



United Nations  
Educational, Scientific and  
Cultural Organization

Report of the Seventh Meeting

# of the Working Group on Education for All



UNESCO Paris  
19-21 July 2006

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on Education for All



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The drafts of this report were shared with all participants in the Seventh Meeting of the Working Group on Education for All.

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# Preface

Each year, the Working Group on Education for All (EFA) attracts a wide range of participants – not only the key constituencies comprised of developing countries, bilateral donors, multilateral agencies, civil society and the private sector, but also representatives of foundations, universities, education networks and consultants. The reasons for such broad appeal are not hard to identify. Since its first meeting in 2000, following the World Education Forum in Dakar, the Working Group has provided a platform addressing the pressing issues and technical challenges which emerge as we pursue the EFA goals. It is a unique international event.

This year, the Working Group focused on some of the tough obstacles which we must overcome if we are to reach EFA – fees and charges that keep children out of school, particularly the poorest; child labour; the effects of HIV & AIDS on children and families; the weak institutions or instability of fragile states. The discussions did much more than merely state the difficulties: in each case, we considered possible solutions and viable responses, especially those which harness the great opportunities offered by education itself. In particular, it was acknowledged that trained, qualified and well-supported teachers are critical to successful learning—the Working Group put teachers front and centre in the search for greater quality.

Participants set these concerns in the context of partnership, for which the newly developed EFA Global Action Plan provides a dynamic framework. In this same spirit, the Working Group gave input into the next EFA High-Level Group, scheduled to meet in Cairo in November 2006.

EFA is an urgent and vital concern – all of us know situations where lack of quality learning opportunities deprives children – and adults – of the chance to reach their full potential. The July 2006 meeting of the EFA Working Group reaffirmed that the toughest challenges can be overcome if we pull together. Partnership is the key.

*Peter Smith*  
*Assistant Director-General for Education*  
*UNESCO*

# Abbreviations

AED	Academy for Educational Development
AIDS	Acquired Immune Deficiency Syndrome
ANCEFA	African Network Campaign on Education for All
CCNGO	Collective Consultation of Non-Governmental Organizations
CEDAW	Convention on the Elimination of Discrimination against Women
DAC	Development Assistance Committee (OECD)
DESD	Decade of Education for Sustainable Development
DFID	Department for International Development (United Kingdom)
E-9	Nine high-population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan
ECCE	Early Childhood Care and Education
EFA	Education for All
ELP	Essential Learning Package
FTI	Fast Track Initiative
G8	Group of Eight (Canada, France, Germany, Italy, Japan, Russian Federation, United Kingdom and United States)
GCE	Global Campaign for Education
GMR	Global Monitoring Report
GTF	Global Task Force
HIV	Human Immunodeficiency Virus
HLG	High-Level Group
ICT	Information and Communication Technology
ILO	International Labour Organization
IIEP	International Institute for Educational Planning
IMF	International Monetary Fund
INEE	Inter-Agency Network for Education in Emergencies
KENEPOTE	Kenya Network of Positive Teachers
LAMP	Literacy Assessment and Monitoring Programme
LIFE	Literacy Initiative for Empowerment
MDG(s)	Millennium Development Goal(s)
NGO	Non-governmental organization
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PPP	Public-Private Partnership
PRSP	Poverty Reduction Strategy Paper
RASEP	Review and Stocktaking of EFA Progress
SFA	School Fee Abolition

TTISSA	Teacher Training Initiative in sub-Saharan Africa
UIS	UNESCO Institute for Statistics
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
UNDP	United Nations Development Programme
UNGEI	United Nations Girls’ Education Initiative
UNLD	United Nations Literacy Decade
UPE	Universal Primary Education
WFP	World Food Programme

# Key issues from the Seventh Meeting of the Working Group on EFA

## School fee abolition

- Since 1948, free and compulsory education has been enshrined in the Universal Declaration of Human Rights. Yet, for many children around the world, education is neither free nor compulsory.
- When school fees are abolished, national education systems are often inundated with a range of new and unanticipated challenges. From overcrowded classrooms to untrained teachers to overstretched physical facilities, abolishing school fees entails the need for other aspects of educational reform.
- If countries are to continue pursuing policies that lead to the abolition of school fees, then all stakeholders – from the donor community to governments to private entities – will have to undertake a massive campaign to mobilize resources to ensure that school fee abolition is enduringly successful.

## Child labour

- Although progress is being made towards the objective of eliminating all forms of child labour by 2016, in 2004, some 218 million children were working. Moreover, 75 per cent of out-of-school primary aged children live in either sub-Saharan Africa or South Asia.
- Issues of gender and child labour are inextricably linked. In many parts of world, it is culturally and socially acceptable for girls and female adolescents to work and not attend school.
- In order to successfully combat child labour, policy-makers will need to triangulate institutional responses that simultaneously address issues involving child labour, poverty and education.

## Education in fragile states

- Fragile states are characterized by weak institutional capacity that hampers their ability to deliver basic social services – such as education – to vulnerable populations.
- The education sector can play a pivotal role in helping ‘turnaround’ in fragile states. A functioning education sector can bestow a sense of legitimacy on fragile states, for example, when a state reopens schools, pays teachers and attempts to inculcate in children, through the curriculum, the values, skills, norms and knowledge valued by society.
- With particular regard to fragile states, the donor community can serve as critical actors in the turnaround process. In addition to harmonizing funding streams, members of the donor community need to work collaboratively when it comes to collecting, analysing, disseminating and sharing relevant data.

## Responding to the HIV and AIDS crisis

- The education sector plays an important role in helping to prevent and mitigate the spread of HIV and AIDS. By designing curricula tailored to HIV and AIDS, raising awareness among educational personnel and adopting work-place policies sensitive to HIV and AIDS, the education sector can serve as a central component in a comprehensive response to the HIV and AIDS epidemic.
- Stakeholders need to be aware of the interplay that exists between gender and the HIV and AIDS epidemic which, through the years, has undergone a feminization

driven by both economics and gender. If the epidemic is to be reversed, countries must adopt culturally appropriate sex education classes for children and adolescents.

■ Individuals infected with the HIV virus or those combating AIDS live with the stressful stigma and daunting discrimination that are attached to the epidemic. This is especially true for teachers and other educational personnel. The education sector must take the lead role in sensitizing communities and organizations about the situation of those with HIV and AIDS.

## Teachers and educational quality

■ All previous, current, and future educational reforms run the risk of being stymied. The looming worldwide shortage of trained, qualified teachers threatens to undermine other education reform efforts. Within ten years, 18 million newly trained primary teachers will need to be added to the ranks if countries are to meet the Universal Primary Education goals.

■ One factor causing low educational quality is the use of untrained teachers. The over-reliance on untrained teachers is serving to dilute the quality of education in many developing countries.

■ In order to attract and retain qualified teachers, governments and other educational stakeholders will have to enhance the teaching profession. Sufficient salaries, strong pre-service and in-service training programmes, and an agreeable work environment are three components, out of several that warrant mention, that must be provided for teachers to successfully deliver quality education.

## Operationalizing the EFA Global Action Plan

■ In operationalizing the EFA Global Action Plan, it is imperative to realize that it is not a static document. Rather, it is dynamic, capable of being adjusted to respond to the realities of the countries it is intended to serve.

■ While the present draft of the Global Action Plan represents a strong point of departure, more work is required. In particular, greater clarity is needed concerning the specific roles and responsibilities of the stakeholder agencies as well as to the precise goals of the Plan.

# 1. Introduction

What role can the education sector play in helping to prevent and mitigate the spread of HIV and AIDS? How do countries balance eliminating school fees with maintaining educational quality? How can countries eliminate child labour to achieve the Education for All (EFA) goals? What is to be done about the dearth of teachers? And, finally, can education help turn around states that have experienced profound institutional disintegration and are termed 'fragile'? These questions, and many more like them, characterized the seventh annual meeting of the Working Group on Education for All. Government representatives, academic experts, educational administrators, civil society groups and representatives from a host of agencies all gathered at UNESCO headquarters to exchange views on the many roles that education plays in advancing human development. The depth and breadth of topics that constituted the annual meeting helped to advance the cause of achieving Education for All by the year 2015.

## Director-General's opening statement

It was in this spirit that the Director-General of UNESCO, Mr Koïchiro Matsuura, opened the seventh meeting of the EFA Working Group. After welcoming participants and acknowledging the geographical spread and institutional diversity they represented, he commented on the significant impact that the EFA Global Action Plan is having across the international institutional environment. With specific regard to the Plan, he made two observations. First, he noted that the five EFA convening agencies had reached an agreement in principle to continue to work together on the Plan. Second, he related that at the G8 Summit, held in St Petersburg, the G8 leaders recognized the importance of the Plan. As he stated: '... the G8 Summit ... gave real focus to EFA and expressed strong interest in the efforts associated with the Global Action Plan to create a more coherent, coordinated and effective approach among the main EFA partners.

The work must continue in earnest in the months ahead so that an improved document can be presented to the High-Level Group in November'.

Broadening his comments concerning initiatives with implications for EFA, Mr Matsuura discussed the Abuja Conference on Financing for Development in May 2006. He hailed the Abuja Conference as a significant step forward in structuring the new aid architecture based on mutual commitment. Its call for a 10-year planning horizon in twenty African countries represents a considerable yet important challenge. Furthermore, he noted that the continued work to realize the Gleneagles pledges, the formation of a UNESCO working group focusing on debt swaps for education and the expansion of the Fast Track Initiative (FTI) augur well for the EFA agenda.

Mr Matsuura then shifted his attention to address this year's Working Group agenda. He highlighted the importance of examining school fee abolition. His hope was that participants would explore the linkage between the elimination of school fees and maintaining educational quality. He framed child labour as an abiding and stubborn problem. He expressed encouragement that the Working Group was set to examine this issue within the context of EFA. Concerning HIV and AIDS, he remarked that this was the second instance in which the Working Group had placed the epidemic on the agenda. The Director-General expressed his desire to learn more about the role that the education sector, particularly at the country-level, can play in raising awareness and in helping to prevent and mitigate HIV and AIDS. Concerning the session devoted to the issue of fragile states, he shared his vision that the international community must determine how to restore the delivery of social services in the short-term while focusing on the complicated task of re-constituting institutions for the long-term. Finally, he revisited the EFA Global Action Plan. Mr Matsuura cast the Plan as an instrument capable of enhancing coordinated action among stakeholders. The suggestions and recommendations of the participants, he believed, would help facilitate moving the Plan into its operational phase.

## Keynote Address: Mr Ad Melkert, Associate Administrator, UNDP

The keynote address was delivered, via video recording, by Mr Ad Melkert, Associate Administrator, UNDP. His address, entitled 'Acting on the 2005 World Summit Outcomes', focused on the progress to date toward achieving the Millennium Development Goals (MDGs). He related how, at the World Summit, global leaders expressed a powerful political commitment to achieving the MDGs by the year 2015. He also discussed the pursuit of the MDGs within five-year frameworks. The initial five-years proved successful. He acknowledged that education constituted the key critical component of the eight MDGs. Education, he maintained, serves as a fulcrum that helps facilitate the successful pursuit of issues such as poverty reduction, gender equity, health and sanitation.

Mr Melkert then turned his attention to the Global Action Plan. He noted that the UNDP welcomes the Plan. He stressed that it is important that all partners recognize the central role education plays in leveraging success for the other MDGs. While acknowledging the strength of the current draft of the Plan, Mr Melkert did suggest that further refinement is necessary in several areas. He began by advocating for an increase in political support for school enrolment at both the primary and secondary levels. He recommended that the Plan address issues germane to teachers and to monitoring and evaluation. As a follow up to the current draft, he pressed for a country-by-country systematic analysis of strategies that are helping to either facilitate or thwart progress toward achieving the MDGs.

Mr Melkert highlighted the important role that monitoring and evaluation assume in achieving universal education. To illustrate his point, he provided an example from his native country, the Netherlands. Recalling his country's attempt to implement compulsory schooling laws, he said that it took the Netherlands approximately 25 years (1875–1900) to successfully implement compulsory schooling legislation. The legislation eventually proved successful, he maintained, because the Netherlands consistently enforced the legislation by levying sanctions. In the contemporary context, Mr Melkert suggested that countries progressing towards achieving the EFA goals and the MDGs will have to adopt enforcement policies similar to those implemented by the

Netherlands over 100 years ago. Mr Melkert concluded his address by affirming the UNDP's commitment to cooperate with its partners in helping countries continually advance toward achieving the Education for All and the Millennium Development Goals.

