



Achieving Education for All (EFA)

The Role of the Global Action Plan

Mark Bray
UNESCO

Two Milestone Events



- **1990:** World Conference on Education for All, Jomtien, Thailand
- **2000:** World Education Forum, Dakar, Senegal



6 EFA goals adopted in Dakar



To achieve by 2015:

1. Expanded and improved **early childhood** care and education
2. All children complete free and compulsory **primary education of good quality**
3. Learning needs of all **young people and adults** are met

6 EFA goals adopted in Dakar



4. 50% improvement in **adult literacy**
5. Eliminate **gender disparities** in primary and secondary education by 2005, and achieve gender equality by 2015
6. Improve all aspects of **quality of education** and ensuring excellence of all



**The goals are therefore
both broad and
ambitious**

**with a particular focus
on equity rather than
elitism**

How much progress?



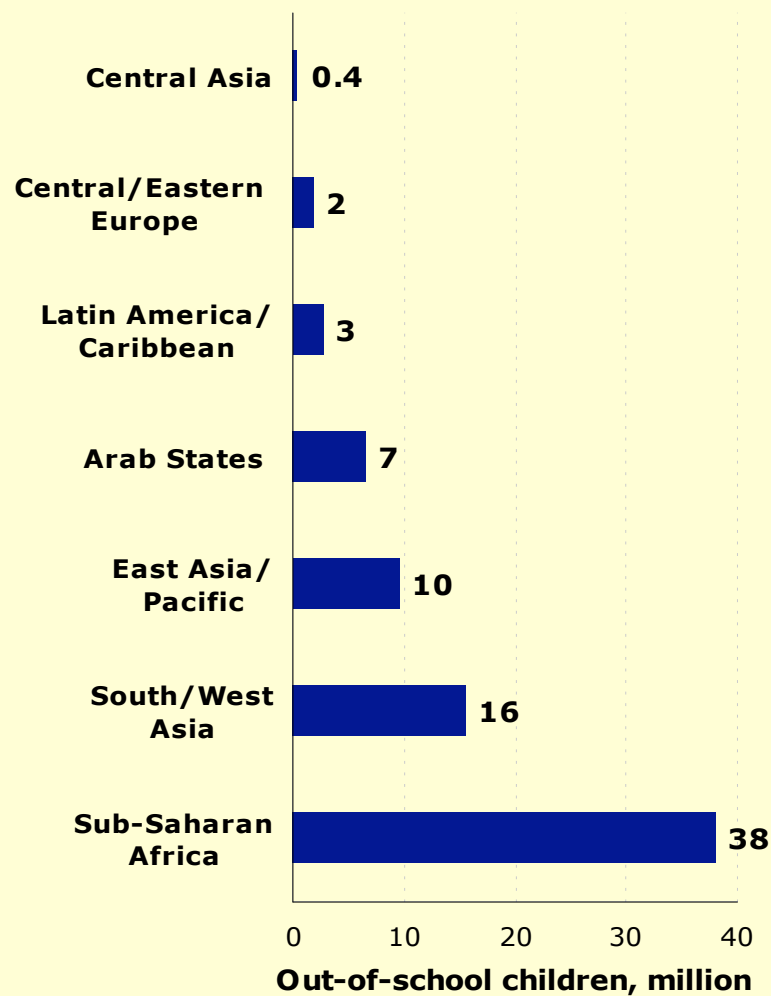
Big strides

- **Pre-primary spreading**
but slowly
- **Number of primary-school-age children**
fell by 21 million between 1999 and 2004
but 77 million still out of school
- **Progress towards gender parity**
but 2005 target not achieved



- **One fifth** of the world's adult population – 771 million people – **remains illiterate**
- 86 countries are at risk of **not achieving gender parity** even by 2015

