mostly inactive. Mr. Catlaks referred to the difficulty of evaluation of the real practice of consultations with civil society. He further underlined that governments tended to be selective towards involvement of CSOs. The level of policy consultations with civil society was very limited. He also noted that the situation among regions and countries, and within countries, differed significantly. The assessment showed that the dialogue is active in Western Africa; international NGOs are important in Sub-Saharan Africa; politics seem to play an important role in Latin America; information is positive but limited from Asia/Pacific; there is space for improvement both in EFA and civil society in Arab Countries.

19. Mr. Catlaks finally summarized the tasks that CSOs usually perform and identified a number of problems affecting CSO involvement, such as the fact that governments may not appreciate real dialogue and use only formal consultancy, as well as their tendency to select CSOs instead of seeking full representation of civil society; that EFA Forums may remain inactive due to the lack of initiative on all sides; that agendas of CSOs and governments may not overlap; a certain lack of coordination.

20. Ms. Maria Lourdes A. Khan, Asian South Pacific Bureau of Adult Education (ASPBAE), assessed CSO engagement in EFA at both the international and national levels and identified the following challenges and future areas of work:

\(^4\) The questionnaire was developed by UNESCO with the aim to update information on the involvement of civil society organizations (CSO) and Teacher Unions (TU) in the Education for All (EFA) process in developing countries. The Dakar Framework for Action explicitly refers to the necessary engagement and participation of CSOs in the formulation, implementation and monitoring of strategies for educational development. The first survey to monitor the implementation of this objective was conducted in 2002. The present, second survey used the same methodology and process and compared results with the 2002 outcome.
Shifting Paradigms in citizens participation in education towards social responsibility and the need for other social players to assume responsibility;

Expanding CSO capacity building requirements to encompass a broader understanding of education policy and define, with others, common visions and concrete alternatives;

Promoting greater interaction in local-global policy work needed to reflect local realities and interests at the international level and to enhance policy at the national and local level by supportive international frameworks;

Moving towards a comprehensive vision of the six Dakar goals by going beyond “technical collaboration” towards dialogue between government and civil society on the underlying approaches and content of programmes and policies.

21. During the discussion, many participants commented on the past work of the CCNGO and its future orientations. M. Carlos Zarco Mera, Latin American Council for Adult Education (CEAAL), proposed that, in order to strengthen the EFA movement, civil society in collaboration with UNESCO, governments and other EFA partners should reflect on the elaboration of a global framework for enabling civil society participation in EFA at different levels. M. Gorgui Sow, African Network Campaign on Education for All (ANCEFA), highlighted the importance of reinforcing CSO capacity-building. Governments should create spaces and mechanisms to involve civil society not only as “technicians”, but also as partners in decision making and policy formulation processes at all stages, from the agenda setting to preparing final drafts and thus allowing them to influence content, process and budget allocation. M. Limbani Nsapato (Civil Society Coalition for Quality Basic Education) mentioned networking and coalition building as preconditions for sharing information, experiences and best practices. It is also critical for a stronger voice in advocacy. Lamine Kane (Pan African Association for Literacy and Adult Education (PAALAE)) stressed the importance to reinforce CSOs capacity in the use of ICTs, whereas Bernie Lovegrove (ASPBAE) elaborated on the necessity for resource mobilization.

22. A number of voices from the floor stressed the importance of illiteracy eradication and institution building for achieving Education for All: Mr. Kazi Rafiqul Alam (Dhaka Ahsania Mission) said illiteracy should be high on the agenda. Experience shows that illiteracy and poverty are inter-related. Formal and non-formal education and new technologies of communication are important means for coping with the illiteracy-poverty paradigm. This calls for a strong partnership between governments and NGOs. UNESCO should play an active role in promoting and institutionalizing such partnership. Ms Maria Lourdes A. Khan (ASPBAE) stated that illiteracy remains a neglected area among EFA partners and has to be addressed in concrete terms at the national level. She also mentioned that the MDGs make no reference to adult illiteracy and therefore proposed that the meeting make a statement to regional and international bodies regarding illiteracy, particularly in its relationship to gender since in 2005 the gender target will be assessed. Ms Madeleine Castillo (Foro Educativo) highlighted the experience of Peru which led to the institutionalization of a National EFA Forum engaging all related government departments, ministries and NGOs, and to the renewal of collaboration with the government. UNESCO should be actively advocating and promoting EFA forums at the national level.

23. Several other participants also called for a bigger role of UNESCO in forging and even institutionalizing partnerships between governments and CSOs. Others referred to the need for human development and other forms of capacity building of the civil society, particularly in resource mobilization and advocacy. Some others called for good practices which pay due attention
to transparency and accountability at the government as well as the NGO levels. Additionally, the planning and monitoring process should be a continuous and dynamic one.

3. Regional Analysis of the Process of Civil Society Engagement in EFA

24. M. Martin Itoua, Fédération Africaine des Parents d'Elèves et Etudiants (FAPE), acted as moderator and instructed the participants to divide into one international and four regional groups. Regional discussions focused on main lessons learned as civil society and expectations from the global CCNGO-EFA process in order to strengthen participation and influence of civil society. The groups identified focal points at the regional and international level to the CCNGO-EFA. The focus of the regional discussions was to be on the second and third points: lessons learned and expectations.

