

Education For All - Global Movement led by UNESCO

Compiled

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Education For All

For global change in the society **Education For All (EFA)** is very important. The endeavors are in the right direction as there are achievements made in different parts of the world in this regard. Though not fully achieved but moving ahead. It is the responsibility of every individual to join hands with this movement. There will be overall improvement in the society at every level and everyone will see the light of the day.

Sir Syed Ahmad Khan (Founder of AMU, Aligarh, UP, India) in his last message said: “.....I built this institution for you and I am sure, you will carry the light of this institution far and wide till darkness disappears from all around”.

Education For All (EFA) is a global movement led by **UNESCO** (United Nation Educational, Scientific and Cultural Organization), aiming to meet the learning needs of all children, youth and adults by 2015.

UNESCO has been mandated to lead the movement and coordinate the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organizations and the media are but some of the partners working toward reaching these goals.

The EFA goals also contribute to the global pursuit of the eight Millennium Development Goals (MDGs), especially MDG 2 on universal primary education and MDG 3 on gender equality in education, by 2015.

The **Fast Track Initiative** was set up to implement the EFA movement, aiming at "accelerating progress towards quality universal primary education".

UNESCO also produces the annual **Education for All Global Monitoring Report**. For further information, see UNESCO's website for the Education for All Global Monitoring Report: <http://www.unesco.org/en/efareport>

World Conference on Education for All (Jomtien, Thailand, 1990)

The delegates of the conference adopted the World Declaration on Education for All.

World Education Forum (Dakar, Senegal, 2000)

In 2000, ten years later, the international community met again at the World Education Forum in **Dakar, Senegal**, an event which drew 1100 participants. The forum took stock of the fact that many countries were far from having reached the goals established at the World Conference on Education for All in 1990. The participants agreed on the **Dakar Framework for Action** which re-affirmed their commitment to achieving Education for All by the year 2015, and identified six key measurable education goals which aim to meet the learning needs of all children, youth and adults by 2015. In addition, the forum reaffirmed UNESCO's role as the lead organization with the overall responsibility of coordinating other agencies and organizations in the attempts to achieve these goals.

The six goals established in The Dakar Framework for Action, Education for All: Meeting Our Collective Commitments are:

- **Goal 1: Expand early childhood care and education**
- **Goal 2: Provide free and compulsory primary education for all**
- **Goal 3: Promote learning and life skills for young people and adults**
- **Goal 4: Increase adult literacy by 50 percent**
- **Goal 5: Achieve gender parity by 2005, gender equality by 2015**
- **Goal 6: Improve the quality of education**

In order to evaluate each country's progress with regards to the EFA's goals set in the Dakar Framework for Action, UNESCO has developed the Education for All Development Index (EDI). The EDI measures four of the six EFA goals, selected on the basis of data availability. Each of the four goals is evaluated using a specific indicator, and each of those components is then assigned an equal weight in the overall index.

The EDI value for a given country is thus the arithmetic mean of the four indicators. Since they are all expressed as percentages, the EDI value can vary from 0 to 100% or, when expressed as a ratio, from 0 to 1. The higher the EDI value, the closer the country is to achieving Education For All as a whole.

The four goals measured in the EDI and their corresponding indicators are:

- Goal 1: Expand early childhood care and education - The indicator selected to measure progress towards this goal is the total primary net enrolment ratio (NER), which measures the percentage of primary-school-age children who are enrolled in either primary or secondary school. Its value varies from 0 to 100%. Therefore, a NER of 100% means that all eligible children are enrolled in school.
- Goal 4: Increase adult literacy by 50 percent - Although existing data on literacy are not entirely satisfactory, the adult literacy rate for those aged 15 and above is used here as a proxy to measure progress.
- Goal 5: Achieve gender parity by 2005, gender equality by 2015: The indicator selected to measure progress towards this goal is the gender-specific EFA index, the GEI, which is itself a simple average of the three gender parity indexes (GPI) for primary education, secondary education and adult literacy, with each being weighted equally. Therefore it encompasses the two sub-goals of the original EFA goal: gender parity (achieving equal participation of girls and boys in primary and secondary education) and gender equality (ensuring that educational equality exists between boys and girls) proxied by the GPI for adult literacy
- Goal 6: Improve the quality of education - The survival rate to Grade 5 was selected for as being the best available proxy for assessing the quality component of EDI, as comparable data are available for a large number of countries.

The *EFA Global Monitoring Report* published annually by UNESCO tracks progress on the six education goals. The 2015 review indicates that only a third of countries reached all the goals with measurable targets.

Education for All Movement

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals.

The Dakar Framework for Action mandated UNESCO to coordinate these partners, in cooperation with the four other convenors of the Dakar Forum (UNDP, UNFPA, UNICEF and the World Bank). As the leading agency, UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilisation of funding, and capacity development.

In order to sustain the political commitment to EFA and accelerate progress towards the 2015 targets, UNESCO has established several coordination mechanisms managed by UNESCO's EFA Global Partnerships team. Following a major review of EFA coordination in 2010-2011, UNESCO reformed **the global EFA coordination architecture**.