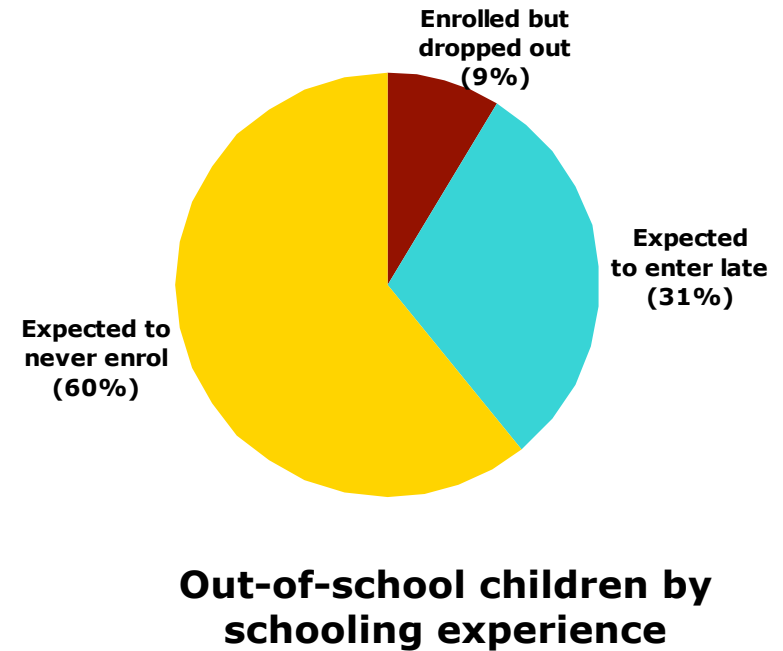
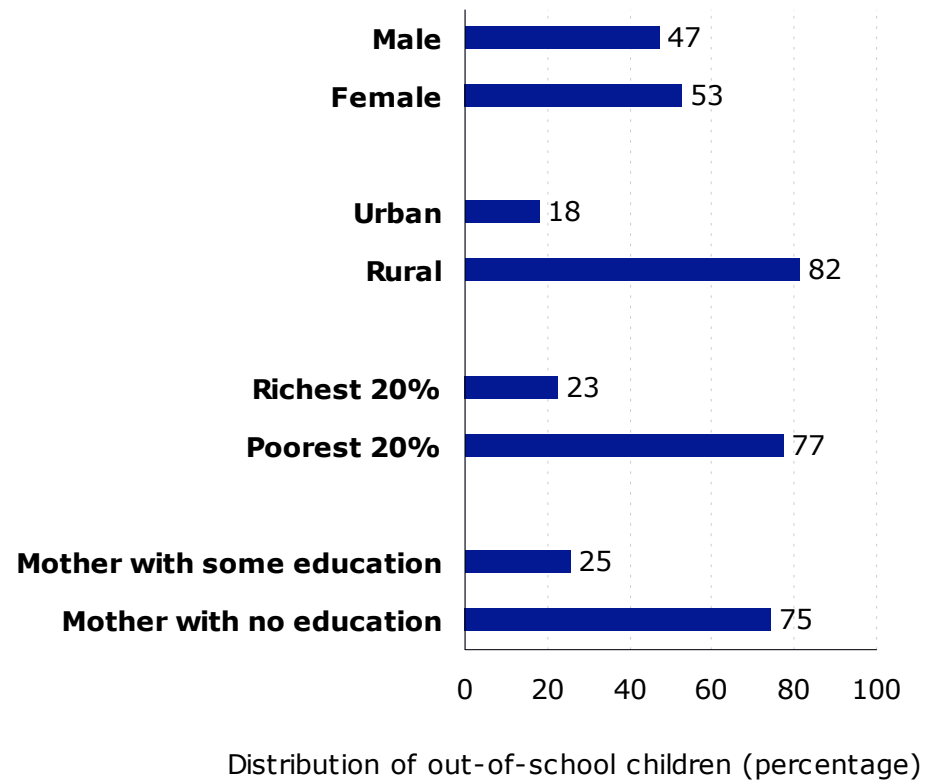
77 million children still not in school



- Half in sub-Saharan Africa
- One-third in India, Nigeria, Pakistan, and Ethiopia
- Drop of 20 million since 1999, mainly in South Asia

Who is out-of-school?

Rural, poor, uneducated mother



Why a Global Action Plan?



- Framework for cooperation among international EFA partners
- Division of responsibilities among EFA convenors
- Harmonisation of action in key areas of support
- More focused strategies



Strategies include recognition that



- Low enrolments may reflect low demand for education as well as inadequate supply
- Policies must tackle relevance, household costs, and usefulness of school qualifications in the labour market
- Different strategies are needed in different settings

The Plan is:



- **a platform** for international cooperation, showing areas of action and responsibility
- **a reference point** for coordinated action at national level among EFA partners, so that support to national leadership is relevant, effective and efficient



What kind of coordination?