25. The Africa group expects UNESCO to support CSOs in their advocacy role and play a more visible role as co-leader of the EFA process, particularly in terms of strengthening the engagement of national commissions at local level in order to provide necessary leadership and coordination. CCNGO should promote more dialogue among stakeholders, particularly in terms of support and reinforcement of national, sub-regional and regional CSO coalitions.

26. M. Andiwo Obondoh, African Network Campaign on Education for All (ANCEFA), indicated that although governments in some countries have recognized the important role of CSOs and coalitions in the EFA movement, CSOs still act as service providers rather than rights advocates. He also mentioned that the majority of countries in Africa are still far from tackling all the six Dakar goals, the absence of formal consultation structures imply that civil society organizations are not aware of their national plans and activities on EFA.

27. Frederick Mwesigye, Forum for Education NGOs in Uganda (FENU), pointed at the value of UNESCO to bridge the gap between CSOs and Government. He also indicated difficulties pertaining to (i) resource mobilization; (ii) CSOs image as service providers rather than rights advocates; (iii) lack of formal consultation structures for CSOs in some countries; and (iv) the fact that most countries are still far from tackling all the 6 Dakar goals. Further, whereas some governments recognized the role of CSO coalitions, their work was hampered by limited budget allocations to education and problems with information collection at local level.

28. The Asia group stressed the necessity of enhancing partnership between UNESCO and civil society. Ms. Vera Razon (ASPBAE) recommended that CSOs and UNESCO should work together to influence the Millennium Review Summit 2005 by stressing the importance of the EFA Goals in achieving the MDG Goals. UNESCO should also lobby with regional government formations such as ASEAN and SAARC to involve civil society representatives. On the other hand, CSOs should contribute to the development of the UNESCO EFA Communications Strategy to be used in promoting EFA.

29. The Arab group reported that unemployment and economic stagnation due to the unstable political situation posed major difficulties in working towards EFA. These problems are accentuated by a lack of transparency, accountability, organization, follow-up and evaluation as
well as funding. However, Arab CSOs need to recognize the importance of self-reliance and partnerships, particularly at the local level and with governments.

30. The Arab group stressed also the role of UNESCO in facilitating financing of CSOs from international and national funds; in acknowledging the role and accomplishments of CSOs in EFA; in promoting a vision, a realistic strategy and a time-bound plan for CSO action; and in documenting and disseminating successful experiences. UNESCO is also called upon to be more active in capacity building and institutional support. The Arab group further encourages UNESCO to launch a campaign in favour of free access to education of Palestinian children.

31. For the Latin America group, Ms. Madeleine Zúñiga Castillo (Foro Educativo) reported that national civil society Fora have multiplied from three to sixteen. Civil society is being recognized by some States as a valid partner. She underlined the importance of the technical quality of proposals and the value of information sharing and social mobilization. The Latin America group expects the CCNGO to activate its mechanism at regional and national levels and to explore possibilities for international programmes in capacity building. UNESCO should play a greater role in promoting international cooperation and participation of civil society in EFA.

32. Participants recognized UNESCO’s role in lobbying with governments and international organizations and drew attention to the need to influence the 2005 MDG Review Summit and the G8 meetings. UNESCO is also to take the lead in strengthening national coalitions, fora and networks and to work towards the revival of fora of parliamentarians. UNESCO should also be very active in the dissemination of information and best practices.

33. Monitoring, evaluation and implementation at the local level were considered a key role for civil society to play. Reference was also made to the important role of civil society at the national level and, therefore, capacity building of NGOs at both levels was of great concern. Furthermore, with regard to illiteracy, it was indicated that not only parliamentarian groups but also media should serve as a forum. In light of the regional presentations and the debate that followed, a synthesis of the regional recommendations and expectations from CCNGO members was made and appears as Annex II.

4. **Children and Youth in Conflict Areas**

34. Ms. Nour Dajani (UNESCO Office Beirut) introduced a film produced by the Palestinian Ministry of Education on the challenges Palestinian children face in school. The film shows the impact of recent measures taken by the Israeli authorities on the daily life of Palestinian children and on their access to schools. In response to this situation, a number of actions were taken by the Ministry, such as facilitating the inclusion of children with disabilities in certain schools; the development of a programme of distance education, in cooperation with the mass media, to be used during curfews; and the launching of a project for improving the nutritional situation of students.

35. Some participants called for a declaration or a resolution calling for the respect of Palestinian children's rights, in particular their right to education. Others called for a campaign involving international and regional organizations in favour of Palestinians' full access to education. The role of Palestinian NGOs in promoting EFA was highlighted as well as the existing partnerships with the Ministry of Education, particularly in the areas of training teachers in active
learning, reading campaigns and establishment of children’s libraries. References were also made to other situations where children are caught in conflict such as in Iraq, Rwanda, Sudan and Haiti.

5. **CCNGO/EFA Initiatives for Development: Engagement in International Arenas and Fora**

36. During the plenary session of the second day, speakers elaborated on three themes selected for furthering CCNGO/EFA participation and influence: The United Nations Literacy Decade (UNLD), the Global Monitoring Report (GMR) and the Millennium Development Goals (MDG) Summit. Ms Maria Lourdes A. Khan (ASPBAE) served as moderator of the session.

