

DRAFT DAKAR FRAMEWORK FOR ACTION
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EDUCATION FOR ALL: MEETING OUR COMMITMENTS.

INTRODUCTION

Preamble:

Learning, or ‘the treasure within’, is the product of open and diversified access to knowledge and experience. The capacity to learn is at the heart of human development. At its most fundamental, learning is the foundation for enlightened existence and the sustenance of all livelihoods. Equal opportunities for learning are indispensable if development is truly to be broadbased and sustainable, and if the enormous future costs of exclusion from such opportunities are to be avoided.

We are now at the close of a decade in which social aspects of development have re-emerged alongside economic considerations as equally crucial elements of national policy. It is now recognized that access must be assured to a constellation of basic social services, especially (but not limited to) education and health, if development is to be equitable, peaceable, and durable. In recent years, advances in medical, communication and engineering sciences have widely enhanced longevity and livelihoods, and improved global networking and interaction. Great opportunities present themselves for unprecedented knowledge sharing and learning at all levels.

Yet endemic, persistent poverty and gravely unequal distribution of wealth across all regions are among the uneasy legacies we and our children inherit as we cross the uncertain threshold from one century to the next. As people are drawn inexorably to metropolitan centers, rural-urban gaps widen. Information technologies threaten to divide societies into those who use them, and those who for various reasons, do not. Gender disparities still prevail. Preventable health problems adversely affect school attendance and learning. Entire subregions continue to fall behind. Sub-Saharan Africa has made the slowest progress, with increasing numbers of children out of school, thus reinforcing poverty and threatening development at all levels.

Faced with these realities, the international community, through a series of global conferences, has committed to poverty eradication as the highest priority, and as a necessary condition for desirable future development, with universal access to, and participation in high quality basic education as a primary means to fulfil this commitment.

The 1990 World Conference on Education for All, in Jomtien, Thailand, defined basic learning as

‘ essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.’

Ten years later, this definition, and the commitments surrounding it, still stand as a sobering, urgent challenge to the world community. Much of the promise of Jomtien remains unfulfilled, and by a wide margin. Millions remain untouched by its optimism.

Yet the continuing relevance of the Jomtien Declaration is clear today. The message is in no way diminished. Access to and learning from basic education of good quality, leading to literacy, problem solving, and other basic competencies and skills are increasingly necessary for sustainable livelihoods everywhere. Early and continued access to reputable, current knowledge bases is now essential for informed decision-making in today’s complex and information-centred world. Education deficits moreover work as a brake on all forms of development - social, economic and cultural - through deprivation, and by fostering exclusion and reducing human capacity. The distribution of educational opportunity has an ever more powerful bearing on poverty, health, livelihood, and the distribution of income.

What is primarily needed therefore is to meet commitments already made at Jomtien by the world community. There is no disagreement that education for all is pivotal in addressing deepening poverty, sustaining socio-economic progress, and honoring the rights of every person. Lacking are the necessary resources and political will. It is now clear that accelerated progress is imperative towards meeting Jomtien’s commitments if countries are to realize their shared human development aspirations.

This Framework is proposed for country and regional consideration and review. It takes the first steps in outlining a prospective, collaborative agenda for action which acknowledges Jomtien's pioneering vision, pledges to carry on the vital task of keeping our word, and lays out guiding principles, specific goals and targets - notably universal, free primary education by 2015 – which are affordable, and achievable. The focus of the Framework is on ways in which countries, districts, municipalities and communities can work with civil society, as well as with international organizations, to realize their own objectives for meeting basic learning needs. While it focuses on basic education in the widest sense as defined at Jomtien, this agenda goes well beyond just a purely educational constituency reaching out to health, labour, finance, environment, and social welfare ministries, as well as to civil society, the private sector, and the international community. It seeks to draw together approaches to toughening national and international political commitments within the wider context of civil society participation and governance at all levels, and in a gender-balanced, rights-based structure. It presents elements of a new global compact and action plan to bring greater coherence and strategic direction to the work of governments, funding agencies, and the wider international community, including strengthening regional institutions. It also addresses the need for greater accountability, and more routine, transparent and participatory monitoring of basic education efforts.

Background

During the decade since Jomtien, a succession of global conferences and reports on social development - many of them on education – have given new intensity to assurances that equitable, and continuous learning processes are indispensable for sustainable human development. These include most notably, the World Summit for Children, Copenhagen, Beijing, Cairo and Hamburg. In light of this steady emphasis on social issues, it takes courage on the part of all nations to readdress the Jomtien commitments in Dakar. However, it is now starkly evident that failure to quicken the pace of progress towards Jomtien goals will have predictably grave consequences for peace, stability and prosperity everywhere. The stage is now set for a stronger, more action-oriented approach to country initiatives for basic education, with international support, reset within the circumstances and imperatives of the new millennium.

Jomtien, for the first time, focused world attention on the basic learning needs of neglected majorities, and on learning achievement rather than on mere attendance. Education today is characterized as an expression of affection for children and young people, as a welcoming gesture in acknowledgement of their rightful expectations of a beneficial societal inheritance. The views and voice of every **child must** be expressed, and listened to. Correspondingly, the needs of **young people and adults** for continued access to adaptive basic learning opportunities must also be heeded, in restless anticipation of the demands of tomorrow's livelihoods.

The ten articles of the Jomtien Declaration shine like beacons, illuminating the social landscape: i) meeting learning needs at their most basic levels; ii) maintaining an expanded vision, surpassing current and conventional delivery systems; iii) universalizing access and promoting equity; iv) focusing on learning acquisition; v) broadening means and scope of basic education; vi) enhancing the environment for basic learning; vii) strengthening partnerships; viii) providing supporting policy contexts; ix) mobilizing resources; and x) strengthening international solidarity around the Jomtien goals.

While it set only illustrative targets, the Jomtien Declaration explicitly committed all participants to 'act cooperatively through [their] own spheres of responsibility, taking all necessary steps to achieve the goals of education for all'. In particular, the four core sponsors affirmed their commitments to supporting the eight priority areas for international action outlined in Paragraph 45. At the conclusion of the Declaration is the sentence: 'This is the foundation of our determination, singly..and together, to ensure education for all'. At the center of this overall commitment stands **the universal right to education for all**.