## Ms Rima Salah, Deputy Executive Director, UNICEF

The opening statements concluded with remarks by Ms Rima Salah, Deputy Executive Director, UNICEF. Ms Salah began her statement by thanking UNESCO for bringing together like-minded organizations on EFA. She framed her presentation around the issue of partnerships. In particular, Ms Salah identified five challenges that, if not addressed, will inhibit the formation of stronger partnerships around the EFA goals.

- It is important to harmonize the education objectives of the stakeholder agencies into a shared operational architecture with common goals, targets and measurable results established in support of the MDGs and the EFA goals;
- There needs to be clarity – accurate, authentic and timely data – concerning progress on individual countries;
- The partners must work collaboratively to make the annual EFA High-Level Group meeting a more dynamic platform for deciding on action, for reviewing progress with the global agenda and for addressing the challenges faced by all partners;
- There must be a clear delineation and understanding of the roles and responsibilities for each agency as they seek to define the partnership and how it contributes to effective and efficient support for education at the country level;
- Efforts must be undertaken to make the EFA Global Monitoring Report more widely accessible as a key tool for reporting on and publicizing how well countries and their development partners are doing.

## Organization of the meeting and the report

The seventh meeting of the EFA Working Group was held at UNESCO headquarters from 19 to 21 July. Chaired by Mr Peter Smith, Assistant Director-General for Education, UNESCO, the meeting attracted over 230 people from 32

countries and a diverse set of institutional stakeholders: bilateral agencies, multilateral agencies, non-governmental organizations, research institutes, foundations and the private sector. The meeting consisted of five sessions and presentations on three topics, in addition to presentations of outcomes of side events. The sessions unfolded in the

following manner: a moderator introduced the topic and panelists, and the panelists analysed the subject, then discussions followed. This report, which mirrors the sequencing of the agenda, serves as a record of the proceedings. It highlights prominent points made throughout the meeting and summarizes key findings. ◇

# III. Abolition of school fees: implications for education sector reform and resource mobilization

► **Moderator:**

**Mr Mark Bray, Director of IIEP**

► **Panelists:**

**Mr Cream Wright, Global Chief of UNICEF's Education Section**

**Mr George Godia, Education Secretary, Ministry of Education Science and Technology, Kenya**

**Ms Festina Bakwena, Permanent Secretary, Ministry of Education, Botswana**

**Mr Richard Arden, Acting Head of Profession for Education, Department for International Development (DFID), the United Kingdom.**

Does the abolition of school fees drive educational reform in many countries? Will eliminating school fees help countries attain the Education for All goals? These questions were addressed in the session on 'Abolition of School Fees: Implications for Education Sector Reform and Resource Mobilization'.

Prior to the panelists' presentations, the moderator reminded the audience that, since 1948, free and compulsory education has been enshrined in the Universal Declaration of Human Rights. Moreover, he also pointed out that the Beijing Communiqué adopted at the fifth meeting of the High-Level Group on EFA (2005) emphasized that both formal and informal school fees should be abolished in order that all children may attend and complete primary schooling. In addition, the moderator explicated the tricky issue of eliminating school fees and identifying alternative revenue streams to replace them. Once school fees are

abolished, how do countries replace that revenue? Finally, the potentially paradoxical question of eliminating school fees and maintaining educational quality emerged.

## A path toward reform

Mr Cream Wright's comprehensive presentation focused on the many implications stemming from the abolition of school fees. He sought to illustrate how the success of a country's decision to abolish school fees hinged upon that country's ability to mobilize both financial and technical resources. He further pointed out that eliminating school fees would place countries on the trajectory to reach the goals of EFA by the year 2015. The balance of his presentation was devoted to explaining the nexus that exists between the abolition of school fees and broader educational reform. In this regard, the abolition of school

fees can be viewed as one critical means to the end of overhauling a country's education system. If appropriately implemented, a policy that calls for the elimination of school fees can help trigger a series of positive outcomes, five of which bear mentioning:

- A wave of reforms that will reverberate across the entire education system. In this regard, the abolition of school fees represents an initial 'Big Bang' in the reform cycle;
- The facilitation of gender equity, particularly at the secondary level, as girls are often denied educational opportunity past the primary cycle;
- The development of a country's human resource base. Investment in education represents a primary strategy in equipping individuals with the means to contribute effectively and efficiently to an economy;
- The creation of an informed and participatory citizenry. By ensuring that individuals attend and complete school, countries are able to transmit to them the knowledge, values, skills, sensibilities, norms and experiences that are instrumental in a productive society;
- It can open access to marginalized student populations – orphans, the disabled and children from hinterland regions – and provide them with much needed educational opportunities.

School fee abolition (SFA), it was argued, constitutes an 'inclusive' educational policy reform. In addition to safeguarding the rights to an education for the poor and disadvantaged, the elimination of school fees also represents an indispensable pillar of democratic states.

## Grappling with the impact of school fee abolition

After implementation, the abolition of school fees can exert enormous institutional pressure on education systems. From exploding enrolments to ill-trained teachers, countries that abolish school fees must often confront daunting challenges as a result. It is in this vein that Mr George Godia, Education Secretary from Kenya's Ministry of Education Science and Technology, made his presentation. Kenya had multiple objectives in abolishing school fees. Authorities wanted to reverse a decline in enrolment figures, reduce the costs of education borne by parents and put the country on track to meet both the EFA goals and the MDGs. Having declared free primary education in 2003, Kenya's education system was quickly overwhelmed: overstretched physical facilities, increased class sizes, additional amounts of work for teachers and a decline in quality due to reduced teacher/pupil contact.

Since reversing the policy was not an option, the Kenya authorities formulated a multi-pronged strategy to effectively cope with the challenges unleashed by SFA. As Mr Godia explained, the approach called for an institutional response; among other measures, Kenya undertook the following:

- Created a task force of diverse stakeholders to devise strategy and produce guidelines;
- Undertook a rapid mobilization of resources;
- Stepped up its efforts to collect, analyse, and disseminate relevant data to school administrators and teachers;
- Implemented capacity-building techniques to aid in the development of teacher-training programmes, activities aimed at deploying teachers more effectively and efficiently, curriculum development and training school management on financial matters;
- Developed new monitoring and audit strategies to enhance accountability.

Mr Godia concluded his presentation by stressing that, as his country continues to cope with the rising demand for education, additional donor support is necessary. Partnerships with multilateral, bilateral and other sectors will have to be maintained if Kenya is to continue to bridge the gap created by the diversion of national resources towards successfully supporting such bold initiatives as SFA.

## Cost sharing in education (secondary level)

The Permanent Secretary from Botswana's Ministry of Education, Ms Festina Bakwana, detailed her country's commitment to expanding educational access to all its citizens. After reviewing the past reforms that have led to the achievement of near universal primary education in Botswana, she shifted her focus to consider education at the secondary level. At the secondary level, gender equity has been achieved. However, as a result of its robust economic growth, Botswana has been elevated to the ranks of Middle Income Status. Subsequently, donor support for the country has declined. This, combined with the annual growth of the country's expenditure for education and training, has led to the adoption of a policy of cost sharing. Targeted at the secondary, vocational and technical levels (primary education remains exempt), Botswana asks that beneficiaries contribute a fee that covers 5 per cent of their educational costs. For needy students – those who simply cannot afford the 5 per cent – an exemption is granted.

Botswana's cost-sharing initiative allows it to remain on target to achieve its educational goal of universal access to post-junior secondary education by the year 2015.

## Mobilizing resources

The international community can assume a prominent role in supporting countries that adopt school fee abolition (SFA) and are committed to achieving the MDGs. Precisely how the international community can offer its support was discussed by Richard Arden, Acting Head of Profession for Education, Department for International Development (DFID), the United Kingdom. A central concern of Mr Arden's was captured with the following question: How to identify the resources that will allow countries to deal with the effects – replacing school fees, surges in enrolment, transaction costs and quality – of SFA. His question was underscored by the fact that one FTI-endorsed country needs a total of \$1.1 billion in extra financing annually to reach its educational goals. In order to meet the escalating financial challenges caused by SFA, he emphasized that it is critical to mobilize resources. He stressed that it was imperative that external partners commit to multi-year financial support. He also noted that countries would have to explore and also exploit the utilization of a diverse set of financial modalities to achieve their educational goals. Among the modalities discussed were:

- General budget support
- Sector budget support
- Pooled funding to the sector
- Earmarked funding
- Project activities
- Capacity-building
- Private funds

With a primary education cycle of seven years, and an additional two to three years for a secondary cycle, Mr Arden maintained that countries would have to embark upon long-range (ten years), multiple-scenario planning to achieve the MDGs.

**An engaging discussion** — After the four presentations, the moderator and panelists fielded questions and comments from the Working Group participants. A vigorous and wide-ranging discussion ensued, of which the more salient points are presented below.

**Incentives** — To boost enrolment figures, incentives may attract children to school. Nutritional programmes, offering stipends, providing free textbooks, providing drinking water

and involving parents more directly represent incentives that can help to increase school attendance.

**Political commitment** — It was generally agreed that strong political commitment is necessary if SFA is to be successful on a large scale and an enduring basis. Financially, education must remain a budgetary priority over the long-term and political leaders must ensure that headmasters and teachers have the financial resources to manage schools and conduct their work. Institutionally, capacity-building in the form of training teachers, adopting more effective monitoring and evaluation strategies, and gathering more data relevant to schools constitute areas where political leadership matters most.

**Poverty alleviation** — Poverty, many participants attested, represents the single most intractable deterrent that prohibits children from attending school. By addressing issues involving poverty, school attendance will surely rise in all countries. To that end, governments must formulate strategies aimed at eliminating poverty if countries are to achieve the EFA goals and the MDGs.

**Quality** — Quantity versus quality: How to expand schooling while maintaining – or even boosting – educational quality? Many participants viewed this as the overriding concern when it comes to adopting a policy of SFA. All stakeholders – from governments to donors to non-governmental organizations to the private sector – must work in partnership to push issues of educational quality as SFA serves to rapidly expand enrolment.

**Reform denied** — Some participants sought to cast doubt on the broader educational reform implications favoured by many concerning SFA. In addition to diluting quality, these participants argued that SFA could lead to institutional paralysis in many education systems. Moreover, with fickle donor support, many countries will simply not receive the necessary amount of assistance to ensure SFA success. Thus, instead of bringing down barriers to education, policies such as SFA can lead to new obstacles that will unintentionally block access to education.

**Resource mobilization** — There was wide acknowledgement of and acclaim for the recent pledge of Mr Gordon Brown, the United Kingdom's Chancellor of the Exchequer, that his country would spend \$ 5 billion over the next decade on aid for education in the developing world. Participants wondered whether other donor countries would rise to Mr Brown's calls by replicating the United Kingdom's commitment. ◇



# Reaching the EFA goals: overcoming child labour to achieve EFA

► **Moderator:**

Mr Kari Tapiola, Executive Director of ILO

► **Panelists:**

Mr Kailash Satyarthi, Chairperson, Global March Against Child Labour

Mr Nurettin Konakli, Head of Board of Strategy Development, Ministry of National Education, Turkey

Ms Froh Belfakir, Chief of the Division for Women and Childhood, Secretariat of State for Family, Childhood, and Handicapped Persons, Morocco

Mr Hussein Oujour, Acting Director in the Secretariat of State for Non-Formal Education and Literacy Programmes, Ministry of Education

Mr Abdelaziz Addoum, Director of Labour, Ministry of Employment and Vocational Training, Morocco

This session examined the vexing issue of overcoming child labour in order to achieve the EFA goals. From the outset, the moderator linked the issue of child labour to education. He reminded all that at a previous meeting of the Global Task Force on Child Labour and Education (GTF), one primary objective was to establish policy coherence between the EFA goals and the ILO conventions. A realistic, achievable objective, Mr Tapiola maintained, was to eliminate all forms of child labour by the year 2016.

## Two sides of the same coin

In his introductory comments, Mr Satyarthi remarked that this was the first time an entire session had been devoted to examining the link between child labour and achieving the EFA goals. He began his incisive interrogation of

the issue with the presentation of quantitative data that helped to demonstrate the link between child labour and education:

- Some 18 per cent of all primary school-aged children are not in school;
- Although child labour has declined since 2000, 218 million children were working in 2004;
- Some 94 per cent of out-of-school primary-aged children live in the developing world;
- Out of that 94 per cent above, 40 per cent are in sub-Saharan Africa, while 35 per cent live in South Asia.

Following the quantitative data, Mr Satyarthi interrogated the issue from a qualitative perspective. He explained that the future of the world rests with our tackling four interlocking issues: education, poverty, child Labour and insecurity. The true costs of child labour can be located in the wasted potential, exploitation,

injustice, and thwarted educational opportunity suffered by child labourers. What is more, gender and child labour are seemingly inextricably bound: many of world's child labourers are girls. Without education, many will remain trapped in endless servitude, trafficking, domestic labour and prostitution. Child labour and education, in his words, represent two sides of the same coin. If this is so, then, the profile on the face of the coin is that of a young girl, while the back is imprinted with a schoolhouse.