**THE UNITED NATIONS LITERACY DECADE (UNLD)**

37. Mr. Shigeru Aoyagi, Chief of the UNESCO Section for Literacy and Non-Formal Education, presented the UNESCO Literacy Initiative for Empowerment (LIFE). He explained that this initiative is one of UNESCO’s three spearhead actions in support of the achievement of the EFA goals and a key operational mechanism for the implementation of the on-going United Nations Literacy Decade (UNLD). Initiated in early 2005, LIFE aims to contribute to the achievement of Dakar Goal 3 (meeting the learning needs of all young people and adults through the provision of appropriate learning and life skills programmes), Goal 4 (a 50 percent improvement in adult literacy by 2015) and Goal 5 (promoting gender equality in basic and continuing education of good quality). LIFE will target 33 candidate countries, which have an illiteracy rate of above 50% or an illiterate population larger than 10 million. The target action will be the mobilization of national authorities and civil society; gender equity; increasing literacy levels, particularly mother and child literacy; and making non-formal and community based interventions. The Initiative defines type of activities to be undertaken, implementation modalities, partnership and funding mechanisms and risks and difficulties expected.

**THE GLOBAL MONITORING REPORT (GMR)**

38. Ms. Monique Fouilhoux from Education International offered some orientation on how civil society could contribute to the 2006 Global Monitoring on Literacy. She presented the results of regional on-line discussions on Literacy organized by the CCNGO/EFA Focal Points in the framework of the UNESCO/Italy Funds-in-Trust project on Developing Non Formal Education through ICT:

- in Asia, ASPBAE had launched an electronic discussion on "Resourcing for quality adult literacy" (17 September to October 1st, 2004);
- in Africa, ANCEFA organized, in close collaboration with PAALAE and PAMOJA, an electronic discussion on “NFE's position in development policies within the framework of the New Partnership for Africa’s Development (NEPAD) and the Millennium Development Goals (MDGs)” (3 - 23 October 2004);
- in Latin America, CEAAL moderated a regional discussion on Literacy (November 25 – to 9 December 2004).

In addition, on-line consultations on **Capacity building for civil society engagement on EFA policy** were also moderated by the CCNGO/EFA focal points in each region. Ms Fouilhoux pointed out

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that electronic consultations could be a way for gathering inputs from civil society to contribute to the next Global Monitoring Report. In this regard, she invited representatives of NGOs to participate in the international on-line consultation on the theme of “Improving Adult Literacy by 2015, the role of civil society”.

39. Ms Fouilhoux referred to the importance for civil society to be well acquainted with literacy as an issue within the EFA framework. This includes literacy statistics, the role of language, the relation to development, competencies for life, North-South differences, pedagogy and investment in literacy. CSOs should be able to act as catalysts at the national as well as the international levels and should be able to collect quantitative and qualitative field data on literacy and on non-formal education.

THE MILLENIUM DEVELOPMENT GOALS (MDG) SUMMIT

40. Ms. Joanne Walker from the Global Campaign for Education (GCE), a coalition of civil society organizations united to lobby with governments for recognizing education as a fundamental human right, insisted on CSOs contribution to the Millennium Development Goals (MDG) Summit and other global events. She described how GCE anticipated exciting potential opportunities for campaigning on education throughout 2005 and how the “Global Action Week for Education” could fit into this worldwide mobilization. She recalled that, in 2004, the world’s biggest lobby involved 2 million children in lobbying ministers and heads of states. In 2005, the slogan for “Global Action Week” is *Educate to end Poverty*. Children and adult learners will be the main agents of the ‘Send my Friend to School’ campaign with the aim to have a national pledge signed by politicians. In terms of specific national messages, each national coalition of GCE will adopt its own slogans (abolishing fees, stopping budget cuts, requesting free school meals…) which will form the basis of the pledge for each national group.

41. Also in 2005, a huge coalition of existing NGOs and networks will be mobilized in a worldwide campaign called “Global Call to Action against Poverty” (G-CAP). Under this umbrella, numerous events and national campaigns will take place throughout 2005. For example, in India, the “Keep your promises campaign” is part of the G-CAP and encompasses three broad policy demands: to double aid, to cancel debt and to promote fair trade. GCAP presents unique opportunities to ensure world leaders keep their promises to eradicate poverty and achieve the MDGs, by addressing the G8 Summit in July, the MDG Summit in September and the WTO Ministerial meeting in December 2005. It closely relates to EFA campaigns by sending a broad global message to all that education can end poverty. It also contributes to deepening national and local level commitments. It was proposed that CSOs should join national coalitions and participate in this global mobilisation.

DISCUSSION

42. Ms. Maria Lourdes A. Khan (ASPBAE) stated that information access for all stakeholders was central to the promotion of EFA. The notion of *stakeholders* should be expanded to include local communities as well as learners and their access to official statistics should be facilitated. The contribution of civil society should be based on reliable data which is why Ms Khan called for capacity-building of CSOs in the area of data collection and analysis for policy making. She also considered that developing benchmarks for monitoring quality of adult literacy is important in
advocacy. Systems of equivalencies and a definition for joining formal education once graduated from literacy programmes are needed.