Nations now recognize that education is not only a right in itself, but also unlocks other rights, in that an educated population is better equipped to understand, interpret and foster its rights. The Jomtien Declaration forcefully reasserted this right to education at the beginning of the 1990s decade. With the exception of only two countries, all are party to the Convention on the Rights of the Child, and therefore obligated to fulfill each child's right to education. This Convention's Foundation Principles also require States to eliminate all forms of discrimination and exclusion in education, promote the best interests of the child, ensure the indivisibility of rights related both to survival and development, and promote the greater participation of children in decisions affecting their lives. Many countries also have endorsed international agreements on gender equality, and elimination of child labour. Basic education, as envisioned at Jomtien, is a fulcrum around which widespread achievement of these and other social commitments can be levered.

Moreover, since Jomtien, other sectors, and other fora, notably (Cairo and Copenhagen) have re-emphasized the importance of education for girls and women. Though great strides have been made, the majority of children (almost

two-thirds) who are denied their right to an education still are female. Girls' education is also extensively documented as an investment that, overall, has the largest returns for economic development, yet resources are not being well used because girls and women do not benefit from it. Of the 52 countries with a gender gap in the primary Net Enrolment Rate (NER) of 5% or more, 47 have a gender gap that disadvantages girls. Where girls do complete a primary education, there is often a large gender gap in the transition rate to secondary school. Female literacy rates continue to lag behind those of their male counterparts. When combined with structural and other factors such as poverty (especially in rural areas and shanty towns), disability, minority status, violence against girls and women, malnutrition, rapidly changing social systems, or HIV/AIDS risk, girls are systematically more disadvantaged than their male counterparts solely on the basis of discrimination by gender. Until all girls are fully enrolled and achieving a quality education along with their male counterparts, their fundamental human rights are denied and the pre-conditions for overall sustainable human development are unfulfilled. Furthermore, problems such as the financial and humanitarian crises threaten to reverse the few hard-won gains in girls' education.

So, although education stands high on rhetorical agendas of governments, commitments made at Jomtien by 155 countries remain highly visible, but significantly unmet. More children are in school than ever before, and opportunities to improve livelihoods more dependent on education. Yet in many countries, primary enrollments are dropping, basic education expenditures falling, teachers often poorly qualified, facing low pay and deteriorated infrastructures, with quality, as a consequence, disappointingly inferior. Some 100 million children aged 6-11, most of them girls remain out-of-school. A further 150 million, including adolescents, have dropped out without acquiring basic levels of literacy. This is not just a developing country issue. One in five adults in industrialized countries cannot read or write a simple text.

Entire subregions in the developing world are severely constrained by lack of education. Extrapolating from current statistics, Sub-Saharan Africa will account for around three-quarters of all children not enrolled in school by 2015. An additional 22 million children will have to be enrolled throughout this sub-region in order to achieve universal primary enrollment by 2015. *[these #s will be revisited in light of the EFA 2000 assessments at country level]*. Natural disasters can decimate resources and infrastructures, especially where vulnerable populations are highly concentrated. The impacts of HIV/AIDS on educational human resources, life expectancy, and financial and institutional bases are truly menacing. In some school districts, seven out of eight children have lost one or both parents to AIDS, and where teachers' causes of death are known, 80% are reported as due to AIDS.

Moreover, in almost all countries worldwide, significant numbers of citizens remain excluded, from a chance to successfully complete basic education. The gender gap remains a serious barrier in many countries, as do continued disparities between those living in poverty and the relatively affluent. Tolerance between different social and cultural groups within national boundaries is often tenuous. Intra-national conflicts are increasingly tearing at the fragilely woven fabric of nations. When this century began, civilian casualties in warfare were small. In 2000 they will have outnumbered those in the military on average by about 9 to 1. In addition, alienation, social pathologies, and discontent are repeatedly evidenced in studies of young people worldwide, especially young men. Such findings underscore the confusing void that confronts so many, even after success in school.

The forces of globalization, market liberalization, freer movement of human and capital resources across national boundaries, and the pervasive influence of microelectronics are transforming not only how people learn, but how they use their learning, and the importance and relevance of what they learn. We live in an emerging knowledge-based global economy - an economy in which education is becoming a primary determinant of prosperity. The costs of education deficits - both quantitative and qualitative- are increasing. This is as true for households as it is for countries. Poor countries, unable to enter more knowledge-intensive markets, run the risk of excessive marginalization in trade and investment. In the developed and developing world alike, poverty and inequality at the household levels are increasingly associated with education performance. And the gulf is widening between those that have access to information and communications technologies, for e-mail, e-commerce, and e-learning, - and those who do not.

This turbulence and unpredictability surrounding our lives give daily new meaning to the imperatives in the Jomtien commitments. Education deficit must be eliminated. Because, as skills requirements rise for adequate, livelihood-sustaining employment, basic learning becomes ever more essential either for work, or for successful graduation into secondary and higher levels of education. Increasingly also, trends are towards privatizing education, and associated withdrawal of the state, raising the stakes especially for families- and the children- living in poverty. Closing the education gap is thus a first step towards closing the income gap.

But we must also recognize that there are also extraordinary opportunities available which were not there a decade ago. An unequivocal global consensus has been forged around the criticality of education to more sustainable human development. Much has been achieved. Education system deterioration experienced in many developing

countries during the 1980s has been stemmed. Donors are answering the call from countries to strengthen national ownership and capacity. Civil society representation is more likely to be engaged, and not just in implementation, but also in up-front decision-making and design. Urban growth has thrust municipalities towards emergence as critical centers for innovation. An ever stronger respect now exists for human rights, and since the Copenhagen Summit, there is renewed concern for the rights of the socially excluded, marginalized and impoverished. New and creative ways are now available also for reaching out to learners with disabilities or learning difficulties, as a means of ensuring that their capacities for learning are given the utmost chance to flourish. And there are some real signs of relief for overburdened school systems as population growth is diminishing in many countries.

Advantages to societies of educating girls and women are now widely acknowledged. Voices of civil society are now being heard in strong support of community action and international collaboration in education for all. New synergies are beginning to develop around more comprehensive governance systems, and the engagement of a wider set of actors reflecting all of civil society in educational planning and practice. At global levels, original core sponsorship of education for all (by UNESCO, UNICEF, the World Bank and UNDP) has extended through the International Consultative Forum to engage many others (e.g. UNFPA and the WHO) and representation from a wide set of public, private, and non-governmental constituencies. Finally, the promises of technology, while yet ambiguous and undefined, offer enormous potential for educational outreach, enhancing accessibility, self-paced learning, and meticulous assessment of the individual learning process.