And yet there is hope. He noted that one of the most promising developments linking child labour and education was the formation of the Global Task Force on Child Labour and Education. The objective of the Task Force is to contribute to the achievement of the EFA goals through the eradication of child labour. A dual strategy will be adopted: one component will seek to mobilize political will, while the other will attempt to mainstream the issue of child labour in national and international policy frameworks. The successful implementation of the strategy will depend on the following:

- Strengthening the knowledge base on child labour and education linkages
- Advocacy and social mobilization
- Policy coherence
- Programme support
- Partnerships

The Global Task Force on Child Labour and Education will begin its work by launching two joint initiatives. The first initiative will focus on reducing and eliminating child domestic labour. In many areas of the world, child domestic labour – particularly by girls – is socially and culturally accepted. In particular, girls who labour behind closed doors are vulnerable to exploitation and abuse. This initiative will attempt to alter the attitudes that condone this practice. Second, a joint initiative between the Task Force and a few selected countries will focus on policy. The objective will be to illustrate the triangular relationship between child labour, poverty reduction and education. Child labour perpetuates poverty and poverty perpetuates child labour; the parents of child labourers are more likely to have been child labourers themselves. This inter-generational poverty trap requires approaches that address child labour, poverty and education simultaneously.

## An institutional approach

Mr Nurettin Konakli presented evidence explaining how his country, Turkey, is combating rural child labour. Turkey's Ministry of National Education recognizes the interdependent nature of achieving the goals of EFA, alleviating poverty, and eliminating child labour. Since EFA and child labour are so intertwined, Turkey has developed an institutional response. Working in collaboration, Turkey's Ministry of National Education, its Ministry of Labour and Social Security, and its Institution for Social Services and Child Protection formulated an integrated national education strategy aimed at achieving the EFA goals by raising school enrolment while combating child labour. As detailed by Mr Konakli, Turkey designed a four-part strategy to reach its stated objectives:

- Mainstreaming child labour into broader education strategies
- Ensuring policy coherence
- Capacity-building
- Developing strategic partnerships

With child labour particularly acute in the rural areas, Turkey targeted its efforts at vulnerable families and their children employed as seasonal labourers in the agriculture sector. Among monitoring measures, authorities relied upon schools' personnel (principals and teachers) to identify at-risk children, worked with parents to enforce compulsory laws and explore alternatives such as boarding schools, provided children with academic, counseling, and recreational services, and established focus groups and outreach programmes for parents unfamiliar with specific issues.

At the conclusion of his presentation, Mr Konakli shared the invaluable lessons learned from Turkey's efforts to achieve EFA while combating child labour. His list of lessons included the following points:

- Central governments have to have a strong commitment regarding policies, planning and action;
- Financial resources must be available;
- Interventions must be broad in scope and include a range of stakeholders;
- Making viable alternatives (such as boarding schools) available, particularly in rural areas, is critically important;
- Inter-agency cooperation, across sectors and levels, can lead to sustainable, enduring solutions;
- Development of context-specific monitoring mechanisms is crucial.

## Gender, child labour and education

One objective of the delegation of presenters from Morocco was to draw attention to the interplay between gender, child labour and education. In Morocco, the incidence of child labour is harshest for those between the ages of 10 and 14. Some 13 per cent of children within this age range are not in school; and women make up 17 per cent of that cohort. In the rural areas of the country, 51 per cent of women over the age of 10 are illiterate. Morocco has embarked upon a two-part strategy that is designed to reverse the trends of child labour and help it reach the EFA goals.


Morocco's two-part strategy relies on treatment and prevention. The treatment component is designed to offer individuals a second chance at receiving an education. The second part places a strong emphasis on preventing children from leaving school. With regard to providing a second chance at schooling, of the 200,000 individuals helped, 64 per cent have been women. Concerning prevention, a key component of prevention is to transform schools into safe environments. To that end, Morocco has placed watch guards in 72 per cent of its schools. Moving forward, Morocco will continue to integrate its fight against child labour and to raise school attendance into its national, regional and local policy frameworks.

**A balanced discussion** — After the presentations, a vigorous and persuasive discussion unfolded among the Working Group participants. As unanimous as the participants were in their condemnation of child labour, many still wrung their hands over this deeply entrenched and widespread problem.

**School and work** — Working and attending school are not necessarily mutually exclusive. Many children do both: work is either performed before or after school. Other children simply drop out. What are required are flexible approaches to schooling that will accommodate children who both work and go to school. For those who drop out of school, policies are needed that encourage them to return. School systems should consider shifting from being age-based to being systems based on the competencies of individuals.

**Policy coherence** — Policy-makers can help to eliminate child labour and boost school attendance by bundling together a package of policies that address various issues simultaneously. Aligning policies that focus on education, employment and other social concerns will have to be implemented simultaneously in order to combat child labour and achieve the EFA goals.

**Incentives** — Schools can reduce child labour and move their countries toward the EFA goals by offering incentives to children and their families that reward going to school. Cash transfers, scholarships, school food programmes, and reducing the costs associated with attending schools (school uniforms, books and other supplies) represent four incentive-based approaches that have successfully helped children attend and remain in school.

**Non-formal education** — Since many children work and/or have their formal education interrupted – orphans, child soldiers, drop-outs – countries should focus more on their non-formal approaches to education. Investing in mobile schools and creating alternative curricula represent two measures that help to adjust education to the needs of individual children. 

# IV. Improving education service delivery in fragile states: reducing fragility and adopting sustainable approaches

► **Moderator:**

Mr Desmond Bermingham, Head of the Fast Track Initiative (FTI) Secretariat

► **Panelists:**

Ms Pauline Rose, University of Sussex Centre for Education

Mr Pierre Gambembo, UNESCO Kinshasa Office, Democratic Republic of the Congo

Mr Wilson Friz Saint Fort, Ministry of Education and Vocational Training, Haiti

How is the delivery of social services, like education, restored after a state experiences rapid institutional disintegration? The moderator introduced the session by highlighting a primary concern when states become fragile: it is the children who endure the greatest amount of suffering. He stated that, given the current geo-political climate, this session could not have come at a more opportune time. Finally, he maintained that leaders and individuals in countries in conflict are committed to restoring the delivery of education and other social services.

## A working definition

What is an appropriate and accurate definition of a fragile state? How can actors – both state and non-state – deliver education in a fragile state? How can education contribute to a move away from fragility and promote the ‘turnaround’ of fragile states? Finally, how can donors balance rights and risks to ensure that Dakar

commitments are fulfilled in fragile states? Ms Rose used this set of questions to frame her presentation concerning improving the delivery of educational services in difficult environments. She noted the OECD/DAC definition of fragile states in the following terms: ‘Countries where there is a lack of political commitment and weak capacity to develop and implement pro-poor policies’ and indicated that the terminology requires attention as it can give rise to controversy.

It is important to remember that fragility, as it applies to states, is not static, but fluid, and it continuously shifts to conform to the exigencies of a particular context. Within this context, some evidence of political will is important to help overcome, or ‘turnaround’, the weak capacity of the fragile state. Internally, education can promote the turnaround phase in four distinct ways:

■ Curriculum development: curriculum development can promote tolerance and social cohesion among students;

- Teacher training and recruitment: the state's capacity is strengthened as it becomes able to offer teaching jobs;
- Post-basic education: it helps reduce risks of fragility through attention to disaffected youth;
- Cross-sectoral approaches: a functioning education system can facilitate the delivery of services; through schooling, youth can receive access to health and sanitation, as well as other services.

Ms Rose suggested that the donor community has an important role to play in the turnaround of fragile states. However, without due attention to coordinating within and between agencies with respect to the transition between humanitarian and development assistance, for example, they can exacerbate problems. She noted the importance of supporting education services even during a humanitarian phase. Even where states do not have sufficient capacity or will, there are often possibilities to provide support to local communities who take initiative in providing education even in the most difficult circumstances. If fragile states exhibit the necessary political will, then donor strategies should adopt a coordinated approach drawing upon principles from the Inter-Agency Network for Education in Emergencies (INEE), DAC and FTI, and can address the potential absorptive capacity constraints.

## Fragility in sub-Saharan Africa

Mr Gambembo reviewed the delivery of education in a fragile state in sub-Saharan Africa, namely, the Democratic Republic of the Congo. To begin with, school attendance among children is dismal: millions remain out of school. The Democratic Republic of the Congo's education system suffers from poor internal efficiency: only 29 per cent of children complete the primary cycle. Physically, there has been a deterioration of school facilities; boys and girls do not have separate toilets. He continued by detailing four main problems that currently plague the country's education system:

- Financing is limited and unequal
- Quality has deteriorated at all levels
- Weak administrative capacity
- Poor attendance at the primary level

Mr Gambembo went on to describe his country's plan for rebuilding, or turning around, its education system. The plan is divided into two phases. During the initial phase, attempts will be made to stabilize the system. Stabilization will include an effort to train more teachers

as well as an attempt to abolish fees at primary level. After the system has been sufficiently stabilized, the country will implement the second phase which will broaden the reform effort by focusing on measures to reduce poverty. In addition, this phase will be characterized by attempts to increase funding for education. Throughout both phases, the country is expecting financial assistance from the donor community. The overall objective is to put the Democratic Republic of the Congo on track to achieve both the EFA goals and the MDGs.

## Fragility in the Caribbean

Mr Fort from Haiti offered a comprehensive account detailing Haiti's historic and contemporary struggles with fragility and, concomitantly, the turmoil that afflicts its education system. Having recently celebrated its bicentennial, Haiti has experienced political instability for much of its history. The persistent instability has had profound repercussions for Haiti's education sector. Haiti's education sector is riddled with problems. As Mr Fort explained, schools have been destroyed and the ones that remain are in poor condition: 80 per cent of schools have no electricity, only 39 per cent have drinking water, a mere 15 per cent have a library, and less than 1 per cent of schools have information technology services. Furthermore, the system suffers from poor governance and low quality. As a result, repetition and drop-out rates are both high, while only 10 per cent of 6-year-olds are enrolled in school. Matters are further compounded by issues of poor health and nutrition: 37 per cent of children have parasites and 22 per cent are malnourished.

In order to reverse the decline of its education system, Haiti has developed and implemented action plans. One plan focuses on training school administrators, and headmasters and mistresses. Haiti is also in the process of constructing a teacher-training institute. After its completion, the institute will focus on training school personnel. At the national policy level, the Ministry of Education is working on a strategic plan to achieve the EFA goals by the year 2015.

## A lively discussion

A lively discussion on the topic of education and fragile states ensued. Some raised concerns about the focus on political will in defining a fragile state, as they considered the real problem to be with the institutional

infrastructure in many countries. Many countries simply lack the institutional capacity to successfully deliver social services, such as education, in difficult and/or conflict-ridden environments. The very concept of a fragile state was viewed by some as a mere 'distraction', a new label that simply serves to conceal unsuccessful efforts to solve lingering problems. Instead of adopting a new title, what are urgently needed are plans and actions to effectively cope with pre-existing disorder plaguing many countries.

## Special concerns for fragile states

Others recognized that countries included within the framework of fragile states can face particular difficulties that deserve attention.


**Role of NGOs as service providers** — If and when NGOs serve as social service providers' substitutes, then there may be little incentive for government to accept its responsibility for providing the service on its own.

**Gender** — Within fragile states, girls and women often suffer the greatest abuse and indignities. Rape, enforced prostitution and forced pregnancy are merely three examples of the types of severe trauma women and girls are known to have suffered in fragile states. Education systems in fragile states need to address these and other issues among women and girls. For example, programmes

should be established that facilitate the (re)entry of young mothers' into school and mechanisms are needed that address trauma.

**Close proximity** — States that neighbour fragile states often have to cope with unintended consequences after a country implodes. A stable country will often provide educational services to individuals from fragile states – in refugee camps, by dispatching their own educational personnel to a region, or financing. Members of the donor community need to be aware of this and provide support to countries within close proximity to fragile states.

**Donor harmonization** — A number of people (including those from bilateral agencies) highlighted the importance that if and when donors decide to engage with fragile states they must work in close coordination and collaboration with each other. They must increase their efforts in collecting, analysing, disseminating and sharing data relevant to fragile states. In addition, donors must harmonize funding streams (including between humanitarian assistance and development) in order to add efficiency to the efforts.

**Intercultural education** — When countries experience fragility, it can force differing ethnic or religious groups to live and learn together. This may lead to ethnic and religious strife among groups. Within this context, stakeholders need to emphasize the urgent need to integrate intercultural education into any curricula. 