43. Ms. Raquel Castillo (Education Network, Philippines) stressed that achievement of the MDG goals would be possible only if all six EFA goals were achieved. Therefore, there is need for global campaigns and lobbying and for better information sharing, particularly on initiatives. In order to take concrete steps to coordinate and share these initiatives, a framework of action to be developed should include maximizing forums, campaigning with governments much ahead of summits, and undertaking grass roots level campaigns and advocacy to promote and raise awareness of CSOs role and contribution. Further, a civil society platform should be formed in order to bring together all campaigns and monitor progress.

6. **Analysis of the CCNGO’s Current Main Fields of Action**

44. Ms. Jennifer Chiwela from the Zambia National Coalition Network (ZANEC) chaired the session which dealt with objectives and focus of the four areas of action: (1) tracking policy; (2) financing EFA programmes; (3) coalition-building for campaigning and (4) capacity-building to promote EFA.

45. In the presentation on “tracking policy”, defined as independent capacity for tracking ongoing action, the Bangladesh case study by Education Watch was used as an example. The experience in Bangladesh showed that independent research studies produced different results from the government reporting system. This provided the basis for further dialogue with the government on the difference between the two reporting systems and enabled the concerned NGO to identify capacity needed for successful policy tracking exercises.

46. In the presentation on financing EFA programmes, Mr. Abhimanyu Singh stressed that the heart of the action should lie at the country level. Domestic resource mobilization is key to achieving education goals, particularly those of EFA. Even with the Fast Track Initiative (FTI), additional resources are required to bridge the gap between current resources and needed ones to achieve the six EFA goals by 2015. Certainly, more external aid is called for. In fact there is great emphasis on debt cancellation, debt exemption and debt relief. While the volume of aid to meet MDGs is huge, it is still below expectations. Total Official Development Aid (ODA) from bilateral donors amounted to 60 billion dollars in 2002. Monterrey pledges amounted to another 16 billion dollars. Multilateral aid from the World Bank and the European Community are becoming important sources to finance EFA.

47. Mr. Singh also referred to problems in external financing; he indicated that fragmentation of aid dissipated resources and led to inefficiencies. Aid effectiveness required coordination between donors as well as sound national policies to eliminate poverty through implementation of EFA goals. With the Monterrey Pledge of $16 Billion and the Fast Track Initiative (FTI), there should be more funds to reach the EFA goals. CSOs, on the other hand, should be able and be competent to raise necessary funds for their operations.

48. Coalition building for campaigning needed basic elements for effective communication which included (i) knowledge of the local situation; (ii) common understanding of issues, particularly, power relations; (iii) skills for research, networking, advocacy and negotiations; and
(iv) operational space, both physical and political. Regional capacity-building plans of action developed in the Seminar should serve as inputs to formulate an international capacity-building programme.

49. With the above presentations as overall guidelines, participants split up in two working groups on (i) tracking policy and financing; (ii) coalition building and capacity building. The groups addressed three points: (i) conceptual framework for each field of action; (ii) main lessons learned through developing initiatives and programmes in each field of action, and (iii) main needs for capacity building in order to strengthen CSOs contribution to each field of action.

50. Bernard Lovegrove (ASPBAE) reported for the group on tracking and financing which, due to time constraints, limited its deliberations to tracking on the basis of discussions on Bangladesh and Philippines case studies which proved that coalitions were able to coordinate work, to collect and to disseminate data. Statistics collected by CSOs were often different from government figures. Tracking, therefore, brought about greater accountability by governments. Level of ghost text books as well as costs dropped. However, there is a need to pull together other case studies such as from Malawi to learn more about best practices, and other genuine ideas for developing a civil society tracking policy framework.

51. In talking about financing, reference was made to the Fast Track Initiative (FTI) as well as other new financing initiatives. In addition to UNESCO’s regular programme funds and the World Bank initiative, the European Union and bilateral donors are to be taken into account as major players in development. Regional development banks are other possible sources for financing the achievement of EFA. However, external funding will never replace government responsibility for funding EFA through domestic resources. Only better accountability, efficiency and transparency in the use of internal and external resources will pave the way for more funding. The trend is towards integrated programme funding linked to poverty eradication. EFA budgets linked by governments to national plans for poverty eradication will have better chances of being supported. FTI, as a new instrument for low income countries that have poverty reduction plans associated with education sector plans, should bring about greater donor cohesion at country level. There is a dire need for capacity-building efforts for NGOs to track and analyze budgets and to build coalitions.

52. Ms Adelaide Sosseh (Gambia Education for All) reported on coalition and capacity-building. She emphasized that the two fields of capacity-building and networking could not be separated. They both contribute to raising awareness of the social and political role that civil society can play in influencing educational and social policies and action plans. Capacity Building includes: personal (training of trainers), institutional (NGOs/CSOs) and social capacity, that is, awareness of social and political mobilization. Institutional capacities are to be built in the areas of strategic planning and project proposal writing; in management and financial management systems, and in resource mobilization, particularly fund-raising. A mechanism for action should build on recommendations for regional plans of action presented in the Assembly and the Seminar and reinforce information exchanges across countries and regions. The international programme should be built from the existing UNESCO Capacity Building Programme.

