

EFA

Flagship Initiatives



***Multi-partner collaborative mechanisms
in support of EFA goals***



E F A Flagship Initiatives

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in support of EFA goals*

1. The Initiative on the Impact of HIV/AIDS on Education
2. Early Childhood Care and Education (ECCE)
3. The Right to Education for Persons with Disabilities: Towards Inclusion
4. Education for Rural People (ERP)
5. Education in Situations of Emergency and Crisis
6. Focusing Resources on Effective School Health (FRESH)
7. Teachers and the Quality of Education
8. United Nations Girls' Education Initiative (UNGEI)
9. Literacy in the Framework of the United Nations Literacy Decade



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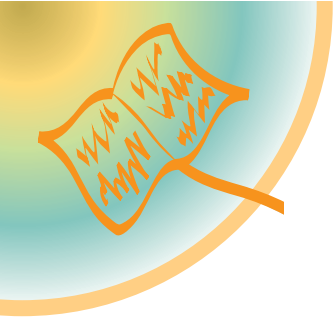
Preface

A series of inter-agency flagship programmes and initiatives was launched or consolidated following the World Education Forum (Dakar, 2000). These flagships focus on the major thrusts of the Dakar Framework for Action for which special cooperative efforts are needed. At present, nine flagships are well established and operational at international level. Each is supported by a number of Education For All partners, including almost all United Nations organizations, bilateral and multilateral agencies and non-governmental organizations. The flagships have evolved since Dakar, growing in number and addressing questions of partnership, leadership, overlap, and the articulation of international and national linkages.

The Education for All flagships can be vehicles of synergy, partnership and increased mutual understanding, reflecting the enhanced spirit of cooperation between EFA partners at international level. At the country level, the flagships have potential for mobilizing EFA partners and stakeholders around specific themes and contribute to their integration in the EFA planning processes and international development frameworks such as United Nations Development Assistance Framework and Poverty Reduction Strategy Paper. The flagships also seek to address the multidimensional nature of EFA.

As the agency responsible for international coordination for EFA, UNESCO strives to ensure that EFA initiatives undertaken by different partners are coherent and consistent with the Dakar Framework for Action. In this context, UNESCO supports flagship initiatives to ensure that they contribute to the achievement of the EFA goals and targets at country level. UNESCO also leads some of the EFA flagships.





The EFA flagships were the main theme of the fourth meeting of the Working Group on EFA (Paris, 22-23 July 2003) which focused on four international initiatives/flagships – Fast-Track Initiative, United Nations Girls’ Education Initiative, HIV/AIDS and Education, and the United Nations Literacy Decade. These have been discussed from the perspectives of the main EFA constituencies, with the aim of providing an overview and common understanding about EFA flagship programmes, their interaction, their impact at country level and their future role. This booklet, which describes the EFA flagship initiatives, their potential and impact, their mode of operation and prospects, is one result of the deliberations in the Working Group.

I would like to take this opportunity to thank all our colleagues – the EFA flagship focal points in UNESCO and in partner agencies – for their collaboration in the production of this booklet.

I hope that this booklet will serve as a tool of reference for all EFA partners and will encourage broader participation in and support for the flagship initiatives.

John Daniel
Assistant Director-General
for Education, UNESCO

I. Introduction

The World Education Forum held in Dakar (April, 2000) re-emphasized and reiterated the importance of inter-agency partnerships, collaboration and coordination in pursuance of the EFA goals. This facilitated the launching of a number of multi-partner initiatives that focused on specific EFA-related areas and problems requiring special attention as well as the reinforcing of existing ones. EFA flagship initiatives were considered to constitute, among others, one of the mechanisms that would contribute in enhancing and strengthening multi-agency partnership and coherence on EFA related goals.

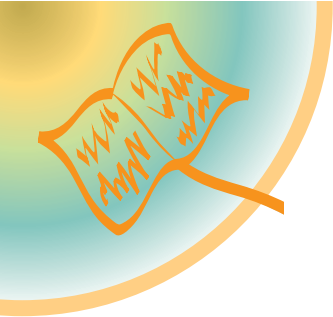
Three years after Dakar, the EFA flagships continue to expand in terms of number of initiatives launched as well as their scope and membership. At present, nine initiatives have been established, involving United Nations organizations, bilateral and multilateral agencies and NGOs.

What is an EFA flagship initiative?

An EFA flagship initiative is a structured set of activities carried out by voluntary partners, under the leadership of one or more United Nations specialized agencies and NGOs, that seeks to address specific challenges in achieving the EFA goals. There is a variation in the structure of these flagship programmes depending to a large extent on the way they were initiated. The common denominator is a partnership platform.

The EFA flagships address specific problems from an interdisciplinary perspective, taking into account the interaction between education and other factors (for example, health, nutrition and rural development). Programmes and





activities differ between flagships, but most involve advocacy and communication, exchange of experience, institutional capacity development, technical advice and monitoring of progress. EFA flagship initiatives perform the following three major roles: (1) assist countries to achieve the EFA goals; (2) provide special focus on a related aspect of EFA that poses particular problems; and 3) strengthen partnerships among stakeholders.

What are the salient features of the EFA flagships?

Each EFA Flagship initiative is organized slightly differently. There are some key features that are, however, common:

- An organization (i.e. United Nations agency, Bilateral donor, NGO), as part of its commitment to EFA, undertakes to lead and fund most of the associated costs (administrative as well as programme) of the initiative;
- A meaningful number of partners is voluntarily associated, based on interest and commitment, to the specific issue being addressed by the flagship;
- An institutional/organization focal point ensures coordination of the partnership and may also provide leadership;
- Clear communication lines and structures are established;
- A built-in mechanism that regularly monitors and assesses the Flagship programmes;
- A mechanism that reviews achievements annually and plans an annual, or longer, work programme;
- A willingness to work and co-ordinate with other Flagship Programmes that ensures coherence and prevents duplication of effort.