So, the message of Jomtien remains even more vibrant and relevant today. At the dawn of a new century, we are at a watershed. The costs of failure at Dakar will be immense. The commitments already agreed to at Jomtien must be honoured. The course already set in the followup by nations must be firmly adhered to, and carefully informed and enriched by the experience of the past decade. We have a shared responsibility to ensure that failure is averted. This is the rationale behind the international EFA Assessment, and the Fourth Global Meeting of the International Consultative Forum on Education for All at Dakar, Senegal in 2000.

The EFA 2000 Assessment

The Education for All 2000 meeting at Dakar marks completion of the second global reassessment of international progress towards the Jomtien goals, the first being Amman in 1996. Each country has again been invited to reexamine its obligations in regard to the basic learning needs of all its people, its success in advancement of the Jomtien vision, and its shortfalls, in which the international community can be called upon collaboratively to support renewed efforts.

As the Amman Affirmation stated: '... the leadership in each country must assume responsibility for accelerating progress towards education for all'. So, countries are being asked, with a new sense of urgency, to re-examine through country assessments and studies, what has been learned, what are the successes, where are the shortfalls, and what are the most promising directions for the future? They are then to sign on to a new Framework for Action to guide the course of meeting basic learning needs in the 21st century.

The Dakar Framework thus represents a bottom-up process, resting on the outcomes of the new assessment. National teams have implemented these efforts at country level, assisted by subregional technical advisory groups. Global and regional thematic studies have also been conducted on educational issues of global concern, such as literacy and non-formal learning, and surveys on the conditions of teaching and learning. Results are being reported to regional meetings, from which is emerging a new set of priorities for global attention at Dakar.

Purpose, rationale and objectives of proposed Dakar Framework

The purpose of the Dakar Framework will be to guide, empower and enable national leadership through strengthened partnerships, from global to local levels in the single aim of meeting basic learning needs of all by 2015. A simple proposition forms its foundation: *effective basic education policies are the bedrock of all sustainable human development and must be broadly supported by adequate and well-managed resources.*

The task of the Framework is also simply stated: ***maintain the vision: keep the commitments.*** The Framework must reaffirm existing international promises concerning meeting basic learning needs, as stated by signatories to the Jomtien Declaration. A draft global compact and action plan is proposed therefore, with an agenda for concerted future effort among all partners around **six major principles**: a) **an uncompromising commitment, by governments, civil society and the international community to including all who are discriminatorily excluded as full participants in good quality, comprehensive basic learning processes, both formal and nonformal, in**

acknowledgement of the universal human right to education; b) recognition of the need for a **beneficial learning climate for the ‘whole child’**, for understanding the context in which children live and grow, and for assessing and responding to their multiple developmental needs for wellbeing, health, nutrition, cognitive development, protection and stability; and for providing learning environments which are healthy, effective, inclusive and protective; c) stimulating **more effective links between new technologies and basic learning**, with special emphasis on reducing rather than exacerbating educational disparities through achieving lower costs, wider information-sharing, and equitable technological access; d) **concrete goal-setting and explicit targets for achievement at national (and local levels)** that reflect already established International Development and other committed targets, and that are well integrated across other social, environmental and economic sectors in the context of gender mainstreaming and antipoverty strategies; e) **a more prominent role for, and engagement with civil society** in designing, implementing and monitoring basic educational programmes; and f) **better collaboration, information sharing, transparency and accountability** on the part of all actors engaged in partnerships around processes of basic education.

The primary responsibility must remain at country level for defining, then achieving all goals and targets. The Framework’s overall objective however is to seek ways to guarantee opportunities for all people to meet their basic learning needs by 2015. This is to be accomplished through sustained improvements to educational systems, and closer collaboration with other sectors having a direct impact on learning such that basic education is well articulated with anti-poverty strategies across all sectors, and is of good quality, accessible, and relevant, and offers better socioeconomic prospects for those most in need.

Throughout this Framework, basic education is referred to in the broad sense of the ‘expanded vision’ proclaimed in Article 2 of the World Declaration on Education for All. In addition, the Framework accentuates the pivotal role of basic learning in the wider educational and developmental environment, as the centerpiece of livelihood sustainability, social progress and peaceful, equitable opportunity for each person.

In addition, the Framework promotes expanded, more comprehensive views of educational systems for **children:**

- that are unified and well managed, yet flexible enough to meet the societal requirements of increasingly diverse social groupings;
- that are efficiently managed, equitably financed, and gender-sensitive, and that use both formal and non-formal approaches, as needed, of equivalent quality;
- that link learning across the life-cycle through
- parent and caregiver education to ensure good care in early childhood,
- education for better personal health, and preparation for productive and responsible adulthood, and
- family literacy to sponsor and strengthen childrens’ language acquisition;
- that focus on achievement/assessment of clearly defined learning outcomes in relation to essential knowledge and skills; and
- that promote holistic, child-friendly learning environments for ALL children, in families, communities, schools, and other educational programmes, which are healthy for children, effective with children, inclusive and protective of children, and actively engage families and communities in the educational and peri-educational processes of learning, and that use new information and communication technologies in their own social and cultural contexts so as to reduce disparities in educational access and quality.

In keeping with the 1998 Hamburg Declaration from the Fifth International Conference on Adult Education, the Framework also recognizes that ‘basic education for all means that people, whatever their age, have an opportunity, individually and collectively, to realize their potential. **Youth and adult learning** is one of the principal means of significantly increasing creativity and productivity, in the widest sense of those terms, and these in turn are indispensable to meeting the complex and interrelated problems of a world beset by accelerating change and growing complexity and risk.’ Lifelong learning, and increasingly, broader and more accessible e-learning, in which adults are constantly able to engage and re-engage in the basic learning process, are thus central to the development of learning societies. CSOs and NGOs have been particularly effective in addressing adult educational needs, and their energies, creativity, and experience must be supported more strongly, particularly as they can help formulate broader, and more livelihood-oriented skills development in specific cultural as well as the economic contexts of localities and communities.