53. In the ensuing plenary discussion, it was pointed out that students, teachers’ unions and councils of parents should be regarded as stakeholders and partners in lobbying and advocacy campaigns. Many participants indicated that civil society needs capacity-building for planning, programming and advocacy. Some referred to globalization and pressures for restructuring policies
and their effects on teachers’ salaries which need support and better wages. UNESCO is providing support to countries to increase the number of highly trained and qualified teachers. Therefore, the strategy to counter globalization should aim at powerful international and regional organizations to reorient policy to the advantage of the poor. Furthermore, NGOs should engage with policy in their countries, stressing higher budgetary allocations for education and social development. Capacity-building for lobbying at the political and social level and for raising funds is a must. In this regard, UNESCO acknowledged its responsibility to promote funding of EFA in light of the Dakar Framework and national commitments. Furthermore, it was indicated that FTI is favourable to elimination of all costs at primary level and that the indicative framework is now more flexible allowing even for meeting recurrent costs, including teachers’ salaries; particularly in Sub-Saharan Africa.

7. Synthesis and Designation of the new Coordination Group

SYNTHESIS

54. A synthesis of the main orientations for future work in the CCNGO/EFA at the international level was presented. At the regional level, specific plans for advocacy and capacity building will be elaborated within each region. The synthesis reconfirmed the five priority areas established in Porto Alegre and provides guidelines for action to promote these areas which encompass: (i) strengthening the EFA movement; (ii) capacity-building for EFA; (iii) policy research and advocacy; (iv) communication and information dissemination; (v) financing for EFA and resource mobilization. The synthesis also contains recommendations for UNESCO and suggestions on LIFE and the GMR 2006. It is on the basis of these orientations and recommendations that the new coordination group of the CCNGO/EFA will elaborate a work plan which will be circulated to all participants of this Assembly and members of the CCNGO/EFA.

55. Following the reading of the Reporter’s report, comments from the floor reiterated the need to go beyond general recommendations towards highlights of a work plan or a roadmap focusing on concrete needs. Participants raised a number of important issues such as youth and women educational issues; education for peace and democracy; promotion of national and local languages and dialects; education of deprived and marginalized people including rural and endogenous populations; children education and employment; armed conflicts; stakeholders in government such as elected councils and municipalities; HIV/AIDS education and other special needs. Others stressed an integrated approach to capacity building of NGOs covering research, monitoring, evaluation, resource mobilization, advocacy and networking. In this regard, training was also emphasized, particularly training of trainers and training for preparation of national action plans. Reference was also made to the role of volunteer work in education and literacy programmes and also to the needs of small NGOs. The role of UNESCO in fund raising and funding was also highlighted. UNESCO should act as a catalyst and mediator in this area.

56. The *Synthesis of orientations for the future work of the CCNGO/EFA 2005-2006* (Annex III) represents an attempt to integrate the comments made on the oral presentation as well as the discussion which had followed.
DESIGNATION OF THE NEW COORDINATION GROUP

57. Regional focal points:
   Africa: African Network Campaign on Education for All (ANCEFA)
   Arab Region: Arab Network for Illiteracy Eradication
   Asia: Asian South Pacific Bureau for Adult Education (ASPBAE)
   Latin America: Latin American Network for Adult Education (CEAAL)
   International focal points: International Catholic Office for Education
                            Education International (EI)
   UNESCO-NGO Liaison Committee: Fédération Internationale des Centres d’Entraînement aux Méthodes d’Education Active (FICEMEA)

8. Closure

58. Mr. Victor Billeh introduced H.E. Mrs. Bahia Hariri, UNESCO Goodwill Ambassador, M.P. and Head of the Educational Committee in the Lebanese Parliament. She addressed the meeting, welcoming the participants to Lebanon and underlining the role of civil society in the education sector in Lebanon. Mrs. Hariri mentioned that the Hariri Foundation had been elected as the EFA/NGOs focal point in Lebanon. Achieving the EFA goals is thus a high priority for the organisation and for her personally and she is committed to promote appropriate measures within the Parliament in favour of EFA. Mrs. Hariri congratulated the participants for the successful outcome of their meeting and wished them good luck in the follow up endeavours, as well as a happy and safe return to their countries.

59. Mr. Jarrar, the outgoing focal point for the Arab region thanked participants and highlighted the role of the Arab civil society and the impact of conflicts on EFA in the region. Mr. Singh expressed his appreciation to the outgoing CCNGO coordination group members and the participants and stressed UNESCO’s commitment to work with the new coordination group. He stated that the forum provided rich and effective information regarding what works at the grass root level and called for widening the CCNGO base at the country level.
Day 1 – Thursday 9 December 2004

General introductions and welcoming remarks, followed by Q&A

10:00 Opening Ceremony
    Master of Ceremony Mr. Bassam Mansour, Bureau of Public Information (UNESCO)

Speakers
    Mr. Victor Billeh, Director (UNESCO Beirut)
    Ms. Monique Fouilhoux, CCNGO/EFA – Education International (UNESCO NGO Liaison Committee)
    Mr. Samir Jarrar, CCNGO/EFA Regional Focal Point (ARC)
    Mr. Abhimanyu Singh, Director, International Coordination and Monitoring for EFA (UNESCO)