Six key areas:

- Promoting national leadership
- Capacity development
- Communication and advocacy
- Resource mobilisation
- Effective use of aid
- Monitoring and evaluation

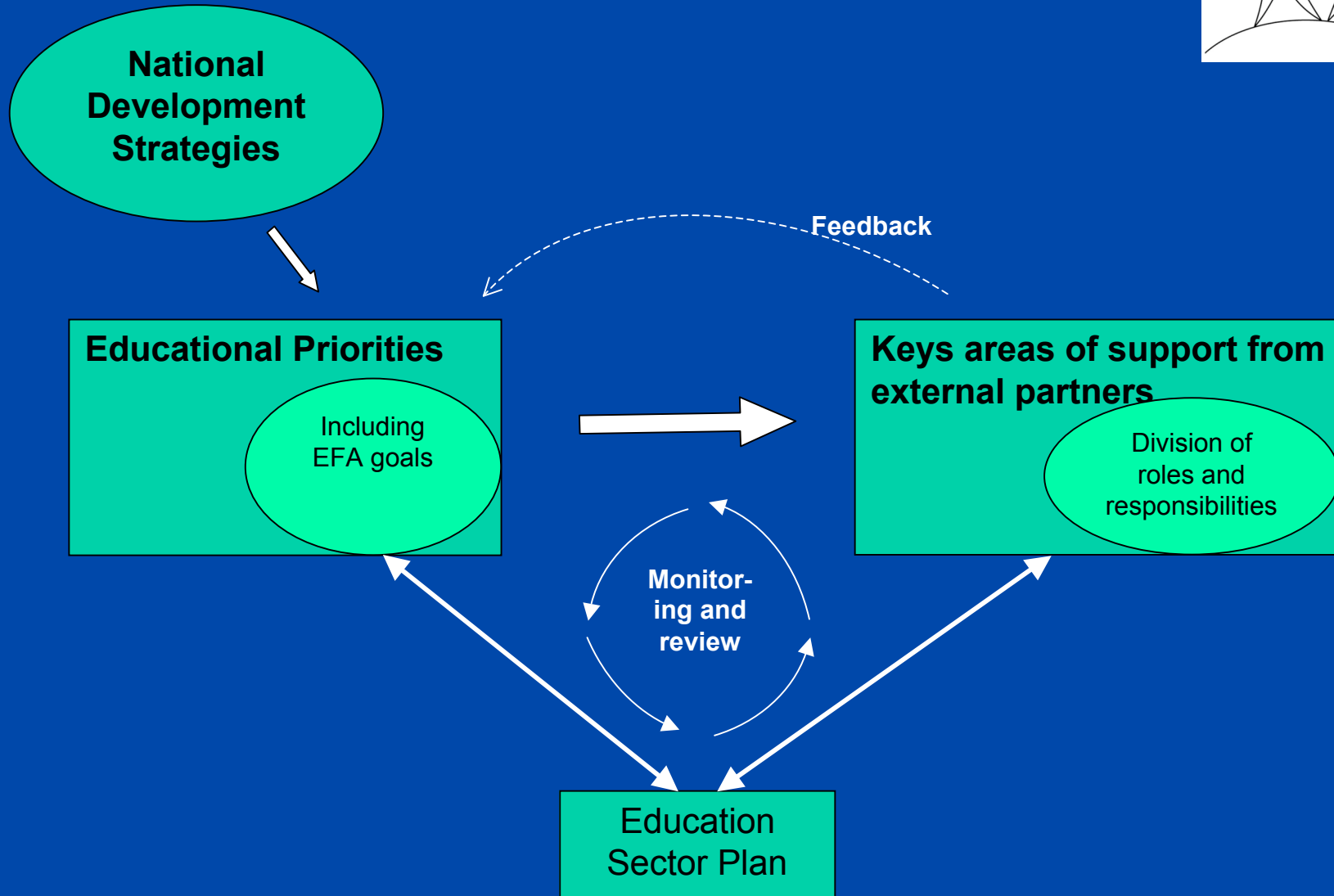


Coordination around the national education sector plan



- One country, one plan
- EFA within the education sector
- Collective input and ownership
- Government-led

Linking the processes



What will be needed?



- **Keeping EFA on the agenda – advocacy**
- **Active participation and networking**
- **Agreement around priorities and responsibilities**
- **Harmonisation of procedures and messages**
- **Two-way communication: nationally and internationally**

Implications for this Conference



1. Focus on specific sectors should be within the **broader context**, which shapes
 - Government policies
 - Household responses
2. Education for the **marginalised** is **as important** as education for the elite



Further information:

www.unesco.org