This proposed Framework therefore

confirms the validity of the Jomtien Declaration, first retrospectively, as a widely respected guidepost for the 90s decade (trendsetting for the ensuing global conferences around issues of social development), and second, as a strong contemporary voice calling across the years for nations to honour their shared international, rights-based commitments already made to the Jomtien goals;

recognizes with concern the special difficulties facing basic education systems in the next decade, and most particularly:

- rising poverty, defined by quality of life (not just economic indices) and linked to economic, social and cultural polarization and disparities;
- recurring civil violence and conflict among, but especially within nations, and combined with lack of tolerance of differences;
- exacerbated personal and institutional impacts of HIV/AIDS, most notably in Sub-Saharan Africa;
- the relentless march of global and liberalized markets, e-commerce and new communication technologies in an emerging 'information age', accompanied by perceived erosion of state authority, bureaucratic rigidities and resistance to change
- heightened competition for scarce workplace skills/competencies, weak links between education and sustainable livelihood strategies, the risky 'void' facing many young people even after successful school completion, and persistently high unemployment among the young;
- crippling, unsustainable debt burdens in many of the poorest countries, with corresponding fiscal threats to adequate funding of social sectors such as education and health, and
- spreading environmental degradation of natural resources, especially air and water;

urges wider recognition of the importance of early years in the physical and psycho-social process of individual human development, and for the optimal survival and beneficial, healthy growth of all,

reaffirms the centrality of equitable, well articulated, and effective basic education (formal and non-formal, children and adults) to sustainable human development

acknowledges with great respect the often extraordinary contributions of teachers to the lives and development of their students, in difficult circumstances, and with limited resources

reasserts that the basic educational needs are especially crucial of the socially excluded, children or adults marginalized by poverty, conflict, disability or other force beyond their control, and notes that children with disabilities, children workers, children of indigenous minorities, children affected by HIV/AIDS, and children in post-conflict situations may face special psycho-social, linguistic, legal, seasonal, or other barriers to availing themselves of educational opportunity;

proposes a more facilitative and diagnostic approach to meeting the diverse challenges of learning in today's complex world, involving research institutions, wide public debate, and governmental, non-governmental, private sector, and international agencies in creating **a new space** for collaboration in meeting the basic learning needs of all;

emphasizes the need for aligning sectorwide educational approaches within intersectoral anti-poverty strategies, as well as for strengthening education's role in enhancing legitimate entrepreneurial opportunities for young people;

notes that special support measures are likely to be needed in subregions most adversely affected by the challenges outlined above, such as sub-Saharan Africa; and

presents a cohesive plan for action at all levels, global to local, for

- consideration by EFA/ICF Steering Committee, RTAGS, and countries, and then
- subsequent inclusion of regional and country findings and action plans resulting from the ongoing assessments, and
- refinement/adaptation for consensus and commitment at Dakar.

ACTION PLAN

Overview:

During the 1990s, the moral and statutory authority of the UN system has been firmly behind redirecting world attention towards poverty. In December 1995, the General Assembly adopted resolution 50/107 proclaiming the First United Nations Decade for the Eradication of Poverty (1997-2006). In December 1996, Resolution 51/178 laid down the theme for the Decade: "Eradicating poverty is an ethical, social, political and economic imperative of humankind."

The Social Summit, Commitment 6, placed education squarely in the center of antipoverty strategies in the service of broader, rights-based social development, calling all signatories to action in 'promoting and attaining the goals of universal and equitable access to quality education.....to eradicate poverty, promote full and productive employment and foster social integration'. Many other international fora such as Rio, Beijing and Cairo echoed these themes despite representing constituencies that centred outside the education sector.

The context for future action, therefore, must include:

- interagency and cross-sectoral acknowledgement of the importance of basic learning processes, including the right to education, as the centerpiece of human development for all;
- high-level recommitment at all levels of government and leadership in civil society to renewed efforts towards meeting the basic learning needs of all, children, young people and adults, in line with accepted national and international goals and targets, and with special attention to peoples and education structures torn apart by civil conflict;
- closer integration of education and health policies: good health and nutrition are essential for learning and participation in education and literacy programmes; ill-health can prevent children from attending school and from learning while there; ensuring that children are healthy and able to learn is especially relevant to efforts to increase enrolment which encourage the poorest and most disadvantaged children to attend school, children who often are the sickest and most malnourished, and they also have the most to gain educationally, especially girls; simple, school-based approaches to promoting school health, hygiene and nutrition can thus greatly enhance participation and educational achievement.
- recognition that broader access to secondary and tertiary education is itself an incentive to enrollment in primary school; while access to low quality basic education is wasteful of scarce resources, and counterproductive over time as parents and children become disheartened with the failed promises of education...
- instrumentalities in place to sense and diagnose the aspirations, expectations and needs of each learner, such that quality of the educational experience can be related not only to national and international norms, but also to the characteristics and cognitive processes of individuals themselves, whether they be children, young people or adults; also addressing language issues in relation to educational access and achievement, especially for potentially excluded groups..
- assurance that gender disparities and discrimination of any kind must be detected, openly recognized, and redressed;
- working with the multi-sectoral needs of all learners, and especially those with disabilities, including the provision of health and nutrition services and hygienic, safe and protected environments especially for very young learners, and therefore closer integration among health, education and other social services which affect them;
- incorporation of in-country vision and approaches to basic education and literacy programmes within a broader social development strategy, with explicit milestones and monitorable targets, that can excite resource mobilization efforts at country, as well as international levels;
- deeper political engagement at all levels, from heads of state, to municipalities and local districts, involving wide-ranging coalitions of government, the private sector, and other organizations of civil society, along with parents, and the students/learners themselves and their families...supported as appropriate by more

concerted and collaborative actions by international agencies... but for success in collaboration, each actor must have confidence in each other, and in the quality and likely success of the joint endeavour;

- new research and development initiatives that can better inform communities/societies how to continually adapt, enrich and monitor primary school systems, as well as those non-formal youth and adult institutions that can meet the learning needs of all, including special groups, leading to not only more enlightened educational opportunities for all, but also improved capacity for data collection and analysis, statistical methods, and reporting and accountability regarding all aspects of the educational process;
- all available channels, media, technological methods, and close community engagement, drawn together coherently so as to keep educational structures abreast of fast-changing social demands; only then can learners improve their livelihood competencies, and marketable skills; onward learning strategies must keep pace in ways that are tailored to the psychosocial needs of each individual, with constant reappraisal of institutional accreditation criteria and requirements;
- understanding of the spread of high speed access to global communicative interaction and to reputable knowledge bases (institutions as well as individuals); and the promise these new technologies present for learning; even at the most basic levels (new e-technologies for knowledge development, and e-learning, are now being developed which extend far beyond existing concepts of distance learning, and allow for clarification of learning outcomes, specificity in subject area treatment and presentation, reliability of content material presented to each learner, individually paced and tested knowledge acquisition, and objective examination and analysis of the individual learning process, with exciting implications for both teaching and learning;
- honouring the crucial role of teacher as the recognized medium for learning and development, and thus as an irreplaceable instrument of social progress, and continual reexamination of how teachers can be supported, monetarily and in terms of job satisfaction, in improving their own qualifications, knowledge, skills, and role understanding, particularly in view of the fast-moving changes in pedagogical techniques and learning technologies; and
- meaningful commitments by all relevant bodies to a renewed campaign for resource mobilization at all levels, global to local, as a necessary condition for meeting the basic learning needs of all, as well as to more innovative and equitable formulas to resolve the debt burdens of countries in the greatest need, and assurances that structural adjustment programmes protect basic social services.