# V. Response to HIV and AIDS: role of education in prevention and mitigation

- ▶ **Moderator:**  
Dr Barbara de Zaluendo, Associate Director for Epidemic Monitoring and Prevention, UNAIDS
- ▶ **Panellists:**  
Ms Mary Joy Pigozzi, Senior Vice-President, Academy for Educational Development (AED)  
Mr David Plummer, University of West Indies (UWI) and UNESCO/Commonwealth Regional Chair on Education and HIV/AIDS  
Ms Margaret Wambete, Co-Founder and Chairperson, Kenya Network of Positive Teachers [in absentia]  
Mr Im Sethy, Secretary of State, Ministry of Education, Youth and Sport (MoEYS), and Chairman of the Ministry's Interdepartmental Committee on HIV/AIDS, Cambodia  
Mr Paramente Phamotse, Chief Education Officer – Primary, Ministry of Education and Training, Lesotho

The fourth session of the EFA Working Group centred on the HIV/AIDS epidemic and particularly on its multi-faceted links with education.

## A comprehensive response

From the outset, Ms Pigozzi stressed the inseparability between efforts to combat the HIV and AIDS epidemic, and the education sector. In order to fight this epidemic, education sectors the world over will have to muster significant institutional tenacity to succeed. In her

demonstration, she illustrated how a comprehensive response should include five essential components:

- Quality education (including cross-cutting principles)
- Content, curriculum and learning materials
- Educator training and support
- Policy, management and systems
- Approaches and illustrative entry points

What is more, within each of the five essential components there are no fewer than five subcomponents, or items. For instance, under the essential component 'Policy, Management and Systems', are five items that

address the challenge HIV and AIDS from the senior levels of government as well as other sectors. The five items call for the following:

- Situation analysis/needs assessment
- Workplace policies
- Planning for human capacity, impact assessment, and project models
- Strategic partnerships, including coordination, advocacy and resource mobilization
- Monitoring, evaluation and assessing outcomes

Under the essential component 'Content, Curriculum, and Learning Materials', are items that put the focus squarely within the domain of the learning environment. Specifically, the items call for creating content, curriculum and learning materials to achieve the following:

- Specifically adapted and appropriate for various levels – primary/secondary/tertiary, vocational, formal and non-formal;
- Focused and tailored to various groups;
- Develop and sustain prevention knowledge, attitudes, and behaviours covering sexual transmission, drug use including injecting and other risks factors;
- Address stigma, discrimination and disparity;
- Include care, treatment and support;

Finally, the items under the essential component 'Approaches and Illustrative Entry Points' suggest a broadening of the prevention and mitigating response to include a diverse range of stakeholders and approaches as deemed necessary. Approaches and entry points include:

- School health
- Life skills
- Peer education
- Counselling and referral
- Communications and media
- Teacher education
- Community-based learning and outreach
- School feeding
- Adult education and literacy
- Greater involvement of people living with HIV and AIDS

As reflected from the points above, and as Ms Pigozzi stressed, this is both a health and an education issue. All countries, regardless of prevalence and incidence rates, must respond energetically to HIV and AIDS. In waging this campaign, all parties must be sensitive to issues involving gender, discrimination and stigma.

## Identifying Risk

A leading concern among many working to prevent and mitigate HIV and AIDS involves the issue of risky behaviour. In his presentation that analysed HIV prevention programmes in the Caribbean, Professor David Plummer sought, among other concerns, to identify risky behaviours that leave individuals susceptible to contracting HIV. After providing evidence suggesting that it is indeed appropriate and necessary for school-age children to receive preventive education, his analysis shifted to consider the intertwined issues of gender and risk.

In the Caribbean context, there has been a 'feminization' of the epidemic. In considering this, he asked whether poverty or disempowerment could account for it. Regarding both, the answer is negative: poverty and disempowerment do not adequately explain the feminization of the epidemic. Rather, economics and gender offer an explanation. Specifically, it is men with money – with disposable incomes to spend on sex – who are creating the demand for sex workers. Moreover, within this cohort of men are embedded high risk factors. Such men are likely to mirror each other's behaviour, a phenomenon the panelist termed 'peer group policing.' If a member of a group refuses to adopt certain behaviour, he runs the risk of being ostracized from the group.

Professor Plummer maintained that it is critical that the education sector takes more responsibility and a more proactive posture in tackling the epidemic. He encouraged all stakeholders to recognize the common ground and realities shared by all in combating the epidemic, instead of closing eyes to some ethically controversial aspects that the disease might hold.

## Dealing with stigma and discrimination

Ms Margaret Wambete (whose paper was read by Mr Mark Richmond, Director a.i. of the Division for the coordination of UN priorities in Education, UNESCO) described herself as HIV positive and her remarks amounted to a lesson on how to fight and live with the stigma and discrimination that accompany HIV and AIDS.

Her presentation centred on the work of the non-governmental organization (NGO) she helped to co-found, the Kenya Network of Positive Teachers (KENEPOTE). KENEPOTE was formed around a dual mission: to provide

assistance to teachers who are HIV positive, and to change people's attitudes and behaviours toward infected teachers. Within the education sector, infected teachers work in hostile environments. They are harassed by head teachers and colleagues, socially shunned and disrespected by students. Within their broader community, HIV positive teachers confront discrimination and are stigmatized by family, religious organizations, and parents. KENEPOTE works to empower HIV positive teachers with psycho-social and economic support. In addition to combating stigma and discrimination, the group promotes and protects the rights of HIV positive teachers, and provides care for orphans and other vulnerable children.

KENEPOTE's significant strides include forming alliances and partnerships with important educational organizations, such as the Ministry of Education, the Teachers Service Commission and the Kenya National Union of Teachers. It also empowers HIV positive teachers by raising awareness and disseminating literature on the epidemic.

Ms Wambete urged that the Education Sector Policy on HIV and AIDS be made available to all schools and learning institutions and that the issue of teacher transfer is also worth attention so that teachers with HIV can live with their spouses. She also suggested the possibility of integrating HIV and AIDS education into the curriculum of teacher-training institutions, stressing the need to make HIV and AIDS awareness education a part of the larger sexual reproductive health framework, culturally appropriate and scientifically based. From the financial aspect, she pointed out the possibility of tax exemption as well as an extension of the retirement age for the HIV positive teachers.

## Cannot afford to lose another generation

Having lost millions of its citizens a generation ago as result of conflict and instability, Cambodia can ill afford to lose another generation to HIV and AIDS, according to Mr Sethy. In his presentation, he offered a detailed description of Cambodia's effort to prevent and mitigate the spread of HIV and AIDS. Specifically, he focused on the central role that Cambodia's education sector is assuming in combating HIV and AIDS.

Cambodia has the highest prevalence rate, nearly two percent, of any country in its region. At present,

over 123,000 Cambodians are living with HIV/AIDS. With regard to school dropouts, 58 per cent of girls and 57 per cent of boys leave school after the fifth grade. Thus, it is easy to understand why the capital, Phnom Penh, has between 10,000 and 23,000 street children – many of them HIV positive. If present conditions do not change and prevalence rates continue to climb, the education sector will feel the repercussions. As Mr Sethy explained, the education sector will suffer the following consequences:

- Enrolment rates will fall;
- The number of trained and qualified teachers will decrease;
- Drop-out will increase;
- The financial resources allocated to education might be redirected to cover health and hospice care.

The Ministry of Education, Youth and Sports has responded by forming the Interdepartmental Committee on HIV/AIDS. This committee has devised a strategy with two main priorities: first, HIV/AIDS is to be mainstreamed into the education sector; and, second, the committee plans on implementing a 'Life Skills for HIV/AIDS Education Program' at the national level. Over the long term, the education sector plans on strengthening its own capacity in order to successfully address the epidemic. It will also seek to form strategic alliances with organizations both within and outside of government. Additionally, the Ministry will attempt to decentralize the planning, implementation and management of HIV/AIDS awareness programmes to the regional and local levels.

## Orphans

The HIV and AIDS epidemic is ravaging Eastern and Southern Africa, and is perhaps most acutely felt by orphans. As Mr Phamotse made clear, the number of orphans in these regions is expected to rise to 42 million by the year 2010. Out of those 42 million children, almost half (20 million) will have become orphans as a result of the HIV and AIDS epidemic. The implications for the education sector in these regions are staggering.

In focusing on orphans, Mr Phamotse used a particularly poignant phrase to describe children who have lost both parents to HIV/AIDS: double orphans. Double orphans are especially at risk of not completing the primary cycle of schooling. Moreover, girls and HIV positive children constitute the most vulnerable orphans. Compounding matters even more for orphans is the fact

that the Eastern and Southern Africa region remains susceptible to drought, poverty, food insecurity and political instability.

Countries in the region are responding to the threat caused by the HIV and AIDS epidemic. A model developed in South Africa that seeks to transform schools into 'child-friendly centres of prevention, care, and support' has spread to other countries in the region. Under this model, schools will serve as the entry point for the delivery of social services aimed at providing nutrition, health, water and sanitation for children. In addition, at the country level, each Ministry of Education leads National Coordinating Units in fighting poverty, combating the HIV and AIDS epidemic, and raising awareness around issues of gender. At the regional level, the New Partnership for Africa's Development (NEPAD), working in collaboration with other stakeholders, will implement a comprehensive and integrated school-based model of care and support with regards to HIV and AIDS. Furthermore, governments in both regions will develop resilience-building programmes for orphans and other vulnerable children.

## Comprehensive response

The discussion that followed the session served to confirm the mounting awareness of the role the education sector can play in helping to prevent and mitigate the HIV and AIDS epidemic. A rich array of viewpoints was shared. It is important to move away from piecemeal approaches to combating HIV and AIDS. In responding to the epidemic, education sectors must focus – not only on HIV prevention, but also on what learners need to know to help their families and communities with the full range of HIV and AIDS challenges, including prevention, treatment,


care and support. Focusing only on prevention assumes that no-one in the school system has HIV infection. As Ms. Wambete's speech conveyed, this can stigmatize people who have or fear they have HIV infection. Instead, the Universal Access paradigm recognizes that prevention and treatment are mutually necessary and mutually reinforcing. Schools represent vital organizations that play a pivotal role in helping countries achieve universal access to prevention, treatment, care and support.

## Barriers

The HIV and AIDS epidemic is one of multiple, intersecting phenomena that create barriers to educational opportunity. Unless strong action is taken, the epidemic will continue to undermine the delivery of quality education and the achievement of EFA. The epidemic has disproportionately negative consequences for girls and women. The feminization of the epidemic demonstrates the importance of addressing the underlying causes that make girls and women particularly vulnerable.

Living with the stigma and the resultant discrimination of HIV and AIDS represents a heavy burden. Efforts must be made to change the attitudes and behaviours of both individuals and groups toward people living with HIV and AIDS.

## Sex education works

Mounting evidence suggests that education programmes that address sexuality and behaviours do not lead to earlier sexual debut or the adoption of high-risk behaviours. Thus, in order to stem the spread of HIV and AIDS, sex education for children is imperative. 

# VI. Teachers and educational quality: monitoring global needs for 2015

► **Moderator:**

**Mr Peter Smith, Assistant Director-General for Education, UNESCO**

► **Panelists:**

**Mr Albert Motivans,**

**Senior Programme Specialist, UIS Mr Georges Haddad, Director, Division of Higher Education, UNESCO**

**Mr Richard Navarro, UNICEF**

**Mr Wouter van der Schaaf, Coordinator, Campaign Unit, Education International**

The presentation and discussion of the recent UNESCO Institute for Statistics (UIS) report on Teachers and Educational Quality: Monitoring Global Needs for 2015 was moderated by Mr Peter Smith, Assistant Director-General for Education, UNESCO.

There is a crisis looming over the educational landscape that could potentially undermine all current and previous efforts at reform. The impending crisis concerns the coming shortage of teachers. Over the next decade, countries across the world will need to recruit and train more than 18 million primary school teachers. With this as his backdrop, the moderator conveyed the sense of urgency around this issue with the following question: How do children learn in an environment devoid of trained teachers?

## A delicate balance

How many teachers will it take to meet the Universal Primary Education (UPE) goal? And, since the world will

need a steady influx of teachers, how can the education sector ensure that teacher quality is high? These concerns formed the basis of the presentation delivered by Mr Motivans.