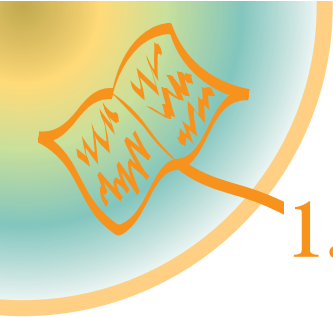
II. Presenting the EFA flagship initiatives

Each EFA Flagship addresses a specific challenge. Although they share the common underlying goal of achieving Education for All, each flagship is different in terms of objectives, activities and partnerships. The following section highlights each initiative and presents details about each one of them.



Photo credit: Namtip Akornkool, UNESCO





1. The Initiative on the Impact of HIV/AIDS on Education

Background

The links between HIV/AIDS and education have become increasingly evident. Good quality education is a powerful tool against HIV/AIDS. However, the HIV/AIDS pandemic impacts on learning opportunities and education systems in a myriad of ways. In fact, HIV/AIDS threatens the development of education, through the sickness and death of policy makers, teachers and administrators and through damage to the resource base.

- On the supply side, evidence has suggested that teachers are among the professional groups considered most at risk. Sub-Saharan Africa in particular is experiencing a sharp increase in the mortality rates of teachers:
 - An estimated 860,000 children lost their teachers to AIDS in sub-Saharan Africa in 1999. About 1,000 teachers - or half of those trained annually - are dying of AIDS each year in Zambia, for example, while the disease caused 85 per cent of 300 teacher deaths in the Central African Republic in 2000.
 - Teacher absenteeism - due to illness, attendance at funerals, patient care at home, and psychological trauma - has risen sharply, affecting the education itself qualitatively and quantitatively as well as increasing sector costs.
- On the demand side, AIDS is likely to affect the trends of the school-age population in many countries. According to the Report on the Global HIV/AIDS Epidemic (2002):
 - 508,000 children aged 0-14 years died from AIDS in 2001.
 - Some 14 million children aged 0-14 years have lost one or both of their parents,
 - The proportion of orphans to all children in Africa, estimat-

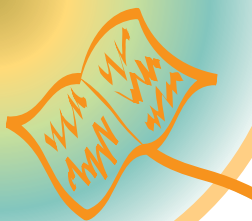
ed at about 2 per cent prior to the epidemic, has now risen to 15 to 20 per cent in some African countries.

- Further enrolments could be lowered due to incidence of drop-out of orphans.
- HIV/AIDS is likely to increase education sector costs in a context where the adverse macro-economic impacts of the pandemic affect domestic resource availability in the public sector, and constrain the flow of resources from the private and household sectors. According to the EFA Global Monitoring Report 2002, HIV/AIDS is estimated to add US\$975 million per year to the cost of achieving EFA. This reflects:
 - The incremental teacher costs for training additional teachers to replace those lost to AIDS and for the payment of death benefits;
 - The costs of training and paying temporary teachers to replace those on extended periods of sick leave;
 - The incremental school and education programme costs for mainstreaming HIV/AIDS preventive education in curricular and other areas of school life, and;
 - The social subsidies to encourage or enable the school attendance of orphans and vulnerable children from families affected by AIDS.
- Most of the problems outlined above affect negatively education quality.

Objectives

This flagship aims at contributing to the implementation of the Dakar Framework for Action, especially with regard to the following strategy: "To achieve EFA goals will necessitate putting HIV/AIDS as the highest priority in the most affected countries, with strong, sustained political commitment; mainstreaming HIV/AIDS perspectives in all aspects of policy; redesigning teacher training and curricula; and significantly enhancing resources to these efforts" (Expanded Commentary on the Dakar Framework for Action, Strategy 7, para. 62). More concretely, the flagship seeks to address the impact of





AIDS on education through effective skills-based prevention education using formal and non-formal approaches. Education remains a powerful and proven tool for prevention.



Photo credit: Namtip Akornkool, UNESCO

Participants at a workshop for preparing materials on HIV/AIDS involving religious leaders, health workers, educators, media practitioners, and people living with HIV/AIDS. (Oshakati, Namibia)

Activities

The activities undertaken so far include:

- ❑ Capacity-building to accelerate the education sector response to HIV/AIDS, especially in Africa.
- ❑ Development and endorsement by some fifteen partners of “HIV/AIDS and Education: A Strategic Approach”, that provides a framework of action.
- ❑ The establishment of a technical resource facility to help countries respond to the impact of AIDS in the education sector with the cooperation of Inter-Agency Task Team.
- ❑ The carrying-out of a 100-country survey of national level policy and practice in education and HIV/AIDS.

- The preparation of an overview of the relationship between HIV/AIDS, gender and education to inform the EFA Global Monitoring Report.

Partners

Partners include ILO, UNESCO, UNAIDS Secretariat, UNICEF, UNDP, UNFPA, UNODC, World Bank, key bilateral donor agencies, international non-governmental organizations working in education and individual experts.