GOALS & TARGETS

Preamble

The Jomtien Framework for Action invited countries to set their own intermediate goals in the longer term effort to meet the basic learning needs of all children, young people, and adults. The argument was made for time-bound targets as conveying a sense of urgency, and as benchmarks against which progress must be judged. Participants at Jomtien committed to supporting **eight** specified priority substantive areas: **national plans for action; improved primary education quality and relevance; UPE in economically poorer countries; meeting basic learning needs of disadvantaged young people and adults; women and girls' education; education programmes for refugees; basic education as a priority in areas of high illiteracy; and building capacity for research, planning and small-scale innovations.**

The OECD Development Assistance Committee in 1993 introduced basic education into its reporting requirements. It subsequently set out five goals in the statement policy adopted in 1995, and proposed specific new practical measures to achieve a broad vision of partnership for development. These five goals form the basis for the targets suggested in this Framework.

In 1996, at Amman, Jordan, the mid-decade global review looked back for the first time at post-Jomtien actions and policies. Significant achievements were documented. More than 100 countries had developed explicit EFA goals and strategies. It was clear that widespread support continued for the Jomtien goals and principles. Numbers of out-of-school children were declining, and an estimated 50 million more children were enrolled in primary school than in 1990. Yet special efforts were required to obtain data for the review. Transparency and accountability in the form of adequate reporting systems were still elusive. Also, gender disparities persisted, and early childhood care

programmes remained underdeveloped. The Amman meeting redefined girls' education as the priority among priorities.

Thus, at the conclusion of the decade, reassessment must not only provide analysis of the past, but also must also guide and direct future action. Reasons for shortfalls must be diagnosed, and solutions found. Coherence must be enhanced between education sector planning and macro- and macro-economic and financial policies. Basic education policies must be effectively integrated into wider strategies for poverty reduction. The massive debt repayment requirements, which in some parts of the world, ensure that more is spent on meeting debt obligations than on primary education, must be restructured. Such entrenched impediments to educational reform must be alleviated. These are major factors obstructing achievement of Jomtien goals, as are fast-changing social demand and unclear outcomes expected from basic educational processes, inappropriate curricula and language policies, deep and systemic gender biases, and unaccountable administrative and management procedures.

But at the root of reasons for previous targets not having been met lies the fact that either insufficient resources have been committed, or that existing resources have not been used well.

Increased financial resources, while not the only answer, are nevertheless essential to rapid achievement of Jomtien goals. Even in poorer regions, considerable funds are being allocated to early education levels. SubSaharan African countries, on average reported spending more from 1993-6 on education as percent of GNP (5.4%) than all developing countries (3.6%) on average, with most of the funds going to primary/secondary. Low GNP levels in these countries, however, result in continuing, comparatively low per student expenditures. So while governments make great efforts, much still needs to be accomplished in improving efficiencies, quality, and administrative processes.

The inescapable reality is that resource commitments, on the part of international agencies as well as national governments, must not only be clearly specified, but also followed up on and kept to, if the goals and targets outlined in this Framework are to be achieved. Improved data and monitoring systems are also essential to transparency, accountability, and ultimately, better services for meeting basic learning needs.

Most especially, real reductions in aid flows to education must be reversed. The UN target of 0.7% of GNP for aid allocation has not been adhered to, and aid flows have steadily fallen. Aid from 21 DAC member countries to least developed countries fell from 28% to 23% of total aid between 1987 and 1997. Less than 2% of total aid budgets reported to OECD/DAC is allocated to basic education. Despite Jomtien's message that basic education is crucial to ALL subsequent educational levels, bilateral ODA in some cases has still been allocated predominantly to higher education during the 90s decade.

Accordingly, this draft Framework

- acknowledges the difficulties, diversity, and complexity facing basic educational systems worldwide,
- recognizes the successes achieved, but ultimately concedes that the job is yet far from finished, and that too many children and adults, especially girls and women, are still denied their rightful access to basic educational opportunity, and
- calls for new, collective and mutually supportive commitments between three major groups of partners, governments, civil society and international agencies, in the form of specific goals and target, both qualitative and quantitative, as outlined below. In particular, these should not be standalone, but inherently part of wider societal anti-poverty strategies.

Based on the principles outlined above, and consistent with Paragraph 8 of the Jomtien Framework for Action, the proposed Dakar Framework expands the original six 'Jomtien dimensions' into the following **TEN DIMENSIONS**. The first five are suggested as operational goals, and the second five as strategic 'process' objectives, or 'markers' to assist in the achievement of the goals. The ten dimensions reflect both the changed world since Jomtien, and all relevant global conference outcomes during the ensuing decade, but with **the right to education** over all:

GOALS

- i. expanded and improved early childhood care and education for survival, growth, learning and **development**
- ii. **universal, and free access to basic education for all children, with special emphasis on excluded groups**
- iii. **universal access to basic learning opportunities and skills programmes for all young people and adults**
- iv. **achievement by all learners of nationally defined and objectively measured levels of learning in literacy, numeracy and life skills, and**
- v. **full and equal, access to and effective participation in basic education of women and girls, and elimination of gender biases and discrepancies in schools and education systems.**

STRATEGIC OBJECTIVES

- i. **enhanced national investments, and realistic and effective resource mobilization and support at all levels (public, private, local, national, international) towards education for all**
- ii. **a 'new space' for civil society engagement in basic education**
- iii. **framing of basic education within broader social development and anti-poverty strategies**
- iv. **equitable harnessing of new technologies into service of basic education, and**
- v. **development of rights-based, learner friendly, healthy and inclusive educational environments in which recognition of, and respect for teachers' roles and responsibilities are paramount.**

These form the basis for a global compact and action plan which:

- builds explicitly on the results of the country assessments, with ongoing support of accurate and credible statistical indicators
- is framed around conclusions of regional meetings, special studies, and subsequent country action plans,
- raises awareness of the urgent need for renewed and sustained political commitments to promises already made,
- commits to the widespread sharing of information and mobilization of additional resources for basic education for all, explicitly within the overall framework of anti-poverty strategies, and
- provides for special focus on subregions with specific problems, such as SubSaharan Africa, where priority and special resource mobilization efforts will be accorded to countries clearly committed to education for all.