Given the current and future demands on the education sector, policy-makers will have to simultaneously achieve two tasks: first, they will have to achieve increases in the recruitment and retention of teachers; and second, they will have to continuously increase the knowledge of teachers during their initial training and throughout their careers. As Mr Motivans maintained, the factors and policies that influence quantity and quality are divergent. Thus, relying on a set of uniform policy prescriptions to address both is not feasible. Factors influencing quantity include but are not limited to the following:

- Population growth
- Increased participation
- High teacher attrition (often due to conflict or HIV and AIDS)

- Education system output
- Efficiency of teacher deployment and pupil progression
- Effort to improve staff-student ratios

Conversely, the factors and policies that have an impact on the quality of teachers include but are not limited to the following:

- Labour market, perception of teaching profession
- Teacher standards
- Pre-service training
- In-service training
- Monitoring and support
- Conditions of service

In order for the education sector to achieve both – concurrently increasing the number and boosting the quality of teachers – policy-makers will have to make a commitment to improving the efficiency of education systems, explore the use of new training technologies, accelerate teacher-training programmes, consider sustainable para-teacher schemes, improve in-service training and support, and reduce attrition.

## An ethical dilemma

Mr Haddad framed his presentation around the following three questions: What is the mission of a teacher? What are the living and working conditions of teachers? And how does society view teachers? Interestingly, his answers seemed designed to expose the incongruities of today's teaching profession. The answers he provided to his questions were rooted in three perspectives: socio-economic, ethical and political.

Socio-economically, the teacher represents the cornerstone of society. Economically, teachers are preparing individuals to contribute effectively and efficiently to an economy. Socially, teachers help to inculcate, from generation to generation, the values of a society. Ethically, the current methods and length of time used to train teachers represent, in Mr Haddad's view, a dilemma. He feels that teacher-training programmes that cover a one-year period are not sufficient. He attempted to capture this dilemma with the following enquiry: if it takes five years to train, say, an engineer, who is responsible for designing safe buildings and roads, then how, on ethical grounds, can countries justify training a teacher, who is responsible for children, in one year? Finally, teacher training should represent a high political priority for every country. Moreover, all organizational

stakeholders – bilateral and multilateral – need to devote more work to teacher training.

## Two approaches

Drawing from examples in two different corners of the world, Mr Navarro's presentation reviewed teacher training programmes in Afghanistan and sub-Saharan Africa. In Afghanistan, efforts to train a new cadre of teachers have been a success. Spread out over five years and supported by multiple donors, the teacher-education programme in Afghanistan was part of a larger national education reform agenda. The scope of the teacher-training initiative was focused on three inter-related objectives. First, the aim was to boost teacher quality. Second, the programme was designed to improve access to qualified teachers. The final objective was to develop systems and administrative structures to support quality teaching.

In the case of sub-Saharan Africa, Mr Navarro's remarks were centred on UNESCO's Teacher Training Initiative in sub-Saharan Africa (TTISSA). TTISSA was initially launched in 17 countries, with the goal of expanding to 46 countries in the next ten years. Due to the extensive variation among – and even within – countries, TTISSA represents a country-driven approach to teacher training. Since prior evidence suggested that teacher-training institutes often suffer from poor performance, TTISSA adopted a new mode of delivery. This new approach places a greater emphasis on on-the-job learning. In addition, TTISSA is taking advantage of the acquired skills and knowledge of experienced practitioners by relying on 'teachers teaching teachers' or 'lesson study'.

In terms of assessing the performance of teachers, Mr Navarro explained that TTISSA has adopted another innovation. Instead of basing assessment on how much time students spend in their seats, the new method is based on the demonstrated performance of the teacher. Further, another creative strategy that TTISSA is relying upon is locating teacher resource centres closer to the communities and schools where teachers work and live, and staffing such centres with master teachers. In reevaluating how teachers learn, are assessed, and create and access learning materials, TTISSA is helping countries in sub-Saharan Africa reach the EFA goals by 2015.

## The deprofessionalization of the profession

In some countries, teachers advise their own children to avoid the profession. What's more, the profession is plagued by low salaries that are also uncompetitive. Thus began the presentation of Mr van der Schaaf. His presentation seemed to underscore the refrain that teachers teach because they cannot do anything else. The profession of teaching, he maintained, has been deprofessionalized as a result of brief training periods and the quick deployment of teachers to schools. High attrition rates also do not help matters. Also, donor countries, which are experiencing their own shortages of teachers, often poach the best teachers from developing countries. Finally, he linked the decline in the teaching profession to gender and economics. Referring to a recent report by UIS, he noted that while 84 per cent of primary teachers in Western Europe and North America are women, in sub-Sahara Africa and South Asia less than half are women. Generally speaking, then, '... as the prestige of an occupation declines, the proportion of female workers tend to increase, which in turn corresponds to falling wages'. What is needed, he counselled, are commitments by governments, unions and other stakeholders to place the profession on sufficiently solid ground. Teacher training and retention warrant the commitment of all

parties. The school environment must be enhanced and strengthened, and salaries must be made competitive. Developing good teachers, he concluded, is part of the democratic process and a way to ensure that individuals will participate in building good societies.

## Discussion

In the discussion that followed, many kindred points were made that supported and/or broadened the concerns expressed by the panelists.

- **Information technology** — countries should make use of information technologies in teacher-training programmes. The use of online training modules and television can greatly enhance the effectiveness and efficiency of teacher-training programmes;
- **Unqualified teachers** — the biggest threat to quality within the teaching ranks is the reliance on untrained, non-professional teachers. In the short term, reliance on untrained teachers may help reduce costs, but over the long term, their presence reduces teacher quality;
- **Budgetary constraints** — education sectors, especially those in the developing world, work under severe budget constraints. Often it takes a committed and sustained effort just to meet recurring costs. Questions about financing have to be part of any discussion that addresses teacher quality. ◇

# VIII. Strategies for making the EFA Global Action Plan operational

► **Moderator:**

Mr Peter Smith, ADG/ED, UNESCO

► **Panelists:**

Ms Mercy Tembon, the World Bank

Mr Cream Wright, UNICEF

Ms Arletty Pinel UNFPA

Ms Radhika Lal, UNDP

Mr Gorgui Sow, Regional Coordinator, Africa Network Campaign on Education for All (ANCEFA)

The moderator, Mr Peter Smith, began by recalling that work on the EFA Global Action Plan started as a request made to him by UNESCO's Executive Board. The Board had asked Mr Smith to facilitate a discussion aimed at improving the global coordination of EFA as well as to increase coordination and collaboration between the five Dakar agencies (UNESCO, UNDP, UNFPA, UNICEF and the World Bank).

Mr Smith identified key issues, now framed as questions:

- Is it possible to make the CCA/UNDAF a consistent mechanism for coordination at the country level?
- Is it possible for the agencies to position themselves as a united entity that advocates in one clear voice?
- As a united entity, is it possible for the agencies to address capacity-building as well as the construction of networks that countries can draw from?
- What areas of research warrant attention?

Mr Smith reiterated that the Global Action Plan represents a fluid, conceptual document; its shape and meaning will be determined on an annual basis from lessons learned from previous years. He concluded by stressing the need for continuous dialogue and with the reminder that, whatever forms the Global Action Plan assumes, it must remain responsive to the needs of countries it is intended to serve.

## Making the Global Action Plan operational at country and inter-regional levels

Ms Mercy Tembon, World Bank representative, acknowledged UNESCO's role as the lead agency in the field of education, specifically its convening role to 're-energize and governize' international action to

achieve the EFA goals. She noted that the World Bank has recognized the need for the Plan. After stating that country-level initiatives have been emphasized since the Paris Declaration, she raised a question: how can the Global Action Plan become operational at country level?

She suggested that governments should assume leadership and should ensure linkages across ministries, especially between the Ministries of Education and Finance. She also recommended that basic education needs be linked with other sectors and that gaps in data collection, in resources, in policies and in implementing plans must be filled through continuous and open dialogue at country level. The World Bank is committed to play its role in the Global Action Plan partnership and in efforts to promote donor harmonization and aid effectiveness.

## In search of clarity

UNICEF is committed to strong partnerships that will facilitate the achievement of the EFA goals and the MDGs, asserted Mr Cream Wright. He expressed confidence that the Plan can promote more effective and efficient support to countries. However, with regard to the current draft, he pressed for more clarity:

- Roles and responsibilities of stakeholders—the Plan does not explicitly document the roles and responsibilities among different international organizations nor does it give explanations on linking roles and responsibilities with capacity to deliver results and performance;
- Specific goals of the Plan remain unclear; no evaluation mechanisms are documented;
- Data collection and analysis—improving data collection and analysis to chart progress and link education data with wider social and economic indicators is necessary.

Further, Mr Wright emphasized the importance of developing a unified approach to providing support for different categories of countries by making the best use of the comparative advantage of each agency and using existing mechanisms and structures, such as UNCT.

## Gender and the Global Action Plan

The representative from UNFPA, Ms Arletty Pinel, began her presentation by acknowledging her organization's commitment to making the EFA Global

Action Plan operational. In this process, Ms Pinel stressed the importance of making the Plan responsive to the needs of women and girls through programming strategies and policy directions.

In terms of programming strategies, she emphasized the need for gender-sensitive sex education through a life-skills approach supported by community-based empowerment initiatives and incorporating education into sexual reproductive health education in formal as well as non-formal contexts.

She also advocated linking health and education across the MDGs, leading to the reduction of poverty and disparities. National and sub-national policies and innovative programmes will improve girls' retention in schools, delay age at marriage and reduce gender bias in the classroom and in curricula.

## The Plan as catalyst

The delegate from UNDP, Ms Radhika Lal, said that the Plan represents one of many critical components of her organization's broader agenda to advance development. As such, it can serve as an ideal platform for coordination among agencies focused on addressing a range of issues. In addition to education, the Global Action Plan can serve as a catalyst to address concerns ranging from capacity-building to poverty reduction to the mobilization of financial resources. Also, Ms Lal also highlighted the damage inflicted upon many countries due to the mounting losses of their human resources – more commonly known as the 'brain drain.' She suggested that stakeholders focus more of their attention on efforts to bolster micro-economic conditions, which may reverse the brain drain of educated, trained and highly skilled individuals from the developing world to the developed world.

## More clarity

Mr Gorgui Sow, from CC-NGO/EFA, began his presentation by constructing the international context in which the Plan is embedded. He noted that 100 million children are out of school, that 18 million qualified teachers are needed to achieve the EFA goals by 2015 and that there are a reported 218 million child labourers. With regard to the latter, he explained that \$7 billion will be needed annually to achieve UPE and \$2.5 billion to meet the goal of universal literacy, and that the FTI is

experiencing a budget shortfall of \$510 million. It is within this context, he insisted, that the GAP has to be viewed. Civil society critique of the current GAP draft echoed previous pronouncements in that they stressed the need for greater clarity. He suggested the following:

- The Plan should start from a clear critique of what has gone wrong to date; it repeatedly mentions the importance of trained teachers, but fails to acknowledge the present reality that some donors are supporting the recruitment of non-professional teachers as low-cost, cheap labour;
- Clarity is needed concerning what roles and functions individual donors should do and not do; explicit reference should also be made to the International Monetary Fund and other financial institutions' policies and how they affect EFA national processes and programmes; the Plan does not specify an end to tied aid and the reduction of budget spent on highly paid consultants offering technical assistance to southern governments;
- There is little recognition of the crucial role of civil society organizations in ensuring accountability; the centralization of resources into one national basket without strategic engagement from EFA stakeholders is a recipe for failure.

Mr Sow offered recommendations relating to reconstituting the Plan to respond to the needs of the current international context. His recommendations included:

- Longer term educational and financial planning to ensure success and long-term benefits of investing in education;
- Greater coordination of donor resources to support strategic civil society monitoring and advocacy work on education;
- Prioritizing the expansion of the FTI;
- An explicit call to halt the practice of hiring new non-professional teachers as well as a call to recruit new teachers and provide in-service training for existing teachers;

- Establish guidelines and indicators as a means to measure donors' progress in implementing the Global Action Plan;
- Ensure costing of all EFA goals in relation to countries not on track;
- Recognize the crucial role of civil society organizations regarding both policy design and implementation.

## Discussion

Following the presentations, a lively discussion ensued. Participants eagerly and enthusiastically expressed their views concerning the further refinement of the Plan. Prominent points from the discussion are highlighted immediately below.

**Recurring costs** — As one participant articulated, 'There is an elephant in the room, and it is recurring costs'. Education sectors, similar to other sectors, confront the challenge of meeting annual costs associated with everything from salaries to supplies to proper maintenance of facilities. As it is currently constituted, the Plan does not address this issue. Future drafts should.

**Relevance** — Is the Plan relevant? With the number of previous declarations – Rome and Paris, to name just two – it is necessary to have yet another? One participant noted that if stakeholders simply honoured the existing declarations there would be no need for the Plan.