10:20 Regional Launch of the 2005 Global Monitoring Report
    Mr. Victor Billeh, Director UNESCO Beirut

    Welcoming speech by Mr. Ghazi Zaeitar, Minister of Social Affairs
    Q&A

11:30 Break

11:45 Description of the programme of the Annual Meeting
    Mr. Samir Jarrar (ARC)

12:00 CCNGO’s Main Initiatives, Report from the coordination group followed by Open Dialogue

Speakers
    Mr. Abhimanyu Singh – Director, International Coordination and Monitoring for EFA (UNESCO)
    Ms. Monique Fouilhoux (EI)
    Mr. Guntars Catlaks (EI)
    Ms. Maria Lourdes A. Khan (ASPBAE)
    Moderator: Mr. Fulgence Kone (OIEC)

13:30 Lunch

14:45 Regional and Inter-regional group discussion – Analysis of the processes for civil society engagement
    (i) Main areas of progress and difficulties; (ii) Main lessons learned as civil society; (iii) Expectations for the CCNGO/EFA process; (iv) Which NGOs and CSOs for the regional and international focal points?
    Moderator: Mr. Gorgui Sow (ANCEFA)

17:00 Break

17:15 Plenary session – Global assessment of our process as civil society
    Presentation of regional reports
    Moderator: Mr. Martin Itoua (FAPE)

18:30 End of Day 1
**Day 2 – Friday 10 December 2004**

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| 9:00 | **Regional Focus – Children and Youth in Conflict Areas**  
   Nour Dajani (UNESCO Beirut)  
   CCNGO/EFA initiatives development – Engagement in international arenas and forums |
| 10:00 | **Plenary panel presentation**  
   (i) UNLD/UNESCO/Literacy Initiative for the Excluded (LIFE)  
   Mr. Shigeru Aoyagi, Chief Literacy and Non formal Education (UNESCO)  
   (ii) Contribution of Civil Society to the 2006 GMR  
   Ms. Joanne Walker (GCE) |
| 10:30 | **Break** |
| 10:45 | **Thematic group discussion and report preparation**  
   Moderator: Ms. Maria Lourdes A. Khan (ASPBAE) |
| 12:15 | **Plenary Session followed by Q&A**  
   Presentation of reports from thematic groups  
   Moderator: Ms. Maria Lourdes A. Khan (ASPBAE) |
| 13:30 | **Lunch** |
| 14:45 | **Plenary Presentation - Analysis of the CCNGO/s current main fields of action**  
   (i) Tracking policy; (ii) financing; (iii) coalition building for campaigning; (iv) capacity building  
   Group work on selected themes (4 workshops)  
   Moderator: Ms. Monique Fouilhoux (EI) |
| 16:45 | **Break** |
| 17:00 | **Plenary session followed by Q&A – Reports from Groups and Open Discussions**  
   Moderator: Ms. Monique Fouilhoux (EI) |
| 18:30 | **End of Day 2** |

**Day 3 – Saturday 11 December 2004**

**Synthesis of the Annual Meeting and designation of the new Coordination Group**

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| 9:00 | **Brief synthesis on the main orientations suggested throughout the meeting**  
   Designation of the NGOs to be part of the new coordination group  
   Choice of venue for the next CCNGO Annual Meeting |
| 11:30 | **Closing Session**  
   H.E. Mrs. Bahia Hariri, UNESCO Goodwill Ambassador, M.P. and Head of Education Committee in the Lebanese Parliament |
| 12:00 | **Cultural Visits** |
Annex II

Expectations and Recommendations
Synthesis of the regional expectations and recommendations

Latin American Group

▲ Continuation of analyzing and sharing strategies at international level of core issues related to EFA
▲ Explore possibilities for international programmes in capacity building
▲ Activate this mechanism at regional and national levels

Recommendations to UNESCO

▲ Improve the coordination of initiatives with field offices
▲ Continue and improve the coordination with other UN agencies
▲ Clarify the position of CCNGO within the structure of UNESCO as part of the EFA process
▲ Play a greater role to favour international cooperation and participation of civil society in EFA

African Group

▲ More dialogue with government, UNESCO and other players
▲ UNESCO to bridge the gap between CSOs and government, (support NGOs in their advocacy role)
▲ UNESCO expected to play a more visible role as leader of EFA process (strengthen the engagement of National Commissions at local level to give leadership and coordination)
▲ The CCNGO should work toward reinforcement and strengthening of national, sub-regional and regional SCO coalitions
▲ CCNGO not duplicate the work and structure of national EFA Forums
▲ Reinforce the role of the regional focal points
▲ Hold regional consultations before the international CCNGO Annual meeting
▲ The FAPED should be revived and strengthened to work closely with CCNGO

Asian Group

Enhance CSO – UNESCO partnership on EFA advocacy by:

▲ Jointly developing Guidelines for such a partnership covering issues of collaboration, communication, resourcing
▲ Willingness of UNESCO at senior levels to make representations to governments at the request of CSO coalitions on EFA matters and on CSO participation in EFA processes
▲ UNESCO to consider internal systems to ensure efficient coordination and communication on EFA initiatives including in relation to CSOs
▲ Organize meetings between national and regional CSO reps and national and regional UNESCO offices to better strategize EFA advocacy
▲ UNESCO lobbying regional governmental formations such as SAARC, ASEAN, Pacific FIM and meetings of Education Ministers to include CS representatives
▲ Make use of the opportunities of the UNESCO LIFE initiative which involves Heads of States to promote EFA goals
▲ CSOs to contribute to the development of the UNESCO EFA Communications Strategy and make use of it in promoting EFA
▲ Consider a meeting brokered by UNESCO of CSO reps and donor reps to discuss resource mobilization for CSO capacity building on EFA
▲ CSOs and UNESCO to influence the Millennium Review Summit 2005 by stressing the importance of the EFA Goals in achieving the MDG Goals. One idea is to lobby Heads of States to mention the EFA Goals in their speeches. (Contact the speech makers)

The Arab States’ Group

▲ UNESCO to accompany the process of the Arab Region’s CCNGO network and coalition building process
▲ Arab NGOs involved in the EFA process to expand their reach to other CSO’s nationally and regionally
▲ CCNGO in the Arab region to establish links between EFA and other international platforms, e.g. MDGs, Poverty Reduction Programs, etc…
▲ UNESCO to assist CCNGO for engagement in drawing national action plans for EFA, Literacy, Sustainable Development, and other themes
▲ CCNGO to collaborate to build their capacities in their implementation, documentation and dissemination of best practice with resources from local and international partners
Annex III


1. Premises and Considerations
   • This is the synthesis of the main orientations for our future work in the CCNGO/EFA at the international level.
   • Each region will elaborate its own plans for advocacy and capacity building.
   • This synthesis also contains recommendations for UNESCO
   • This also contains suggestions on LIFE and the GMR 2006
   • It is on the basis of these orientations and recommendations that the new Coordination Group of the CCNGO/EFA will elaborate a work plan which will be circulated to all participants of this Assembly and members of the CCNGO/EFA
   • We invite the participants to enrich this synthesis.
   • We have used the 5 main orientations adopted by the Assembly in Porto Alegre (2003) in these recommendations.

2. Priority Areas for Action
   • Strengthening the EFA Movement
   • Capacity-building for EFA
   • Policy Research and Advocacy
   • Communications and Information Dissemination
   • Financing for EFA and Resource Mobilization

3. Strengthening the EFA movement
   • Establish the CCNGO/EFA mechanism at regional and national levels and provide support linked to concrete plans and identified sets of processes
   • The CCNGO should work toward building, reinforcing and strengthening national, sub-regional and regional CSO coalitions
   • Strengthening regional actors and developing regional agendas
   • Offer special attention to assist the process of the Arab Region’s CCNGO networking and coalition building
   • Build in mechanisms to enable the CCNGO/EFA to better assess its impact and effectiveness e.g. outcomes of capacity-building efforts
   • Hold regional consultations before the International CCNGO Annual Meeting

4. CSO Capacity-building
   • National and regional trainings on EFA network building and network maintenance. Output: Come up with clear positions on EFA as a network that would help build/strengthen the networks
   • Capacity building bringing together NGOs and teachers unions for better advocacy on EFA and quality of education issues especially as they relate to the rights and conditions of teachers
• Adopting targeted, innovative approaches towards learners in conflict situations
• Following the outcomes and recommendations arising from the International Seminar on capacity-building, develop an international action plan oriented to strengthening the regional and national capacity-building processes
• Sustain the CCNGO as a space for analysis and reflection at the international level on core issues related to EFA.

5. Policy Research and advocacy
• To enhance our policy research and advocacy work:
  -Link with universities and research institutes
  -Map and develop case studies including good practice in policy tracking and advocacy
  -Organize a core group/network of interdisciplinary researchers on the different areas within EFA
• Collaborate with and inform existing citizens’ watch processes with education policy issues: Concretely, initiate a dialogue with the Social Watch network to integrate the EFA framework in their reports especially in preparation for the MDG campaign
• Initiate political dialogue with different actors: create linkages with political parties, parliamentarians, faith-based groups, social movements for added pressure on government
• Orient government representatives in international forums on CSO positions especially on education financing
• Organize forums to sensitize politicians and political parties on EFA policy issues
• CSOs and UNESCO to lobby with Heads of State during the Millennium Review summit 2005 to stress the importance of the EFA goals in achieving the MDG Goals: that we cannot in fact achieve the 7 MDG goals without achieving all 6 of the EFA goals
• Link EFA policy issues with debt and poverty eradication advocacies
• Strengthen lobbying with governments and the international community to accelerate action on achieving the gender targets in EFA especially in 2005. Use the different campaign platforms in 2005 to reinforce this.