Ensuring that all will be able to realize their right to education offers a number of new challenges in following up on key elements of the international human rights framework. These include:

- meeting legal obligations under international human rights law including the Universal Declaration on Human Rights and the International Covenant on Economic, Social and Cultural Rights, as well as the political commitments arising from the major UN global conferences, to progressively realize the right to education for all to the maximum of their available resources;
- meeting the obligations accepted by states through the Convention for the Rights of the Child which not only guarantee access to basic education but also give guidance on the content and nature of this education;
- identifying specific bench-marks or goals to assess and monitor progress in the realization of the right to education;
- developing specific components of national plans of action for the progressive implementation of the principle of compulsory primary education free of charge for all, as called for in the International Covenant on Economic, Social and Cultural Rights; steps in such plans might include, for example:

- review of national legislation to determine whether it is in harmony with the international human rights standards;
- encouraging good faith efforts to take appropriate measures towards progressive realization of the right to education; and
- identification of key intervention points where international cooperation can be most useful in assisting countries in meeting their obligations;
- supporting efforts to evaluate and monitor steps taken to progressively realize the right to education, thus strengthening country capacity for assessment, indicators and statistical analysis and reporting; and
- encouraging initiatives/programmes in the area of human rights education, including education for peace-building and reconstructing societies torn by conflict.

Using this approach as its context, the Framework offers, for country and regional review and consideration, more detail on each of the five operational goals and strategic objectives immediately below. Global targets are outlined for the first five, consistent with earlier commitments made in international conferences, and in the Development Assistance Committee of the OECD. Countries may wish to consider, as a result of country assessments and regional discussion over the next few months setting additional targets. Then, through a participatory process engaging all relevant actors, specific steps can be identified for achieving these targets through national basic education plans that build on and strengthen existing strategies, but are linked more cross-sectorally into broad anti-poverty initiatives.

Ongoing dialogue with all partners will ensure that national and international resource mobilization efforts are built collaboratively into a supportive scaffolding wherever necessary. Horizontal relationships in-country between government and civil society at each level will be important, as will vertical relationships upwards and downwards between the various levels, local to international. To foster successfully this complex process, in addition to the five explicit targets referred to in the body of the text below, some illustrative targets are suggested as well for all ten dimensions, and are included in Annex I. It is proposed that all data on goal/target achievement should be disaggregated at least by gender, by age group, by urban/rural setting, and by administrative level.

OPERATIONAL GOAL 1: Early childhood care and education

Research worldwide has established the importance of perinatal and early years to individual human development; the implications of such findings should be extended into much broader public policy support for expansion of appropriate care and educational opportunities within families and for children, improved integration of formal and non-formal early childhood programmes, and better early childhood education around the psycho-social, health, nutritional and cognitive needs of the early learner, to **ensure that young children are nurtured in caring environments that enable them to be physically and mentally healthy, emotionally secure, and intellectually able to learn:**

TARGET: Early childhood care and education opportunities should be available to all children, newborn to school entry, by 2015.

OPERATIONAL GOAL 2: Universal Primary Education.

Basic education is part of the policy objective of eliminating structural poverty. **Universal, free access must be assured to secure and beneficial basic learning environments and basic education opportunities for boys and girls,** ensuring that no child is denied the right to education because of inability to pay, and that the opportunity is provided for satisfactory completion of good quality primary education, (or whatever higher level of education is considered basic) by all children of school age including the poorest and more excluded;

TARGET: Universal, equitable access to, and completion of basic education for all children, by 2015.

OPERATIONAL GOAL 3: Meeting basic learning needs of youth and adults.

The knowledge, skills and competencies attained through access to public basic learning programmes must be concurrently subject to judgement by both institutions and students as of sufficient quality, useful, relevant, and essential to the further development of the learner; learning how to access and interpret new information and knowledge is becoming as important to employment and livelihoods as knowing well a specified knowledge content domain. Thus **basic learning skills and competencies must be acquired by all, that promote sustainable livelihoods, and permit learners (both young people and adults) to develop their full capacities, to work, to participate fully in development, to make informed decisions, and to continue learning;**

TARGET: Universal, equitable access to basic learning and life skills programmes for all young people and adults, by 2015.

OPERATIONAL GOAL 4. Quality/achievement.

Improvements in learning must occur, through high quality educational experiences, such that **an agreed percentage of appropriate age cohorts, or other defined learner group, attains or surpasses nationally defined and objectively measured levels of learning achievement which are ultimately useful to both learners and societies.** It is crucial not only that children and adults have the opportunity to attend school, or equivalent non-formal education programme offerings of acceptable quality, but also that they achieve appropriate levels of learning in the areas of literacy, numeracy, and life skills.

TARGET: Measurable improvement attained in educational quality and the assessment of teaching and learning, by 2015.

OPERATIONAL GOAL 5: Education of women and girls, and elimination of gender disparities:

Inequalities in access to, progress through and completion of basic learning programmes must be obliterated. Full and equal access to education for girls and women must be absolutely assured, eliminating all gender discrimination against them in the nature of classrooms, schools, and education systems. While such disparities are most usually discriminatory against women and girls, this is not always so. Gender sensitivity must be even handed. There must be closer attention, statistically – through ensuring gender breakouts of all reported data where appropriate, and from a policy perspective, as to all inequalities by gender. Wherever imbalances or discriminatory biases are found, of whatever kind, they should be redressed.

TARGET: Gender parity, at least through age 15, in basic education programmes (access and completion) by 2015.

STRATEGIC OBJECTIVE 1: Enhanced national investments, and effective resource mobilization and support at all levels.

As the Jomtien Framework for action stated: **Progress in meeting the basic learning needs of all will depend ultimately on the actions taken within individual countries.** Much remains to be done at national levels to improve the policy environment for basic education as a priority in developing human resourcefulness at all levels. The diversity of each nation's special circumstances, both internally in relation to all citizens, and in terms of external relationships with immediate neighbours, as well as in regional and global interactions, make national policies and practice especially crucial. Needs especially of the least accessible, most excluded people in each country must be continually reassessed, and the necessary actions defined. Technologies must be reviewed, and where practical, and culturally acceptable, they must be harnessed in to the service of meeting basic learning needs. Managerial, analytical and administrative capacities must be enhanced, especially at local, community and municipal levels. Information must be mobilized effectively, shared transparently, and education systems made more accountable to the people they serve. Partnerships must be actively strengthened between core actors, governments, civil society and the international development community. And the necessary resources must be made available for teachers to do their job, and for requisite basic learning to take place for children, young people and adults.