**Literacy** — It was pointed out that the session was remiss in regards to literacy. For some, literacy – especially, female literacy – is the single, most powerful transformative agent that facilitates development. It warrants high attention in the Plan.

**Regional approach** — Given the institutional interplay that must occur between Ministries of Education and Ministries of Finance, it would be beneficial to bring them together. One region, South America, is doing just that. By bringing together Education and Finance Ministries from its region, it might help facilitate awareness that EFA and other education goals are not just local challenges but regional and global in scope. ◇

## VIII.

# Global Monitoring Report Team on the 2007 EFA Global Monitoring Report and future Reports

The Working Group also focused on the 2007 and 2008 EFA Global Monitoring Report and Review. The speaker was Mr Nicolas Burnett, Director, EFA Global Monitoring Report Team. After a brief introduction by Mr Peter Smith, Mr Burnett began his presentation.

## The Global Monitoring Report

Mr Burnett provided an overview of the EFA Global Monitoring Report. His overview illustrated the trajectory of the Report by highlighting its past, its present and its future.

In remarks about its background, Mr Burnett located both the origins and multiple purposes of the Report. An annual, thematic publication that began in 2002, the Report is produced by an international team based at UNESCO. At its core, it functions as a report card for EFA: it monitors progress towards the EFA goals; it tracks international commitments towards education; and records efforts to make aid more effective. By chronicling the many facets of EFA, the Report is able to serve as a comparative lens that places national efforts involving education in both a regional and global perspective. In so doing, it respects the holistic vision of education set forth in the World Declaration on Education


for All (Jomtien, 1990) and the Dakar Framework for Action (2000).

The theme of the 2007 Report will focus on the first EFA goal: expanding and improving comprehensive early childhood care and education (ECCE). Infused throughout this year's Report will be a sense that urgency and equity are necessary in efforts to achieve comprehensive early childhood care and education. The Report will be divided into four, interlocking parts.

- Part I will be devoted to constructing the context. Among other issues, it will focus on the benefits of expanding ECCE to vulnerable and disadvantaged populations.
- Part II is committed to examining the six EFA goals. It will monitor progress toward EFA, focus on national policies and programmes to meet EFA, and assess the levels and patterns of flows of international aid to education.
- Part III is dedicated to the theme of ECCE. It will make the case for ECCE by explaining its value to children, families and society. Then an assessment will be provided illustrating progress towards achieving ECCE across regions. In addition, it will highlight promising country practices that promote quality ECCE and the transition to school.
- Part IV will conclude with a discussion of national strategies aimed at fostering a favourable policy

environment to achieve ECCE. It will conclude by identifying an agenda for action across the six EFA goals at both the national and international levels.

After reviewing the 2007 Global Monitoring Report, discussion shifted to consider the 2008 Report. Its general aim will be to assess the overall progress towards the achievement of the EFA goals. It will accomplish this by focusing attention on the significant social, political and economic changes that

have occurred since Dakar and their implications for achieving the EFA goals. As a way to lend the 2008 Report a sense of cohesion, the themes of equity and the right to education will be prominently featured. Mr Burnett concluded his presentation by highlighting the various languages in which the Report is published as well as the multiple means in which it can be accessed. 

# IX. Review and Stocktaking of EFA Progress (RASEP)

Mr Asghar Husain, Director, Division of Educational Policies and Strategies, presented the Review and Stocktaking of EFA Progress (RASEP). He began his discussion by referring to a publication, *An International Strategy to Operationalize the Dakar Framework for Action on Education for All (EFA)*, which provides the means to effectively monitor the progress of EFA. He started his presentation by focusing attention on strategy 11 of the publication, which allows for the systematic monitoring of progress towards the EFA goals and strategies at national, regional and international levels up to 2015. The RASEP strategy serves governments in the monitoring and in coordinating the work of partners for the achievement of EFA. Working within this context, the purpose of RASEP is to give coherence to the monitoring activities undertaken at the different levels and to provide complementary data to those already existing in the annual Global Monitoring Report.

One objective of RASEP is to contribute to the establishment of integrated EFA information as well as to the coherence and harmonization of the numerous monitoring activities by different actors at national, regional and international levels within a common EFA framework, and to provide country data complementary to the Report. This will allow for countries to receive support according to their own timetables. RASEP will address the following issues:

- Signal what has changed since Dakar with reference to basic goals and indicators;
- Review policies, plans and strategies for achieving EFA;
- Indicate how EFA is integrated in CCA/UNDAF, FTI, UNGEI and PRSPs;

- Evaluate the EFA gaps and challenges at different levels (national, regional and global);
- Identify and map financial gaps and review partners' EFA contributions and actions;

Mr Husain indicated that a timetable for RASEP needs to be established in relation to other international education initiatives and events.


## Discussion

Before opening the floor for discussion, the moderator, Mr Peter Smith, made several observations. First, he commented on the importance of establishing reliable and up-to-date databases within countries. Second, he highlighted the need to create a global monitoring and evaluation network. If such a network were formed, it would allow countries – and other stakeholders – to access critical technical assistance in the area of monitoring and evaluation. Third, he noted that UIS has agreed to assume a leading role in the formation of such a network. Finally, he stressed the importance of stakeholders working collaboratively and cooperatively in all endeavours.

Given the intense, technical work involved in both creating databases and in monitoring and evaluation, it was suggested that academia/academics could play a pivotal role. Universities in all countries represent repositories of the knowledge and skills needed to assess progress toward the EFA goals. The above-mentioned projects should draw from their expertise. One participant explained that, when examining the work of an education system, the assessment process must go beyond the core curriculum. Today schools teach a rich variety of subject

matter, ranging from life-skills training to gender sensitivity to intercultural education. How will these and other non-traditional topics be assessed?

One delegate shared his country's approach to monitoring and evaluating for EFA. A piecemeal strategy was developed that started in a single province. Later,

other provinces were added. Although tedious, this approach did allow authorities to address technical difficulties before expanding their system. It also helped in the construction of a network within the parts of the country to monitor progress toward the EFA goals. 

# X. Towards Cairo: Preparing for the Sixth High-Level Group Meeting

A brief discussion on this topic was moderated by both Mr Peter Smith and Mr Mark Richmond. Mr Smith expressed to the participants the importance of appropriately framing questions and issues at the High-Level Group meeting (HLG). He reminded all that it was important for the participants to carefully consider the desired outcomes and how, as a collective body, these would be achieved. Mr Richmond, for his part, indicated that the *Global Monitoring Report*, resource mobilization, policies strengthening the prevention and mitigation of HIV and AIDS, and the Global Action Plan will be on the agenda for review at the HLG meeting in Cairo. In addition, literacy may also be given some attention, as follow-up from the 2005 HLG meeting in Beijing. He further commented on the possibility of enlarging the current configuration of the Sherpas Group; an expansion involving more developing countries might prove profitable. Finally, Mr Richmond addressed the sequencing of both the FTI and UNGEI. The possibility exists of sequencing their respective work to coincide with the timing of the HLG meeting.

## Inputs from participants

It was strongly suggested that the issues involving Fragile States, examined earlier at the conference, warranted discussion at the HLG meeting. Teacher training, resource mobilization, and aid effectiveness – to mention three topics – also deserved attention at the meeting.

The short time period between the publication of the *EFA Global Monitoring Report* and the HLG meeting is a problem. For EFA Working Group members, the short time period is not sufficient to prepare strategic options involving a range of issues and concerns. Thus, a suggestion was put forward to re-schedule the HLG meeting later in the year. A participant from a developed country expressed frustration around convincing high-level authorities from his country to attend the HLG meeting. He further speculated whether the agenda for the HLG meeting was relevant to senior figures in his government. He asked, how high is high? In order to attract high-level individuals from the developed world, he suggested including issues involving public finance and teacher salaries on the HLG meeting agenda.

A participant from a developing country articulated an alternative perspective to the point highlighted immediately above. She inverted the scenario by expressing her concern of trying to explain to high-ranking government officials in the developing world why their counterparts from the developed world are continuously absent. If this trend does not reverse itself, attendance by officials from the developing world may very well decline.

Many felt that the presence of additional stakeholders was needed at the HLG meeting. It was noted that efforts at outreach aimed at attracting multilateral agencies and, in addition to education, high-ranking officials from other public sectors are underway. ◇

# XI. Presentation of outcomes

This session provided feedback from the five meetings or workshops held just prior to the Working Group.

## Workshop on Public-Private Partnerships (18 July, 2006)

The workshop aimed at defining how Public-Private Partnerships (PPP) could serve as a catalyst for educational development in the context of the EFA goals. Participants represented diverse sectors: non-governmental organizations, research institutes, government bodies, donor agencies, international organizations and the private sector. The workshop was committed to examining three areas: methodology, raising awareness and facilitation. The following six areas were identified as areas worthy of continued focus:

- Document and analyse PPP models
- PPP execution toolkits and frameworks
- Policy forums and on-line communities
- Define the role of the broker
- Monitoring and evaluation
- Methods for adaptation to policy contexts

The group will follow up on commitments made at the workshop, create an overall schedule of activities that incorporates reports to the High-Level Group meeting and the World Economic Forum annual meeting 2007, and continue with outreach to stakeholders.

## Workshop on Essential Learning Package (17 July, 2006)

The Essential Learning Package (ELP) is a programme involving eleven countries in West and Central

Africa. Its goal is to increase the number of children accessing basic education and to ensure that girls have equal access and opportunities to succeed. Additionally, ELP aims to ensure children receive essential services and supplies necessary for a quality basic education, and to provide teachers, schools, and communities with complementary tools in order to accelerate progress towards the education and the gender MDG.

In terms of progress, the eleven countries have identified and estimated the costs of supplies and services that help facilitate children attending and staying in school. Examples of supplies and services include but are not limited to the following:

- Infrastructure and equipment needs, such as classrooms and walls
- Separate toilet facilities for girls and boys
- Desks and chairs
- Teachers' manuals and lodgings
- Campaign materials to promote education, especially with regard to gender
- Monitoring and evaluation tools

At the ELP meeting, country delegates appealed for support to augment existing resources from the national budgets. Delegates also requested technical support and in-kind inputs from multilateral and civil society groups. In brief, the delegates requested a real commitment from donors to support ELP implementation.

## UNGEI Global Advisory Committee (17 July, 2006)

The representative from the UNGEI Global Advisory Committee discussed the key points for feedback to the EFA Working Group. In all, he reviewed seven points for consideration by the Working Group, including:

- The purpose of the UNGEI partnership is to ensure that gender equality in education is sufficiently prioritized in national and international planning and implementation to achieve the MDGs and the EFA goals;
- The UNGEI partnership will raise the profile of the importance of a long-term commitment to gender equality in education from all development partners and ensure that impact is measured;
- UNGEI is committed to developing and disseminating better information on approaches and tools for integrating gender equality into national level processes;
- UNGEI is committed to full integration into the EFA Working Group and the EFA High-Level Group, and it asks for the endorsement of gender equality as a central part of the programme. In particular, UNGEI welcomes the agreement of EFA-FTI partners on the integration of gender equality in the guidelines document;
- UNGEI is committed to ensuring that at least one UNGEI partner agency will help coordinate support to national government processes to integrate gender equality as part of EFA-FTI endorsement process;
- UNGEI is committed to multi-sectoral strategies that support girls' education; UNGEI partners will engage in country-level processes, including national plans, PRSPs and gender strategies, and work with other groups involved in gender issues to support a multi-sectoral approach;
- UNGEI is committed to encouraging the better use of existing monitoring processes to support the implementation of international legal instruments, such as the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) to monitor progress on girls' participation in education.

## CCNGO/EFA Coordination Group (17-18 July, 2006)

Discussing the engagement of the NGO community to help countries achieve the EFA goals, it was noted

that a new 18-month work plan has been developed to help guide the efforts of the NGO community. Part of the work plan entails launching initiatives that help to give NGOs a more prominent profile with projects and programmes designed to advance EFA. What is more, the group highlighted the increasing progress made by NGOs in the Arab region. However, it pushed for greater attention regarding the Latin America region at forums such as the Working Group on EFA. Collective Consultation of NGOs on EFA (CCNGO/EFA) called for a greater use of information technology throughout the education sector.