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Figure 1. The impact of HIV/AIDS on education

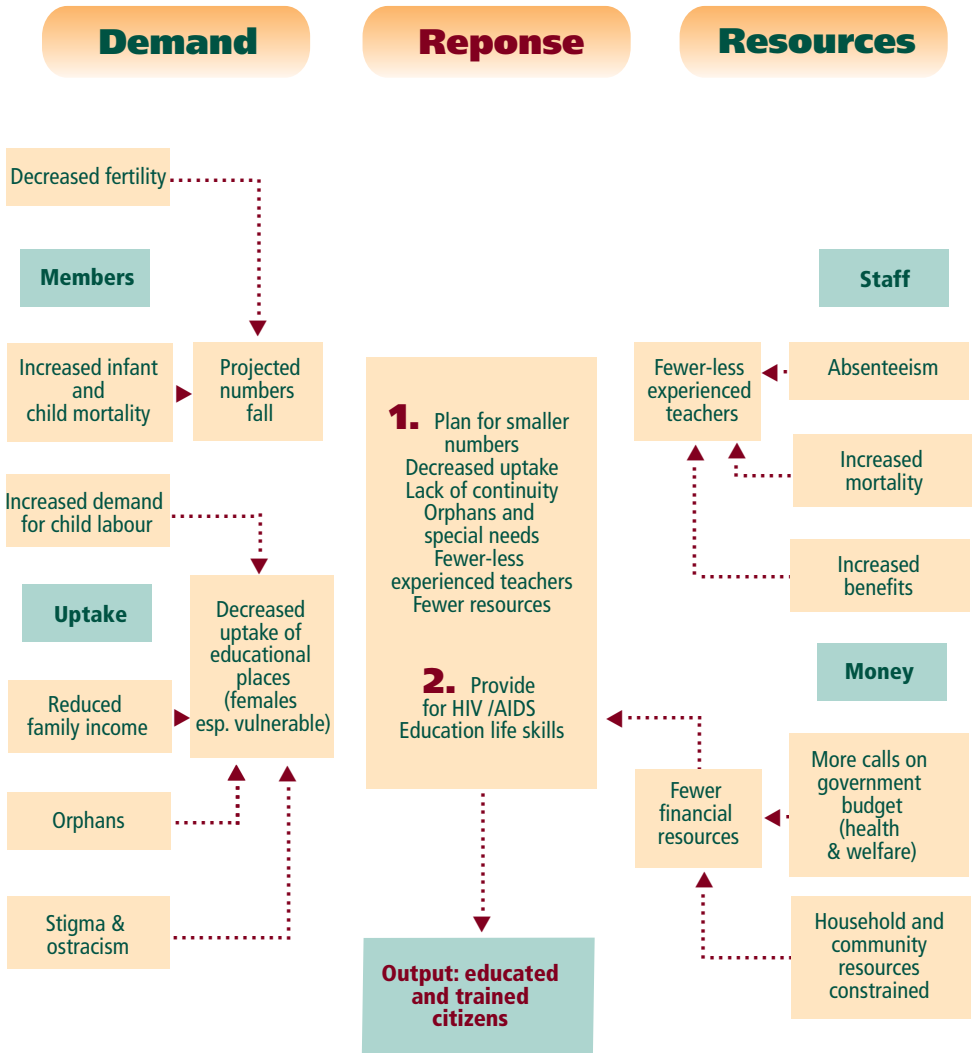


Figure 1. shows that the challenge is to maintain and improve output in the face of new pressures from HIV/AIDS

Source : <http://www.worldbank.org/aids-econ/toolkit/educ.htm>

2. The Initiative on Early Childhood Care and Education (ECCE)

Background

A large body of research has shown the following :

- ❑ Children who participate in well-conceived ECCE programmes tend to be more successful later in school, are more competent socially and emotionally, and show higher verbal and intellectual development during early childhood than do children who are not enrolled in high quality programmes.
- ❑ Girls enrolled in early childhood programmes are better prepared for school and frequently stay in school longer.
- ❑ Early childhood interventions in health and nutrition programmes increase children's chances of survival.
- ❑ Early childhood education programmes prepare children for school, improving their performance and retention, and reducing the need for repetition.
- ❑ Providing safe child care allows women the chance to support their families, continue their education and learn new skills.
- ❑ Children who are well nurtured during early years tend to do better in school and stand a better chance of developing the skills required to contribute productively to social and economic development.
- ❑ While global data on all aspects of ECCE are not available, it is inadmissible that in the year 2000, more than 50 per cent of children aged 3 to 5 years had no access to pre-primary education. The situation is particularly worrisome in sub-Saharan Africa where the gross enrolment ratio (GER) in pre-primary education is 18 per cent and, in half of the sub-Saharan African countries, the GER is less than 4 per cent.





Photo credit: UNESCO, Hanoi (Viet Nam)

Children in a pre-school classroom in Dinh Lao, Viet Nam

Objectives

The flagship aims to:

- ☐ Monitor progress towards the first goal in the Dakar Framework for Action “of expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”.
- ☐ Highlight attention to the importance of integrated early childhood care by building/improving the knowledge base on this issue, and its use in policy and programming.
- ☐ Demonstrate the positive linkage between ECCE and broader EFA goals (preparation of children for school, increase in achievement and retention in primary school, especially for girls).
- ☐ Ensure that in five years, the influence and impact of ECCE efforts on achieving EFA goals are more clearly understood and articulated.

Activities

The main activities are centred on advocacy and knowledge-development to:

- ❑ Provide updated information related to ECCE in the Dakar Framework and information on countries that include Early Childhood Development (ECD) in their national plans or to collect case studies from these countries.
- ❑ Collect and analyse studies demonstrating the positive impact of ECCE on other EFA goals.
- ❑ Pilot ECCE indicators and disseminate the results.
- ❑ Identify opportunities to influence agenda-setting and modes of work.
- ❑ Identify processes for raising consciousness and promoting new activities in integrated ECCE.
- ❑ Promote mothers' participation in the labour market as a way to ensure a better balance between family and work responsibilities.
- ❑ Empower parents, especially mothers.

Partners

Partners include the Academy for Educational Development, Aga Khan Foundation, Bernard van Leer Foundation, Christian Children's Fund, Netherlands Ministry of Foreign Affairs through the Association for the Development of Education in Africa (ADEA), the Working Group on Early Childhood Development, Plan International, High Scope Foundation, Pan-American Health Organization, Pueblito Canada, UNICEF, UNESCO, USAID and the World Bank.