STRATEGIC OBJECTIVE 2: A 'new space' for communities and civil society

There needs to be a new political and social 'space' created for enabling democratic governance systems to engage learners themselves, civil society, parents, and communities in sustained dialog, decision-making and innovation around nationally oriented goals for basic learning. Civil society has a crucial role to play both in identifying barriers which inhibit progress towards Jomtien goals, and in developing the policies needed to remove such barriers. Participatory initiatives would allow local partnerships to grow and flourish, and stimulate local involvement and ownership in broader conduct of, and monitoring of basic education programmes. It would also provide a focus for enhancing donor coordination in country-driven directions with guidance from CSOs, NGOs, local districts and municipalities. Building bridges with other basic social services will be an important aspect of this space, as will better articulation with other institutions engaged in subsequent levels of education, such as universities, normal institutions, and research institutes, not least because of the paucity of sound statistical bases for decisionmaking. It will be especially important to ensure that participatory involvement starts at the proactive stages in which ideas are driving programme design, and implementation, and not just in reaction to decisions already made.

STRATEGIC OBJECTIVE 3: Linking basic education to anti-poverty strategies.

Education is one of the most effective tools for ending poverty, especially among women. Access to basic education opens doors to movement up through the academic spectrum, to empowerment through becoming better informed, and to better livelihood opportunities. **Thus national anti-poverty strategies must be explicitly woven into education policies, and vice-versa.** Progress in education is catalytic for all areas of human development, but depends critically on successful reduction of income poverty, and improved public health. This multi-sectoral approach takes many forms, all of which require that basic education priorities be mutually reinforcing with other anti-poverty efforts, and articulated closely with other ministries with basic social service responsibilities, such as health, environment, labour and finance, as well as broad civil society engagement. Sectorwide approaches offer one significant modality for increasing scope and mutual benefits of interventions *within* the education Sector. But higher education, normal, and secondary education institutions can also be part of national movements to eliminate poverty at basic levels, by inculcating anti-poverty approaches deeply into education curricula, academic studies, and specific interventions that help to link these institutions directly into the life of the community at all levels

STRATEGIC OBJECTIVE 4: Harnessing new technologies.

Swiftly changing information and communications technologies, their increasing spread and availability, as well as their declining prices have major implications for basic learning which must be regularly reviewed for their relevance to basic learning methods, teacher training, statistical data gathering and analysis, and other educational applications. New approaches may be most useful in linking selected aspects of electronic methods (e.g. CD ROMs instead of full INTERNET access) in very remote or disadvantaged communities. Above all, these new technologies must be promoted so as to *reduce*, rather than exacerbate existing gulfs related to economic disparities, infrastructure, and geographical location. This will require multisectoral development approaches targeted specifically to this problem of inequitable access. **With appropriate national to local oversight, each country should determine a periodic process of reevaluation of the availability, suitability and utility of these technologies for all aspects of basic learning.** Where possible, innovative public/private partnerships should be explored for increasing access, and tailoring the characteristics of these new methods specifically to basic learning needs systems in the requisite variety of local settings in each country. Teachers are an indispensable element in this process, and should be closely involved in identifying and evaluating all new technology applications in basic education.

STRATEGIC OBJECTIVE 5. Enabling teachers.

Teachers have been traditionally the center of the education enterprise, as the pivotal human resource, and transmission medium for knowledge between the learner and the source, and as trusted interpreter, and caring guide through the learning process. Their role is pivotal in meeting basic learning needs. Development therefore is essential of rights-based, learner friendly and inclusive education environments in which recognition and respect for teachers' roles and responsibilities are paramount. **Teachers must be acknowledged and supported more practically and technically in their work, especially in preparation for tomorrow's educational settings.** Compensation policies and other supporting human resource strategies such as pre- and in-service training should

be routinely reassessed. In particular, threats to teachers' sustained contributions across a lifetime of work (HIV/AIDS; gender discrimination, irregular or inadequate pay, lack of qualifications) must be openly identified, and remedied.

RESOURCE MOBILIZATION:

Because adequate resources are necessary conditions for effective basic education systems to do their job, resource mobilization must be a central element in any collaborative approach. The HIPC reforms and the new perspectives adopted recently on adjustment by IFIs represent a new window of opportunity, and this Framework must build on these advantages, especially in regions where earlier approaches have been particularly stringent, such as SubSaharan Africa.

It is now widely accepted that inputs to education are not the only answer, especially if they come from external sources, and with rigid conditionalities. Sustainable, adaptive basic educational systems must be synchronized into rational social development approaches. They must also be transparent, and open to regular participatory review and feedback.

While governments have acknowledged responsibilities for basic educational systems, these must expand at rates that governments can ultimately afford and sustain. Major funders must be governments, and they must be in the driver's seat, with explicit recognition that they have limited resources, and must make difficult choices concerning budgetary allocations. Decisions on sectoral resource allocation strategies must be set within the contemporary context of eliminating poverty as a global imperative, and within coherent intersectoral budgetary frameworks. At the same time, it must be acknowledged that the poorest countries lack the resources to meet, by themselves, the goals of education for all. For this reason, the international community has a role, and a responsibility in supporting bona fide country efforts through increased, and targeted resource flows, taking due notice of the need to build national capacity in the process. Where governments are genuinely committed to achieving EFA goals, their national plans can be supported by appropriate funding from the international community.

External resources add most value within a supportive policy structure, where the additionalities are clearly prioritized in terms that are recognizable and agreed upon, and specified in central budgets. Predictability, transparency, and long term commitments are essential principles for such assistance. **Money needs to be movable quickly, but transparently and with the necessary accountability, to the point of educational activity most directly affecting beneficial outcomes for each learner.** In particular, additional resources should not be seen as a substitute for improvements in efficient use of existing funds. In the end, success is determined not only the extent of human, financial or other resources provided as inputs to the educational systems, but also by the manner in which those resources are applied, used, reallocated and managed.