## FTI Steering Committee (21 July, 2006)

The Fast Track Initiative (FTI) was launched in 2002. Its objective is to galvanize country reforms and expand donor funding to achieve the MDG and the EFA goal of universal completion of primary education by 2015. To date, the FTI has played a significant role in influencing the process of how donors and countries collaborate and cooperate. The FTI utilizes a results-based model to examine education investments. To date, 54 low-income countries are receiving financial or technical support from the Fast Track Initiative: 20 as fully endorsed partners and 34 through the Initiative's capacity- building fund. Although the FTI is in its early stages, early evaluations have illustrated its impact in several countries. Moving forward, the FTI will focus considerable energy and effort on the following: incorporating larger countries into its framework, integrating quality and improving learning outcomes, and attempting to ensure predictable and long-term financial support for countries on the path toward achieving the EFA goals. ◇

# XIII. Concluding remarks

Each year, new challenges emerge on the path to achieving the EFA goals by the year 2015. Each year for the past seven years, the EFA Working Group has met to confront and overcome such challenges. As a result of the discussions and debates that characterized this meeting, the world is proceeding along the path toward the EFA goals with more confidence.

At this conference, five themes in particular were dominant and warrant a brief review because of their magnitude, complexity and ability to directly impact EFA. First, the issue of the abolition of school fees generated intense discussions amongst the meeting's participants. A policy pushing for the abolition of school fees is not self-contained. Rather, it can serve as the lead policy in a reform package that leads to broader reform throughout an entire education system. Conversely, the elimination of school fees can also place significant strains on an education sector. School fee abolition can dilute educational quality by fostering over-crowded classrooms, a reliance on ill-prepared teachers, and a weakening of school facilities. Thus, a balanced and careful implementation of school fee abolition is called for.

Second, the stubborn problem of child labour continues to wreak havoc on young lives, as well as to inhibit countries from achieving the EFA goals. As one panelist observed, child labour and out-of-school children represent two-sides of the same coin. Children forced to work are the children not attending school. Still more damaging is the gender component of child labour. Too often, girls and female adolescents are forced to toil in occupations such as domestic labour. All stakeholders – from the Global Task Force to governments to the donor community support and implement interventions aimed at eliminating child labour.


Third, education in fragile states was discussed. The fragile state is defined in the following terms: countries where there is a lack of political commitment and weak capacity to develop and implement pro-poor policies. Within the context of the fragile state, the delivery of social services, such as education, is easily compromised. However, the education sector can play a pivotal role in helping to turn around a fragile state. To begin with, a resumption of educational services can help stabilize a fragile state because it signals a sense of governmental legitimacy. Furthermore, stability and normality return through such aspects as the hiring of teachers, the development of curricula and the engagement of communities. It is therefore critical that the donor community provide adequate financing for education in fragile states.

Concerning HIV and AIDS, the education sector has a critical role to play in preventing and mitigating the spread of the epidemic. Integrating sex and gender education into existing education curricula, training teachers in HIV and AIDS awareness, and reducing and eliminating the stigma and discrimination that often accompany HIV and AIDS constitute measures that will help reverse the epidemic. Moreover, governments can use schools to deliver essential social services, such as nutritional programmes, to vulnerable populations.

Perhaps the most damaging crisis looming over the education horizon is the severe shortage of teachers. An additional 18 million primary school teachers will be needed if UPE is to be met by 2015. What is more, the paucity of teachers has caused a drop in educational quality. Governments and schools have been forced to rely on under-qualified and/or untrained teachers to meet their staffing needs. Governments, members of the donor community, and other stakeholders must design

policies that simultaneously attract new teachers while maintaining or boosting educational quality. Increasing the number of teachers and sustaining educational quality represent imperatives if the EFA goals are to be met by 2015.

Finally, three themes were threaded through most sessions of the Working Group meeting: gender, poverty

and donor harmonization are key areas for action in addressing each one of the challenges which the Working Group discussed. For countries to continue to make good progress toward achieving the EFA goals, gender, poverty and donor harmonization demand the utmost attention. 

# XIII. Appendices

## Opening Statement by the Director-General

Distinguished Members of the Working Group,  
Distinguished Guests,  
Ladies and Gentlemen,  
It gives me great pleasure to welcome you to UNESCO on the occasion of this seventh meeting of the Working Group on Education for All (EFA). Allow me to extend a special welcome to those who are with us for the first time. I trust that your stay in Paris will be as enjoyable as it is fruitful.

The Working Group is one of the key international mechanisms of the EFA movement, serving to bring together professionals in the field who share a high level of expertise and experience as well as a strong commitment to the achievement of the EFA goals. In my convening role, I am pleased that the Working Group is now an established annual forum for debating emerging concerns and taking stock of important trends and developments related to EFA. This meeting's agenda is linked to some of the major outcomes of the High-Level Group meeting held in Beijing last November and has been shaped by extensive consultations with our partners. It seeks to provide greater voice and representation to developing countries.

I am delighted to note the broad nature of participation in this meeting, both in terms of geographical spread and institutional diversity. This exemplifies the many necessary connections between education and wider processes of development, including links with the Millennium Development Goals.

In this regard, it should be noted that the 2005 World Summit gave a privileged place to EFA in its outcomes document. Furthermore, the UN Development Group Action Plan on the Millennium Declaration, the MDGs and other International Development Goals, 2006-2008, makes reference to the EFA Global Action Plan as a framework for collaborative action in education that is in line with wider development strategies. This Plan, which UNESCO is developing with the four other convening agencies of Jomtien and Dakar, embodies principles that are attuned to the direction of change and improvement occurring within the United Nations system, such as greater coherence and complementarity among agencies. Indeed, the Plan seeks to provide a sectoral platform in education for translating these principles into practice.

I would like to draw your attention to two significant recent developments regarding the Global Action Plan. On 12 July, in the context of the UNDG Principals' meeting in Geneva, I had discussions on the Global Action Plan with the heads of UNDP, UNFPA and UNICEF along with Ms Ruth Kagia, Chief, Education Sector, representing the President of the World Bank. As a result of these discussions, which I had been asked to arrange by UNESCO's Executive Board, the five EFA convening agencies reached agreement in principle to continue to work together on the Plan. Conceiving of the Plan as a platform for collaboration and enhanced action in support of national efforts to achieve the EFA goals, the

agencies agreed that a more fully developed version would be presented to the next meeting of the High-Level Group in Cairo, Egypt, on 14-16 November 2006.

The second significant event was the G8 Summit in St Petersburg, to which I was invited. The G8 leaders had a discussion amongst themselves on Sunday 16 July, which led to the adoption of the education document entitled *Education for Innovative Societies in the 21st Century*, which contained a reaffirmation by G8 leaders of their commitment to EFA. This document also specifically welcomed 'UNESCO's efforts to finalize a Global Action Plan to achieve the EFA goals and provide a framework for coordinated and complementary action by multilateral agencies in support of country-level implementation'. The G8 leaders called upon UNESCO and the other EFA convening agencies 'to support harmonization and alignment with national priorities, plans and targets and to utilize each organization's unique capacities to eliminate duplication of effort and increase efficiency.' The G8 leaders also expressed their continuing support for an effective implementation of the Fast-Track Initiative (FTI).

In the Summit session on Monday 17 July, I had the opportunity to address the G8 leaders. In my remarks, I stressed that developing countries themselves must increase the amount of domestic resources devoted to basic education but I pointed out that the financial gap that exists, which has been estimated to be \$12 billion annually, cannot be filled entirely by domestic funding. I therefore highlighted the need for further international efforts to address the financial gap facing EFA. Those international efforts have recently risen to \$4.4 billion a year but that still leaves an estimated \$7.6 billion to be found annually. I also emphasized the particular needs of sub-Saharan Africa and called for commitments made by donor countries to assist that region to be fulfilled.

Clearly, the G8 Summit in St Petersburg gave real focus to EFA and expressed strong interest in the efforts associated with the Global Action Plan to create a more coherent, coordinated and effective approach among the main EFA partners. That work must continue in earnest in the months ahead so that an improved document can be presented to the High-Level Group in November.

Ladies and Gentlemen,

Earlier this year, we also witnessed another important initiative with implications for EFA. The Abuja Conference on Financing for Development in May, which Assistant Director-General for Education Peter Smith attended, was a further significant step forward

in structuring the new aid architecture based on mutual commitment. The call for a 10-year planning horizon in twenty African countries is a considerable challenge, one that should not be rushed into in an under-prepared way.

The outworkings of the Gleneagles pledges, the soon-to-be established UNESCO working group on debt swaps for education, and the expansion of FTI will also move the EFA agenda forward considerably. In regard to last point, I would like to extend a special welcome to Mr Desmond Bermingham, a familiar face but now here for the first time in his new capacity as Head of the EFA-FTI secretariat.

I have been heartened to note recent pledges of increased financial support to EFA on the part of some donor countries. These are significant developments which serve to increase political momentum on a broad front and set the stage for greater efforts as we look towards the approaching target date of 2015.

I would urge us to maintain a focus on the importance of the partnerships which we reinforce through occasions such as this. Over the past year, we were pleased to further strengthen our partnership with civil society and particularly with the Global Campaign for Education, in the EFA Global Action Week whose success in mobilizing popular support for EFA was once again outstanding. The meeting yesterday on public-private partnerships further develops collaboration which, not so long ago, hardly seemed feasible. The principle that effective partnerships take time and hard work is one we should keep in mind.

The over-arching purpose of this Working Group is to examine from different perspectives some of the major obstacles to achieving EFA and to use our collective expertise, experience and resources to assist developing countries in overcoming these in a systematic and coherent manner. Together you will examine issues of the abolition of school fees, the elimination of child labour, the educational response to HIV and AIDS, and the delivery of education in fragile states. Permit me to say a word on each of these.

We now have several years of experience, in a number of contexts, of the impact of abolishing school fees at the primary school level. Huge increases in enrolment, including among girls, have demonstrated just how high a barrier school fees have been. At the same time, such increases have exerted much pressure on teaching and infrastructure and thus on the quality of learning and on resources. I hope that your deliberations will sketch out a way forward in maintaining the obvious

benefits of this measure while supporting countries to deal effectively in the long-term with some of the negative consequences.

Child labour is an abiding and stubborn problem. I am encouraged that, following the EFA High-Level Group meeting in Beijing last November, international energies to tackle this issue will be channeled and harmonized through the new mechanism of the Global Task Force on Child Labour and EFA. This issue is large and complex in character; I wish the Global Task Force every success in its endeavours.

It is the second time that the Working Group has devoted a session to HIV and AIDS. On the first occasion, in 2003, the discussion centred on the linkages and mutual impacts between the epidemic and education, and so it is timely now to examine how the education sector, at country level, can best respond in a comprehensive manner. I will be particularly interested to learn of your ideas about how to get the best results from both formal and non-formal approaches and how to embed HIV and AIDS awareness-raising and prevention throughout the education system.

We are only too well aware, in our inter-connected world, how conflicts and natural disasters inflict enormous damage on development processes and systems of governance that are so essential to stable progress. In states which, as a result, are often termed 'fragile', the international community must determine how best to address not only the short-term restoration of services, but also the much longer-term and more complex re-building of institutions. Recent work on this topic will inform your discussions, as will the key contributions of those who struggle daily towards a steadier and more even path of development.

After discussing the recent UNESCO Institute for Statistics report on teachers and assessing its implications for achieving adequate teacher numbers on the ground, the penultimate session of your deliberations will focus on the EFA Global Action Plan which, as I mentioned earlier, now has broad support. I am very much looking forward to the suggestions and recommendations you may make concerning the implementation of the Plan as an instrument for more coordinated action, particularly at country level. The Plan is a work in progress, and so your inputs will be most valuable in moving to the next stage of putting it into operation.

This meeting of the Working Group is also called upon to reflect on the timing of future meetings.

A re-sequencing has been proposed that would see the Working Group taking place after the publication of the *EFA Global Monitoring Report* in order to better debate its messages, and in order to prepare the High-Level Group agenda with the Report's findings in mind. Following a meeting of the Sherpas group this evening, you will discuss the agenda and expected outcomes of the forthcoming High-Level Group meeting in Cairo in November hosted by the Egyptian Government.

As agreed in Beijing, the High-Level Group will be preceded by annual review meetings of the FTI and the United Nations Girls' Education Initiative (UNGEI), the outputs of which will feed into the relevant sessions of the High-Level Group. This would ensure better integration of these important initiatives with the broader EFA agenda. Please note that the special focus of the next edition of the *Global Monitoring Report* will be upon early childhood care and education, which will be an important theme for our meeting in Cairo.

I would also like to point out that, alongside the comprehensive EFA progress review which the 2008 *Global Monitoring Report* will present, UNESCO will coordinate over the coming two years a Review and Stocktaking of EFA Progress (RASEP) at national level, with a strong capacity development component. This aims to improve the inputs into national policy formulation.

Ladies and Gentlemen,

The Global Action Plan constitutes an element of the reform of UNESCO's Education Sector which is now in the initial stages of implementation under the leadership of Peter Smith, the Assistant Director-General for Education. EFA is a fundamental parameter in shaping the reform which, I believe, will put UNESCO in a better position both to fulfil its EFA coordinating responsibilities as well as to bring a sharper focus to its own programme work.