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Learning Begins at Birth Advocacy for Early Childhood Development in Africa

In 2002, Ministers of Education from across Africa gathered in the United Republic of Tanzania to report on their progress to date and on future plans for achieving the Education for All goals (MINEDAF VIII).

At this ministerial meeting, the Tanzanian ECD Network of government and non-government organizations organized the ECD Special Session and launched an advocacy campaign. This was done in partnership with the Association for the Development of Education in Africa (ADEA), Working Group on Early Childhood Development (WGECD) and the Consultative Group (CGECCD). The advocacy materials were developed through a collaborative process with the Tanzanian ECD Network and other partners, including the Early Child Development Virtual University. Links across Africa were also activated by ADEA and WGECD, and international networking was mobilized through CGECCD.

Eighty-seven participants from international organizations, governments and NGOs reiterated the importance of ECD as a foundation of EFA and assured their commitments to mainstreaming ECD in the EFA process.

The preparation of the session with international partner organizations was a learning experience itself. Mutual understanding and close communication (in this case via electronic network) were crucial to the success of the session.

The success of the partnership does not end here. Chanel Croker of Tanzanian ECD Network says, “we trust that ECD colleagues in the region will continue to join hands in ongoing ECD advocacy work. Meanwhile, the idea of a multi-sectoral National ECD Forum in the United Republic of Tanzania in 2003 is already gathering momentum, as a very positive outcome from the processes involved in the ECD EFA advocacy opportunity at MINEDAF VIII.”

3. The Right to Education for Persons with Disabilities: Towards Inclusion

Background

According to estimates of international agencies:

- ☐ More than 90 per cent of children with disabilities in developing countries do not attend schools.
- ☐ About 500,000 children every year lose some part of their vision due to vitamin A deficiency.
- ☐ Some 41 million babies are born each year at risk of mental impairment due to insufficient iodine in their mothers' diets.
- ☐ For every child killed in armed conflict, three are injured and permanently disabled. Of the 26,000 people killed and injured by landmines every year, 40 per cent are children. Over 10 million children are psychologically traumatized by armed conflicts.

Child labour and maltreatment such as corporal punishment, amputation and blinding of detainees, lead to children becoming disabled and succumbing to mental illness, physical and psychological disabilities, and difficulties in schools or at work.

Moreover, the vast majority of individuals with hearing or visual impairments in developing nations lack basic literacy and those with intellectual and mental disabilities are often treated with cruel neglect. There is a strong link between disability and poverty. However, all individuals with disabilities, given the opportunity, can lead meaningful, productive lives, and contribute to the social and economic well being of their family and community. Education and lifelong learning opportunities can and must overcome inequalities in economic and social development that effectively marginalize individuals with disabilities.



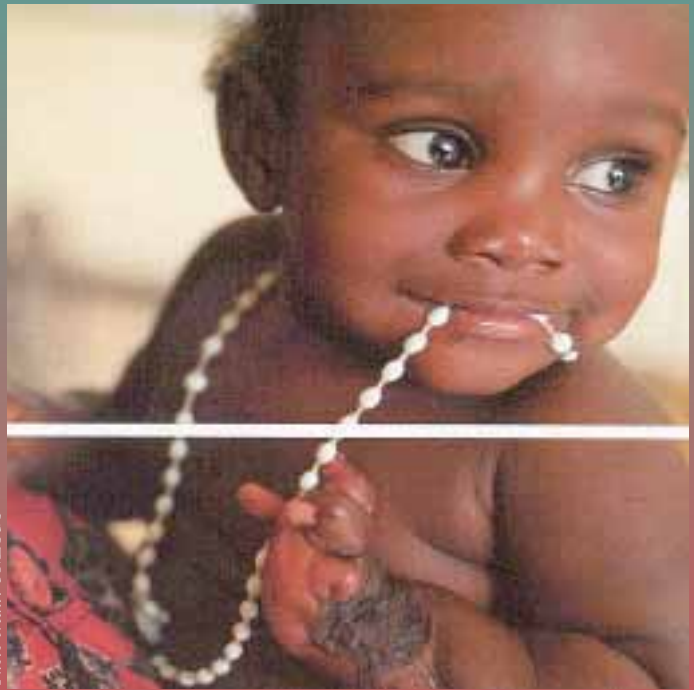


Photo credit: UNESCO

Disability is a major cause of social exclusion. It may lead to marginalization in family, school and community. This situation can be changed.

Objectives

The Flagship seeks to unite all partners in its effort to provide access to education and to promote completion of quality education by every child and adult with disabilities.

This goal will be reached through:

- ☐ Encouraging policy-makers and managers to look at the barriers within the education system, how they arise and how they can be removed;
- ☐ Working to ensure that the right to education for all persons with disabilities is incorporated in national education plans;
- ☐ Stimulating and monitoring development in the field of awareness raising and advocacy for the right to education;
- ☐ Ensuring that EFA monitoring processes include data and documentation of resources allocated to persons with disabilities; and
- ☐ Encouraging work by students, parental involvement in the classroom, teacher problem-solving and mutual support.

Activities

- Development of policy guidelines to influence and support national educational policies in becoming more inclusive in their approaches.
- Capacity-building on Inclusive Education approaches.
- Production of training materials to stimulate the development of inclusive approaches in education.
- Use of new information and communication technologies to develop “New Opportunities for Children and Young People with Disabilities”.

Partners

UNESCO is the lead agency for the Flagship, which is a joint effort among United Nations organizations, NGOs and donor countries acting together as a catalyst in the process of achieving Education for All. UNESCO and the University of Oslo form a joint secretariat. The Steering Board is constituted of a number of organizations: International Disability Organizations (IDO), UNICEF, the World Bank, Organization for Economic Co-operation and Development (OECD), and national UNESCO Commissions of the Nordic countries (Finland, Sweden, Norway).