High-level Meeting on the Education 2030 Framework of Action, 4 November 2015, Paris

The **Incheon Declaration**, which was adopted in May 2015 at the World Education Forum 2015, represents the firm commitment of countries and the global education community to a single, renewed education agenda - Education 2030 - which is holistic, ambitious and aspirational, leaving no one behind. Calling for bold and urgent action to transform lives through a new vision for education, the Declaration entrusts UNESCO, as the United Nations' specialized agency for education, to continue its mandated role to lead and coordinate the Education 2030 agenda. The heart of Education 2030 lies at the country level and governments have the primary responsibility for successful implementation, follow-up and review. Country-led action will drive change, supported by effective multi-stakeholder partnerships and financing.

Subsequently, at **the United Nations Sustainable Development Summit** Member States formally adopted the 2030 Agenda for Sustainable Development, committing ‘to providing inclusive and equitable quality education at all levels - early childhood, primary, secondary, tertiary, technical and vocational training’ and underscoring that all people ‘should have access to lifelong learning opportunities’. The Agenda comprises a set of 17 bold, **Global Sustainable Development Goals** (SDGs). Recognizing the important role of education, it includes a strong goal on education (SDG 4), encapsulating Education 2030.

The Education 2030 Framework for Action outlines how to translate into practice the commitments made at Incheon at country, regional and global level and provides guidance for implementing Education 2030. A High-Level Meeting adopted the Education 2030 Framework for Action. It was held at UNESCO Headquarters in Paris on 4 November 2015, concurrent to the 38th session of UNESCO's General Conference.

Organized jointly with the United Nations Development Programme (UNDP), the United Nations Populations Fund (UNFPA), the United Nations High Commissioner for Refugees (UNHCR), the United Nations Children's Fund (UNICEF), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), and the World Bank, this important event is the culmination of a broad and thorough consultation process, the aim of which was to develop and set in motion a new universal education agenda for the next 15 years.

Education for All (EFA)

Vital Statistics

Remarkable progress has been made in education since the beginning of the decade

- The 2000-2010 period was marked by unprecedented progress worldwide, notably towards universal primary education. The number of out-of-school primary-aged children has dropped by almost 37 million worldwide since 1999.
- More girls are enrolled in school than ever before, from primary to tertiary education.
- The number of secondary students has risen substantially - more than four times the increase in the number of primary students.
- In about 70 out of 110 countries with data, public spending on education has increased as a share of national income.
- Other goals such as expanding early childhood care and education and promoting learning and skills for young people and adults are harder to measure, but efforts to develop appropriate policies are bearing fruit.

A major reason for the rise in primary school enrolments in sub-Saharan Africa - notably Ethiopia and Tanzania - as well as in South and West Asia is the abolition of school fees. Another is the prospect of a midday meal. Ghana's Free Compulsory Universal Basic Education programme not only did away with school fees but introduced a National School Feeding Programme.

But it is clear that many challenges still remain.

- The momentum built up since 2000 has begun to wane. There were 69 million children out of school in 2008. Business as usual would leave 56 million children out of school in 2015.
- Inequalities in access to education and learning achievement are the main barrier to achieve the EFA goals. Poverty remains the major marker of disadvantage. Other population groups that have been marginalized include indigenous populations and remote rural groups, street children, migrants and nomads, the disabled and linguistic and cultural minorities. New approaches must be tailor-made for such groups – simply increasing opportunities for standard schooling is not enough. Discrimination against girls and women in education also continues. More than 55% of out-of-school children are girls. Two out of three countries in the world face gender disparities in primary and secondary education and as many as half will not achieve the goal of gender parity by 2015.
- Special efforts – from recruiting female teachers to supporting poor families to making schools more girl-friendly – are needed to redress the balance.

The United Nations Girls' Education Initiative (UNGEI) promotes action on girls' education by mobilizing partners and lobbying for the high-level political action needed to ensure that every girl, as well as every boy, receives a quality education.

- **Literacy and the quality of education remain among the most neglected of all education goals, with about 796 million adults lacking literacy skills today. Two-thirds are women. Millions of children are leaving school without having acquired the knowledge and skills they need to fully participate in society.** In twenty-two countries, 30% or more of young adults have fewer than four years of education, and it rises to 50% or more in eleven sub-Saharan African countries.
- **Teachers are the key agents to improve the quality of education.** In total, 99 countries will need at least 1.9 million more teachers in classrooms by 2015 (than there were in 2008) to provide quality primary education for all. More than half of the additional teachers are needed in sub-Saharan Africa (1,056,000). Other regions in need of additional teachers include the Arab States (281,000), South and West Asia (260,000) and North America and Western Europe (152,000).
- **In recent years, many countries have increased their education budgets and international aid for education has risen.** Yet an additional US\$16 billion is needed to provide basic education for all children, youth and adults by 2015.
- **In addition, the impact of the current financial and economic crisis is driving millions of people into poverty. It might harm education in developing countries as both households and governments to invest in education.**

Source:

1. https://en.wikipedia.org/wiki/Education_For_All
2. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>
3. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-2030-framework-for-action/>
4. <http://www.un.org/en/globalissues/briefingpapers/efa/vitalstats.shtml>