Before I close, I would like to say how pleased I am to welcome Mr Ad Melkert, Associate Administrator of UNDP – by video recording – and Ms Rima Salah, Deputy Executive Director of UNICEF, to this opening session. Their participation demonstrates once again our common commitment to see the EFA goals achieved through strong partnerships and effective collaboration in the context of the MDGs and the wider development agenda. It is important for us to continue to give high priority to UNGEI as a means for achieving gender equity and equality by 2015.

Finally, I am glad to observe that this week is a good illustration of UNESCO exercising its convening role to bring together a range of institutional and individual expertise to examine a number of EFA challenges in a spirit of shared commitment and joint action. For many of you, this is, then, a very intensive time of interaction, listening, sharing and learning. This is as it should be. The EFA challenge is still enormous – it is multi-faceted

and complex. It requires our greatest energies and our most creative thinking. We who already enjoy the benefits and fruits of education – all of us here today – must devote ourselves, to the best of our ability and out of fundamental human solidarity, to the achievement of quality basic education for all, for which millions are still waiting.

Thank you very much.



# Agenda of the Meeting

The Working Group is a post-Dakar coordination mechanism that brings together a wide range of participants including countries, development banks, NGOs and the private sector, as well as multilateral and bilateral organizations. Its function is professional and consultative, providing a forum for exchange and discussion of EFA experiences in-country, regionally, from the perspective of international organizations and for recommending concrete actions. It creates and reinforces partnerships, and ensures linkages between the programmes and initiatives of different partners in the follow-up to the six Dakar goals. The Working Group prepares the annual High-Level Group on Education for All.

Taking place as it does in the context of the implementation of the Global Action Plan developed by UNESCO with the convening agencies of Jomtien and Dakar to achieve the EFA goals, this seventh meeting will endeavour to promote policy and research agendas with a view to addressing major obstacles to EFA and ensuring that each EFA partner delivers effectively on its mandate and commitments. In the light of the Beijing High-Level Group Communiqué, the agenda addresses key challenges to accelerating EFA progress. The meeting seeks to explore the way forward, with a strong focus on in-country situations.

## *Expected outcomes*

The Working Group will seek agreement on:

- ▷ Strategies for coordinated application of the Global Action Plan to achieve the EFA goals;
- ▷ The agenda of the Cairo High-Level Group meeting (6th HLG, 14-16 November 2006);
- ▷ The initial plans of the Global Task Force (GTF) on Child Labour and EFA;
- ▷ Strengthening alliances for the abolition of school fees and providing long-term support to countries;
- ▷ Comprehensive national educational responses to the HIV and AIDS epidemic;
- ▷ Effective approaches to improving education service delivery in fragile states.
- ▷ Mobilizing resources for EFA in line with the Gleneagles commitments.

## Wednesday, 19 July 2006

9.30 - 9.40 am	Opening Statement: Mr Koichiro Matsuura, Director-General, UNESCO
9.40 - 9.50 am	Partnerships for results in Basic Education and Gender Equality: Ms Rima Salah, Deputy Executive Director, UNICEF
9.50 – 10.00 am	Keynote Address on EFA and the MDGs (video recording): ‘Acting on the 2005 World Summit Outcomes’: Mr Ad Melkert, Associate Administrator, UNDP
10.00 – 10.15 am	Overview of Agenda and Outcomes: Mr Peter Smith, Assistant Director-General for Education, UNESCO
10.15 – 10.30 am	Coffee break
10.30 am-1.15 pm	Session 1: Abolition of School Fees: Implications for Education Sector Reform and Resource Mobilization Moderator: Mr Mark Bray, Director, IIEP (UNESCO)
	◇ Mr Cream Wright, Global Chief, Education Section, UNICEF: ‘Sector Reform for EFA by 2015: School Fee Abolition as a Driver for Change’.
	◇ Mr George I. Godia, Education Secretary, MOE, Kenya: ‘School Fee Abolition in Kenya: Coping with Rapid Expansion’.
	◇ Mrs Festina Bakwena, Permanent Secretary, MOE, Botswana: ‘Revisiting the School Fee Abolition Policy in Botswana’.
	◇ Mr Richard Arden, Head of Education, DFID, United Kingdom: ‘Mobilizing Resources to Support Countries who commit to the MDGs and School Fee Abolition’.

*The Beijing Communiqué recommended that ‘countries should work with EFA partners to progressively remove both formal and informal school fee barriers, so as to enable all children, and in particular girls, to attend and complete primary schooling by 2015 ... In order to improve their capacity to maintain quality while absorbing the impact of enhanced enrolments, FTI and EFA partners will need to give prompt and long-term support to Governments of developing countries that take these bold initiatives’. This session will focus on the global debate on the abolition of school fees. Based on lessons learned and experiential knowledge, it will explore how countries can attain the EFA goals through demand-driven education reforms. The session will also discuss means of ensuring that countries committed to abolishing school fees receive adequate technical and financial support to manage the corresponding increased demands on their education sector and stabilize more equitable and sustainable education systems. How best can these countries be helped to offset loss of revenue and make the investment necessary to maintain and improve the quality of education?’*

### Discussion on Abolition of School Fees

1.15-2.45 pm	Lunch
2.45-4.45 pm	Session II: Reaching the EFA Goals: Overcoming Child Labour to achieve EFA Moderator: Mr Kari Tapiola, Executive Director, ILO
	◇ Mr Kailash Satyarthi, Chairperson, Global March Against Child Labour: ‘Child labour as an obstacle to achieving Education for All and the Global Task Force’
	◇ Mr Nurettin Konakli, Head of Board of Strategy Development, Ministry of National Education, Turkey: ‘Combating rural child labour through education’
	◇ Ms Froh Belfakir, Chief of the Division for Women and Childhood, Secretariat of State for Family, Childhood and Handicapped Persons
	◇ Mr Hussein Oujour, Director in the Secretariat of State for Non-Formal Education and Literacy Programmes, Ministry of Education
	◇ Mr Abdelaziz Addoum, Director of Labour, Ministry of Employment and Vocational Training, Morocco: ‘Addressing Girls’ Domestic Labour through Education: The Experience from Morocco’

*The international community’s efforts to achieve EFA and the progressive elimination of child labour are inextricably linked: On the one hand, child labour is a major obstacle to achieving the EFA goals; on the other, education is key to the prevention and elimination of child labour. This has been reflected in the work of successive Inter-Agency Round Tables organized by the ILO, UNESCO, UNICEF, the World Bank and the Global March Against Child Labour, from which emerged a Global Task Force (GTF) on Child Labour and EFA at the November 2005 EFA High-Level Group meeting in Beijing. This session will be the launching pad for the GTF. Information on its rationale, terms of reference and membership will be shared, with a view to mobilising support for its work. Participants will discuss proposed GTF joint initiatives, as well as examples of national action to tackle child labour.*

Discussion on Child Labour and EFA  
6.30-8.00 pm Reception hosted by UNESCO

## Thursday, 20 July 2006

- 9.00-11.00 am: Session III: Improving Education Service Delivery in Fragile States: Reducing Fragility and Adopting Sustainable Approaches  
Moderator: Mr Desmond Bermingham, Head of FTI Secretariat.
- ◇ Ms Pauline Rose, University of Sussex Institute of Education: 'Approaches to improving the delivery of educational Services in difficult environments where both capacity and will are weak'.
  - ◇ Mr Pierre Gambembo, DRC: 'Adopting a pro-poor approach to educational service delivery while addressing the structural causes of fragility'.
  - ◇ Mr Wilson Fritz Saint Fort, Haiti

*How can education service delivery reduce state fragility? The presentation will cover the approaches reviewed in the OECD/DAC Fragile States Group work on education, health, water, security and justice, focusing on the recent education sub-group report. The FTI Fragile States Task Team pilot approaches will also be discussed and the group will review some of the major challenges facing development agencies: risk vs rights. Panellists from three countries will offer reflections on their experiences with external partners. The expected outcomes of the session include gaining better understanding of how to improve education service delivery interfaces in challenging contexts.*

### Discussion on Education Service Delivery in Fragile States

- 11.00-11.15 am Coffee break  
11.15am-1.30 pm Session IV: Response to HIV and AIDS: The Role of Education in Prevention and Mitigation  
Moderator: Dr Barbara de Zaluondo, Associate Director for Epidemic Monitoring and Prevention, UNAIDS
- ◇ Ms Mary-Joy Pigozzi, Senior Vice-President, Academy for Educational Development (AED) and former UNESCO Global Coordinator for HIV and AIDS: 'Session overview and introduction: A comprehensive education- sector response to HIV and AIDS'
  - ◇ Prof. David Plummer, University of the West Indies (UWI) and UNESCO-Commonwealth Chair on Education and HIV/AIDS: 'Education sector barriers and opportunities for engaging in national AIDS responses: the Caribbean perspective'
  - ◇ Ms Margaret Wambete, Co-Founder and Chairperson, Kenya Network of Positive Teachers (given in absentia by Mr Mark Richmond)
  - ◇ Mr Im Sethy, Secretary of State, MoEYS, and Chairman of the Ministry's Interdepartmental Committee on HIV/AIDS (ICHA), Cambodia: 'Building Cambodia's Education Sector Response to HIV and AIDS'
  - ◇ Mr Paramente Phamotse, Chief Education Officer – Primary, Ministry of Education and Training, Lesotho: 'A comprehensive educational approach to prevention, care and support'.

*The AIDS epidemic is increasingly recognized as one of the most serious threats to ensuring sustainable quality education and achieving EFA. Education has a vital role to play in national responses, both in preventing HIV and in mitigating the effects of HIV and AIDS on individuals, families, communities and nations. In order for the education sector to fulfill its maximum potential, its strategy on HIV and AIDS must be embedded in a sector-wide approach. It should cover content, curriculum and learning materials, educator training and support, policy management and systems, ensuring quality and the full utilization of approaches and entry points, both formal and non-formal. This session will stress the need for comprehensive commitment by the education sector and highlight the timeliness of intensified action based on recent assessments made by more than 70 countries of their education sectors' readiness to respond to the epidemic.*

- Discussion on Education Sector Response to HIV and AIDS  
1:30-2:45 pm Lunch  
2.45-4.15 pm Presentation and discussion of the recent UIS report on Teachers and Educational Quality: Monitoring Global Needs for 2015 in the context of looming teacher shortages across the world.

Moderated by Mr Peter Smith, Assistant Director-General for Education, UNESCO

- ◇ Mr Albert Motivans (Senior Programme Specialist, UIS)
- ◇ Mr Georges Haddad (Director, Division of Higher Education, UNESCO)
- ◇ Mr Wouter van der Schaaf, Coordinator, Campaign Unit, Education International

4.15-4.30 pm

Coffee break

4.30-6.00 pm

Session V: Strategies for Making the EFA Global Action Plan Operational

Moderator: Mr Peter Smith, Assistant Director-General for Education, UNESCO

- ◇ Mr Robin Horn (World Bank)
- ◇ Mr Cream Wright (UNICEF)
- ◇ Ms Arletty Pinel (UNFPA)
- ◇ Ms Radhika Lal (UNDP)
- ◇ Mr Gorgui Sow (CCNGO/EFA)

*The EFA Global Action Plan highlights processes and areas of action undertaken by international EFA partners in support of national efforts to achieve the EFA goals. Continuous dialogue among partners will ensure that their contributions and agendas are complementary and mutually supportive. This session will explore effective approaches and strategies to ensure coordinated application of the Global Action Plan in countries.*

Discussion on Strategies for making the EFA GAP operational

## Friday, 21 July 2006

8.30-9.15 am

Presentation by Mr Nicolas Burnett, Director, Global Monitoring Report Team, on the 2007 EFA Global Monitoring Report and future reports.

Presentation by Mr Asghar Husain, Director, Division of Educational Policies and Strategies, UNESCO, on the Review and Stocktaking of EFA progress (RASEP) 2007-2008.

Discussion

9.15-10.00 am

Preparing the Sixth High-Level Group meeting: Mr Peter Smith, Assistant Director-General for Education, UNESCO.

10.00-10.15 am

Coffee break

10.15-11.30 am

Presentation of Outcomes:

- ◇ Workshop on 'Public-Private Partnerships for EFA' (World Economic Forum)
- ◇ Workshop on 'Essential Learning Package' (UNICEF)
- ◇ UNGEI meeting (UNICEF)
- ◇ Meeting of the Coordination Group of the Collective Consultation of NGOs on EFA (CCNGO/EFA)
- ◇ Brief progress report on the Fast Track Initiative (FTI)

11.30-11.45 am

Concluding remarks: Agreement on the Way Forward

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