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4. Education for Rural People (ERP)

Background

Education is a basic right in itself and an essential prerequisite for reducing poverty improving the living conditions of rural people, and building a food-secure world. Nevertheless, evidence shows that:

- ❑ Children's access to education in rural areas is still much lower than in urban areas;
- ❑ Adult illiteracy is much higher and the quality of education is poorer in rural areas;
- ❑ Urban-rural disparities in educational investment and learning opportunities are widespread.

Since around 70 per cent of the poor live in rural areas, educating rural people is one of the main challenges facing the drive to achieve Education for All, sustainable development, food security and poverty reduction.



Photo credit: Namtip Aksornkool, UNESCO

Objectives

The Education for Rural People flagship was launched by the Directors of FAO and UNESCO during the World Summit on Sustainable Development in Johannesburg (September 2002), with the aim to:

- ❑ Build awareness of the importance of education for rural people as a crucial step in achieving the Millennium Development goals of eradicating extreme poverty and hunger and achieving universal primary education.
- ❑ Overcome the urban-rural education gap.
- ❑ Increase access to basic education for rural people.
- ❑ Improve the quality of basic education in rural areas.
- ❑ Foster national capacity to plan and implement basic education plans to address the learning needs of rural people

Activities

At the national level:

- ❑ Technical support to countries willing to address the basic education needs of rural people by formulating specific plans of action as part of the national EFA plans.

At the international level:

- ❑ Advocacy and mobilization of partnerships for the education of rural people concentrating on strategic global, regional and international events, and encouraging the same within countries.
- ❑ Identification of capacity for different substantive components of education for rural people within partner institutions.
- ❑ Support for the exchange of good practices and knowledge related to education for rural people.





Partners

This flagship initiative is led by FAO. UNESCO, WFP, USAID, ADEA and Non-governmental organizations are among the 57 other partners.

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5. The Initiative on Education in Situations of Emergency and Crisis

Background

Crisis, conflicts and emergencies adversely affect education systems in many ways:

- ❑ Population displacement (at present estimated at 50 million throughout the world);
- ❑ 45 to 95 per cent of classrooms neglected or damaged;
- ❑ Teachers dispersed, killed or not working;
- ❑ Offices, equipment, textbooks and supplies neglected or destroyed;
- ❑ Reduction in enrolment;
- ❑ Diversion of educational resources to military or security purposes;
- ❑ Child soldiers, child-headed households, orphans;
- ❑ Core values and social cohesion eroded, HIV/AIDS proliferation;
- ❑ Conflict is strongly related to the level of human development (60 per cent of low Human Development Index (HDI) and 24 per cent of medium HDI are conflict countries).

In situations of crisis and emergencies, education is essential in order to:

- ❑ Re-establish a sense of normalcy and structure and build self-esteem and hope for the future;
- ❑ Provide protection against exploitation and harm, especially for girls and adolescents;
- ❑ Meet the psychosocial needs of children and adolescents affected by trauma and displacement;



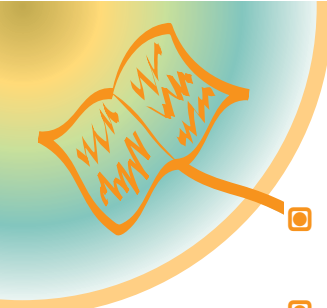
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- ❑ Disseminate key survival messages, such as landmine awareness, conflict resolution and peace-building;
 - ❑ Sustain study skills and skills-building;
 - ❑ Promote reintegration, reconstruction and sustainable development.

Photo credit: Beverly Roberts, UNESCO



These children, who had education opportunities in a refugee camp in Zambia, are returning to villages in Angola where no schools are yet established.

Objectives

This EFA flagship strives to:

- ❑ Ensure that children and young people living in countries affected by crisis and emergency have access to quality education, recreation and related activities, helping meet their psychosocial needs in the short and longer term.
- ❑ Promote collaboration and effectiveness in education responses during crisis and early reconstruction through communication, resource sharing, and advocacy.

Activities

Actions and activities are concentrated around two principal areas:

☐ **Communication**

The Inter-Agency Network for Education in Emergencies (INEE) creates forums for communities, practitioners, researchers and experts to share resources and information, identify the problems and issues that directly affect education programmes, and develop and share best practices.

☐ **Advocacy**

At the international level

INEE and its members work collectively and independently to encourage multilateral and bilateral agencies and donors to put more resources into education for emergency programming, to make it a humanitarian priority and to ensure post-crisis early reconstruction response.

At the national level

Other international education policy frameworks and appropriate forums draw attention to the need for increased response to education needs of refugees, displaced populations and other populations affected by conflict and crisis.

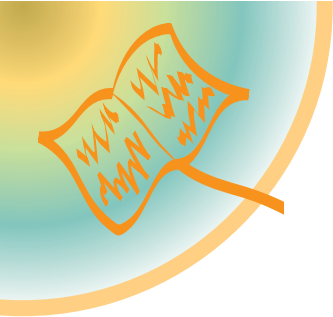
At the local level

Organizations work with communities and governments to ensure education for all populations affected by crisis.

Partners

INEE, the inter-agency vehicle, consists of over 570 individual members and over 85 organizational members. The steering group is comprised of CARE USA, the International Save the Children Alliance, the International Rescue Committee, the Norwegian Refugee Council, UNESCO, UNHCR, UNICEF and the World Bank.