6. Communications and Information Dissemination
• Launch campaigns to create public opinion in favour of EFA through the media, social mobilization, and others
• Creation of virtual libraries through the new ICTs to facilitate access to information for all
• Facilitate the sharing of innovative experiences in education and education advocacy more widely
• CSOs to contribute to the development of the UNESCO EFA Communications Strategy and make use of it in promoting EFA
7. Financing for EFA and Resource Mobilization
   - Campaign to ensure greater accountability and transparency of governments in education budgeting and spending
   - Ensure that governments reorient their budget priorities in favour of education especially EFA
   - Continue lobbying with international aid agencies to fulfil their commitments that “no country seriously committed to EFA will be thwarted in their achievement of these goals by a lack of resources”.
   - Engage the corporate sector on its accountability especially to education
   - Pursue regional level resource mobilization work for EFA CSO capacity-building e.g. with the Asian Development Bank and regional offices of WIB
   - Effectively seek and mobilize resources from Arab funds
   - Consider a meeting brokered by UNESCO of CSO reps and donor reps to discuss resource mobilization for CSO capacity building on EFA

8. Recommendations to UNESCO as Lead Political Agency for EFA
   - To effectively play its leadership role in the EFA process, it should strengthen capacities of the UNESCO field offices in terms of its ability to:
     - effectively engage with all the EFA stakeholders:
       - Governments, donors and CSOs
     - mobilize public opinion in favour of EFA
   - Strengthen the engagement of National Commissions at local level to support EFA initiatives and work
   - Continue and improve UNESCO coordination with other UN agencies
   - Play a greater role to facilitate international cooperation and participation of civil society in EFA. Concretely, initiate development of Guidelines for Cooperation between CSO and government
   - UNESCO to assist in facilitating dialogue between CSOs and government, thus supporting NGOs in their advocacy role
   - Enhance capacities of UNESCO HQ to ensure efficient coordination and communication on EFA initiatives with CSOs especially with the expanding roles of the CCNGO/EFA
   - Ensure that the CCNGO be part of the EFA follow up mechanism within UNESCO such as the HLG, WG EFA and GMR
   - UNESCO and CSOs to heighten participation and engagement in regional forums to sensitize these platforms on EFA issues e.g. South Asian Association for Regional Cooperation (SAARC), MERCOSUR, NEPAD
   - UNESCO to lobby these regional intergovernmental formations to include CSO representatives

9. Recommendations on LIFE
   - Information access: access to official statistics and use of CSO alternative data. capacity-building needed also to enable CSOs to gather data and statistics needed for policy research
   - Quality: linked to human development; needed to define minimum achievement outcomes; quality defined in terms of infrastructure; training of trainers; learning materials
• Equivalencies and certification for adult learners allowing entry into the formal systems
• Need attention as well to isolated and marginal groups e.g. nomads, indigenous communities; displaced populations – not only concentration of adult illiterates in high population countries
• Include communities and learners as stakeholders – they are expected to sustain the programmes
• Involve CSOs in developing, implementing and monitoring LIFE
• LIFE should be focused on particular age group i.e. adult illiterates
• Use community learning centres as models
• Ensure CSO access to funds for LIFE

10. Recommendations for the GMR 2006:

(A)
• The GMR 2006 should consider the following main challenges:
• Languages for learning (mother tongue)
• How to reach and involve marginalized communities (refugees, displaced and voiceless populations…) and provide them with literacy programmes corresponding to their needs
• Content and quality of literacy programmes
• Contribute to the advancement of literacy methods programmes via the rich experience acquired by NGOs
• Obtain reliable statistics and make them easily accessible by NGOs

(B)
• Possible areas of contribution by NGOs to the GMR
• Provide success stories through expertise and experiences developed on different aspects:
  - Complementary programmes, particularly for girls who have dropped out of school
  - Programmes for the reintegration of children into non formal education
  - Literacy programmes within companies
• Benefit from initiatives carried out in Pakistan such as the BUNYAD project- whose goal is to train and give responsibility to minority groups (especially women and children from rural areas) through literacy programmes and income generating activities.
Arab Regional Consultation  
Beirut, 11 December 2004

Synthesis

Following the election of the EFA/NGOs regional and thematic coordinators:
1. Regional EFA/NGOs Coordinator  Mrs. Siham Nejm
2. Thematic Coordinators
   - ECD  Mrs. Suheir Mansour
   - Girls Education  Mrs. Najima Thay Thay
   - Literacy & Adult Education  Mrs. Siham Nejm
   - Special Needs  Mrs. Maha Hilaly
   - Education & Sustainable Development  Mr. Mahdy Abu Deeb
   - Education under Poverty, Armed Conflict and Occupation  Mrs. Jihan Helou

The group held their first meeting in Beirut on 11/12/2004 with the presence of UNESCO staff from Beirut, Cairo and Doha offices. The meeting set the different priorities of action and modes of cooperation among the coordinators. The regional coordinator acknowledged the good work of the outgoing EFA/NGOs’ regional coordinator namely: ARC, and promised to build on previous achievements.

The meeting discussed the following priorities:
- Building a complete database of all NGOs and institutions working in the region
- Issuing and distributing electronically EFA/NGOs newsletter, the first issue was produced by ARC
- UNESCO to inform national commissions of the election of the six EFA/NGOs coordinators
- Provide the necessary technical support and capacity building to NGOs working within the framework of EFA.
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Third Meeting of the Collective Consultation of NGOs on EFA
Beirut, Lebanon, 9-11 December 2004

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Beirut, Lebanon, 9-11 December 2004

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