Without adequate resource inputs, the processes of meeting basic learning needs are hopelessly crippled. The way in which education is financed has critical implications for educational quality, efficiency, and equity. Most especially, the way that education budgets are distributed across primary, secondary and tertiary levels must not contribute to wealth disparities by favouring wealthier communities or interests. Even resource distribution *within* schools can favour the wealthy, if high dropout rates among less wealthy students result in advantages to those who stay in the system, such as lower class sizes, and reduced pupil/teacher ratios.

Basic education is itself central to wealth creation. Research findings suggest that investments in primary education provide higher economic rates of return than in other educational levels. Estimates are that a global financing deficit now exists of about US\$8b per year between existing education spending and resources required to achieve universal primary education. That is less than one third of the annual cost of nuclear-weapon-related programs in a developed country, even since the Cold War.

There are many options for consideration, and several possible avenues for innovation in resource mobilization for basic education:

- a growing recognition of the importance of social development, especially education as a key to poverty eradication;
- 20/20 as an international target endorsed repeatedly by global conferences, which seeks to enhance quality, equity and efficiency of basic social service delivery through mutual support by governments and international donors;

- demographic analyses suggesting that in many countries, primary school age cohorts are estimated to contract considerably; in the E9 countries, overall numbers will decrease by 0.4% annually in the first decade of the new millennium, offering genuine room for easing resource pressures, as well as the possibility for new quality measures, such as reduced class size, and enhanced pupil to textbook ratios;
- growing acknowledgement of the complexity and interactivity of basic social service delivery, as evidenced by sector-wide approaches (SWAPs), and intersectoral initiatives as detailed in the UN Secretary-General's 1995 Report to the General Assembly on Human Resources Development;
- debt relief; this has been under consideration since Article 10 of the Jomtien Declaration urged serious attention to debt relief, asking 'debtors and creditors [to] seek innovative and equitable formulae to resolve these burdens'. The debt burden especially of HIPCs has for almost two decades undermined human development in many of the world's poorest countries; this burden is unacceptable when, as is true of many HIPCs, more national resources go into debt servicing than into basic education. Savings accruing from debt relief to an individual country should be up to the discretion of that country as to how the money can best be expended within broad budgetary and developmental priorities. HIPCs in particular thus need special attention, since they may be least able to adapt to either the rigours of structural adjustment, or the administrative and other demands of large scale assistance to basic social service sectors. The reformed HIPC initiative in recent agreements incorporates a strong commitment to mobilization of savings from debt relief for poverty reduction, and education has been explicitly recognized as a priority. Adjustment policies are also being reformed. In particular, IFIs are committed to the redesign of adjustment programmes so as to give stronger support to national poverty eradication strategies. It is thus critical that the reform process ensures a higher level of consistency between adjustment policy goals and the requirements for achieving education for all.

The proposed Dakar Framework therefore

- reiterates the need for meeting existing commitments to the already agreed 0.7% target for development aid;
- asks governments to ensure close links between debt relief and anti-poverty strategies, and especially to ensure that overall national fiscal targets reflect requirements for achieving the 2015 goals for basic education;
- invites governments and the international community to work together where appropriate in devising innovative methods for protecting basic social services, including basic education, in structural adjustment programmes, through instruments such as Medium Term Expenditure Frameworks, and to articulate such measures more closely in line with anti-poverty strategies;
- urges the international community to seek greater coherence between multilateral, bilateral and other forms of development assistance, taking maximum advantage of instruments already in use such as the Common Country Assessment of the UN Development Group, and the Comprehensive Development Framework currently piloted by the World Bank, and to give priority to basic education for children, youth and adults throughout the cooperative preparation of these instruments with countries;
- asks governments, in view of the international goal of eradicating poverty, to consider relief of pressure on households (especially in poorer communities) to bear an increasing share of the direct costs of basic education (books, uniforms etc);
- emphasizes the importance of partnerships, and of engaging key actors in the discussion, other ministries (e.g. health, finance, environment) as well as teachers' unions, and other professional groups, but also need to bring in the private sector (broadly but specifically defined in each country context) as increasingly critical actor, particularly in shared technology initiatives in e-learning, building on history of successful public-private partnerships in many countries all over the world
- endorses the global compilation and sharing of information on what has worked (and what has not) as well as routine updates;
- recommends that governments and international donors respect the freedom of countries to utilize resources, as far as possible, with open discretion within broad national mandates, utilizing the potential of

instruments such as SWAPs to catalyze the strengthening of financial and administrative systems, and accountability within sectors

- recalls the urgency with which the Hamburg Declaration and Agenda for the Future agreed to guarantee national and international investment in youth and adult learning, and the commitment of private and community resources to them by mobilizing sufficient financial and human resources through a strong and collaborative financial commitment to the advancement of literacy; and
- calls on donors and multilateral agencies to redefine their global commitments to basic learning with clear timelines, and increased financial support.

Global Action

Final determination of global priorities will await regional meetings, and special studies,

However, a global campaign and action plan is proposed to raise awareness of the need for renewed, and sustained political commitments to promises already made, and to the mobilization of additional resources for basic education for all. This should be framed within the overall framework of anti-poverty strategies, within which basic education initiatives can be supported as an integral and crucial component; it should also build explicitly on the results of the country assessments, with ongoing support of accurate and credible statistical indicators.

In the report mandated to the 54th Session of the General Assembly (in Resolution A/52/634), such a campaign should be detailed in the context of achievements following the Jomtien Declaration, the Amman Affirmation, and the Hamburg Declaration and Agenda for the Future of Adult Learning adopted at the Fifth International Conference on Adult Education, and the Salamanca Statement and Framework for Action on Special Needs Education, as well as the relevant commitments and recommendations to promote literacy and achieve education for all in UN global conferences during the past decade.

A central component of the global compact must be the focus on subregions with special difficulties, such as Sub-Saharan Africa. A genuine partnership is needed between the international community and African institutions and communities with the goal of ensuring education for all by 2015. Only if national ownership is at the core of such efforts will they have a chance of success.

Finally, international agencies should make special efforts to assist countries put in place an ongoing mechanism of review of concordance of national legislation, policies and practice on basic education with international human rights standards, and collaborative specification of effective ways in which international cooperation can directly assist countries in meeting their obligations.

Regional Action

[to be completed with inputs from regional meetings.... but in context of new regional initiatives such as UNSIA, and OAU specification of Decade for Education in Africa recognizing that the education deficit is increasingly concentrated in SubSaharan Africa and in other low income countries, and the need for special assistance efforts in these regions...]

Country (National to Local) Action to await regional meetings.

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