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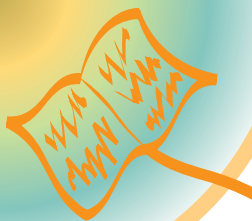
6. Focusing Resources on Effective School Health (FRESH)

Background

Evidence has shown that investing in school-based health and nutrition programmes results in real advantages, including the five described below:

- ❑ **Better learning in school and better educational outcomes** can be obtained by boosting attendance and educational achievement. For instance, provision of adequate water and sanitation facilities in schools in Bangladesh increased girls' attendance by 15 per cent. Interaction with families and demand for sanitation facilities at home were seen in 80 per cent of children who acquired these practices at school. Studies have shown that in Africa, more than half the schoolchildren are stunted in height and are anaemic, and that in many areas most schoolchildren are infected with worms, bilharzia and malaria parasites. These highly prevalent conditions are all associated with impaired cognitive ability.
- ❑ **New opportunities, unfulfilled needs:** school health programmes can help ensure that children are healthy and able to take full advantage of what is often their first and only opportunity for formal education.
- ❑ **Enhanced equity:** school health and nutrition programmes particularly benefit the poor and disadvantaged children, that is to say, two groups with the worst health and nutrition status.
- ❑ **Contribution to youth development** comes as a result of tackling some major problems of adolescence: violence, substance abuse, teenage pregnancy and sexually transmitted diseases, including HIV/AIDS. For instance, in some countries





in Latin America, more than a third of adolescent girls leave school prematurely, never to return, because of unplanned pregnancy.

- ☐ ***A cost-effective investment in education (not just health)*** can be reached by promoting learning and simultaneously reducing repetition, absenteeism and dropout.



Photo credit: UNESCO

The Sagaga Secondary School Principal Mr Lauese Manulelea (and his son) with the installed water tank which now provides water to his school. Previously students had to draw buckets of salt water from the nearby lagoon when the mains water supply stopped, which was frequently. Alternatively, according to Government policy, the school would shut down until the mains supply resumed.

Objectives

Launched at the World Education Forum (Dakar, April 2000), FRESH aims at:

- ☐ Promoting child-friendly schools and promoting quality EFA by broadening the scope of school health programmes and improving their effectiveness.
- ☐ Helping identify and address health-related problems that interfere with enrolment, attendance and learning.

- Increasing awareness within the education community of the value of school health programmes as a strategy to achieve the EFA goals.

To achieve these goals, the following four components are defined, which should be made available together, in all schools.

Health-related school policies as a means to:

- promote the overall health, hygiene and nutrition of children,
- ensure a safe and secure physical environment and a positive psycho-social environment, and
- address issues such as abuse of students, sexual harassment, school violence and bullying.

Provision of safe water and sanitation facilities – the essential first steps towards a healthy physical, learning environment. By providing these facilities, schools can reinforce the health and hygiene messages, and act as an example to both students and the wider community

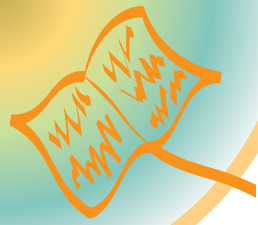
Skills-based health education – an approach to develop of knowledge, attitudes, values and life skills needed to make and act on the most appropriate and positive health-related decisions:

- Changes in social and behavioural factors have given greater prominence to such health-related issues as HIV/AIDS, early pregnancy, injuries, violence, and tobacco abuse.
- The development of attitudes related to gender equity and respect between girls and boys, and the development of specific skills, such as dealing with peer pressure, are also central to effective skills-based health education and positive psycho-social environments.

School based health and nutrition services, both physical and psycho-social

- Schools can effectively deliver some simple, safe and familiar health and nutritional services, including counselling for AIDS affected children and children traumatized by conflict and address problems that are prevalent and recognized as important within the community.





- For example, micronutrient deficiencies and worm infections may be effectively dealt with by (six-monthly or annual) oral treatment and by changing the timing of meals, or providing a snack to address short-term hunger during school.

To reach the expected outcomes, strategies include effective partnerships between teachers and health workers, the involvement and support of parents and the community-at-large, and the active participation of young people in the design and implementation of the programme.

The FRESH framework responds to the specific needs of girls in the following areas: equal enrolment and protection from harassment and the provision of water and sanitation. The multi-country study on “young people, gender, sexuality and HIV/AIDS in education” drew the attention to the centrality of gender issues in the lives of young people.

Activities

At the policy level, activities consist of :

- Promoting inclusion of the Fresh Framework into national EFA action plans or other education reform documents through capacity-building and the training of EFA coordinators from Ministries of Education.
- Provision of financial and technical assistance to Education International to enable teachers’ unions in Bukina Faso, Botswana, Côte d’Ivoire, Guinea, Haiti, Malawi, Mali, Rwanda, Senegal and Zambia to train teachers to use modern interactive methods to help adults and young people acquire skills that will help them avoid HIV infection and reduce related discrimination.

At the school level:

- Campaigns launched to assist schools in planning and implementing their own school health projects (Afghanistan, Burundi, Bolivia/Chile, Timor-Leste, Kazakhstan, the Philippines, Samoa, Mozambique and Palestine).

- Financial and technical assistance to primary, middle and secondary schools in Zhejiang Province (China) to strengthen nutrition and prevent tobacco use.

Partners

UNESCO, UNICEF, WHO, World Bank, and Education International

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7. Teachers and the Quality of Education

Background

The joint ILO/UNESCO publication “A Statistical Profile of the Teaching Profession” (Geneva, 2002), highlights the generally lamentable training and working conditions of teachers, and the burgeoning global teacher shortage. The UNESCO Institute for Statistics (UIS), in its policy brief *Primary Teachers Count* (Montreal, 2002), estimated that 15 to 35 million additional primary school teachers will be needed to meet the 2015 Millennium Development Goals and the Dakar Goals.



Photo credit: UNESCO

The beginning of a collaborative process among UNESCO, ILO, governments and teachers, as a necessary framework from which to build sustainable EFA interventions

Objectives

This flagship aims at:

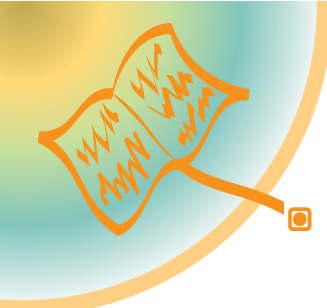
- ❑ Initiating a social dialogue process among education authorities and teachers' associations, among other stakeholders, in order to contribute to an improvement of teachers' status materially and socially through review of policy, legislation, and administrative decisions. (cf. Dakar Framework for Action- EFA strategy ix: "Enhance the status, morale and professionalism of teachers").
- ❑ Promoting the involvement of teachers and their organizations in the formulation and implementation of the EFA national action plans.
- ❑ Promoting quality teaching and sound learning environments by improving the conditions of teacher recruitment, education, appraisal and remuneration.
A concept agreed upon by partners foresees a pilot phase in a few countries to test the validity of the concepts and strategies of the flagship. Different criteria are established:
 - ❑ Country commitment to the flagship objective,
 - ❑ Complementarity with overall EFA goals,
 - ❑ Linkages with the objectives of Poverty Reduction Strategy Plans, Millennium Development Goals and UNDAF in the countries of operation,
 - ❑ A favourable climate for social dialogue.

Activities

To reach the flagship objectives, activities consist of:

- ❑ Developing situation analysis in depth through national case studies on aspects of teacher status and professional development for quality improvement in EFA programmes
- ❑ Strengthening high quality and relevant professional standards for initial teacher education and lifelong professional development,



- 
- ☐ Establishing a sub regional inter-ministerial, inter-sectoral process for enriching the quality of teacher education reform in sub regions,
 - ☐ Achieving adequate teacher salary levels comparable to skilled national levels,
 - ☐ Ensuring appropriate teacher recruitment and deployment to meet educational demand (geographic and subjects areas),
 - ☐ Improving quality teaching and learning environments (adequate infrastructure, appropriate class sizes),
 - ☐ Developing and maintaining high professional standards for teaching,
 - ☐ Strengthening and institutionalizing social dialogue mechanisms between education authorities and teachers' education, and
 - ☐ Integrating the gender dimension in all the activities.

Partners

This initiative is a partnership between ILO, UNESCO and Education International. ILO and UNESCO are responsible for improving teacher status, morale and professionalism from the perspective of the United Nations whereas Education International adopts the perspective of the teachers' associations.

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Teachers and the Quality of Education Flagship: Policy actions and social dialogue for improved teacher status and professionalism in achieving EFA goals *Groundwork for National Success Stories*

1. Pilot activities in the United Republic of Tanzania

After a year of preparatory work involving consultations with and between the Ministry of Education, the Tanzania Teachers' Union (TTU) and the donor community in the United Republic of Tanzania, a national workshop on teachers' status and social dialogue on EFA was organized with ILO and UNESCO assistance, involving key actors in the education sector. TTU has been closely integrated into planning structures for implementation of the primary education development plan. More work remains to be done to institutionalize mechanisms for negotiations on teaching and learning conditions.

2. Southeast Asian Seminar

The first pilot subregional activity of the flagship programme on Teachers took place 13 to 15 August 2003 in Chiang Mai, Thailand, organized co-operatively by the UNESCO Asia-Pacific Regional Bureau for Education, the Office of National Education Commission (ONEC) and the Rajabhat Council of Teacher Education, Ministry of Education. The activity, planned in cooperation with ILO, involved seven countries and covered the gamut of education/labour issues: rights, responsibilities, working conditions, salaries, status, ICTs, professional freedom, stakeholders, policy development for the implementation of EFA, and better use of existing standards – or development of standards as necessary for all of these issues.

While it is too early to contribute a country 'success story,' preliminary outcomes of the pilot project do indicate some 'successes'.

- ▶ For the first time national case study reports or papers are available from all participating countries, with detailed data concerning teacher status and teacher salary levels, which form the basis for further policy work.
- ▶ UNESCO and ILO are working at sub regional level in Southeast Asia on the implementation of the international recommendations concerning teachers.
- ▶ UNESCO and ILO have brought together representatives from both governments and teacher professional organizations to facilitate a dialogue on key items in the sub region.
- ▶ UNESCO and ILO have developed linkages in Cambodia and Indonesia, what will be able to work further in national workshops to expand social dialogue between governments and teacher unions.
- ▶ For the first time in this sub region, the fundamental policy issues concerning teacher professional standards were explored at a UNESCO-sponsored meeting, with professional or labour-related contributions provided by ILO.
- ▶ For the first time in this sub region, the teacher issue has been taken up as a major UNESCO programme action on EFA goals, with a re-orientation of quality education in ten dimensions, as presented by the Director of the UNESCO Regional Bureau for Education. Most teacher educators and NGOs attending the Seminar said they had not been informed about Dakar or the definition of 'quality' as an EFA goal. The discussion illustrated the need, at middle management level, for the type of flagship currently being developed – to put a social dialogue process in place focused on one specific aspect – teachers and EFA – for the purpose of sorting out the main thorny issues.





8. United Nations Girls' Education Initiative (UNGEI)

Background

- An estimated 104 million school-age children were out of school in 2000, of whom 57 per cent were girls (EFA Global Monitoring Report 2003/4).
- According to the 2002 EFA Global Monitoring Report, out of 153 countries for which disaggregated data are available, 86 have achieved the goal of gender parity and 18 have a good chance of attaining the goal by 2015 (but not by 2005). Of the remaining 49 countries, nearly 50 per cent are in sub-Saharan Africa. It is clear from the statistics that highly focused strategies in favour of girls are needed in order to make progress toward the gender parity goal.
- Eliminating gender disparities in primary and secondary education by 2005 stands as the first test of credibility in the global commitment to both EFA goals and the Millennium Development Goals (MDGs).
- It is also critical to give high priority to the gender issue in education because it goes to the heart of poverty in developing countries and the eradication of poverty is central to the MDGs.
- High priority needs to be given to promoting girls' education, not only as a means of achieving gender parity and equality in education, but also for leveraging EFA gains for all boys and girls.

Photo credit: Namitp Aksornkool, UNESCO



Around the world, girls are burdened with household chores. Girls in Nepal gathered around wells after school

8. United Nations Girls' Education Initiative (UNGEI)

Objectives

Launched at the World Education Forum (Dakar, 2000) by the United Nations Secretary General, UNGEI aims to mount a sustained campaign to improve the quality and availability of education for girls with a view to ensuring gender parity, or on equality in education.

UNGEI is a United Nations system-wide approach to assist national governments to eliminate gender discrimination and gender disparity in education systems through:

- ❑ building political and resource commitments for girls' education
- ❑ ending the gender gap in attendance and completion
- ❑ eliminating gender bias within national education systems
- ❑ supporting girls' education in areas affected by or recovering from armed conflict, natural disasters or external shocks
- ❑ eliminating social and cultural discrimination that limits the demand for girls' schooling





Activities

Major areas of activities include:

- Global advocacy
- Training and capacity-building
- Resource mobilization, building partnerships
- Mainstreaming gender issues through the work of advocacy

To further UNGEI, UNICEF has also launched two more precise activities:

- To meet the 2005 EFA gender goal, UNICEF has launched the "25 by 2005" initiative. A sense of urgency drives the initiative. "25 by 2005" targets the girls who are most likely to be excluded from education. Most of the twenty-five selected countries have school enrolment rates that are below 70 per cent for girls; gender gaps of more than 10 per cent in primary education; or more than 1 million girls out of school. Others are hard-hit by crises that affect school opportunities, such as HIV/AIDS, civil conflict, natural disasters, and emergencies.
- At the national level, UNICEF will set up UNGEI in-country co-ordinating posts.

Partners

All United Nations entities belong to this programme. The following have contributed to the ongoing work of the Task Force : DAW/DESA/UN, DGO, ILO, OCHA, UNAIDS, UNDP, UNESCO, UNFPA, UNHCR, UNICEF, UNIFEM, WFP, WHO and the World Bank. Non-governmental organizations such as the African Women Educationalists (FAWE) are also participating.

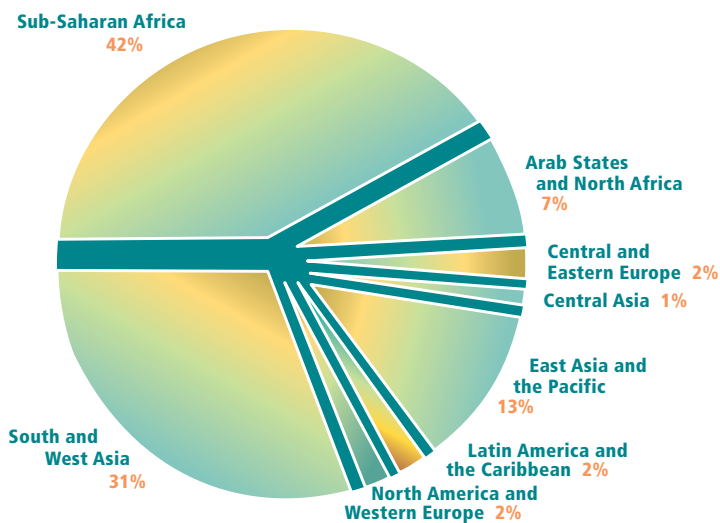
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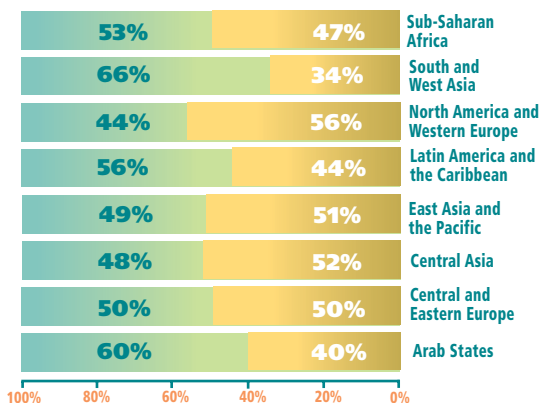
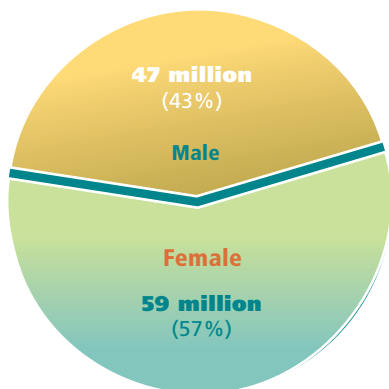
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Source: UNESCO Institute for Statistics (2003)

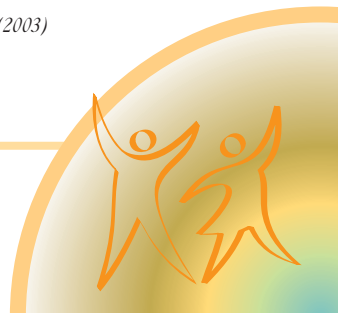
Figure 2. Out-of-school children: distribution by region (2000)

Total number of out-of-school children (2000): 104 million



Source: UNESCO Institute for Statistics (2003)

Figure 3. Out-of-school children: distribution by sex (2000)



9. Literacy in the Framework of United Nations Literacy Decade

Background

The EFA Global Monitoring Reports 2002 and 2003/4 revealed that:

- There were still 862 million adult illiterates in 2000, representing 20 per cent of adults aged 15 years and over.
- The gender gap is wide and narrowing only slowly; two thirds of the world's illiterate population are women.
- Around 61 per cent of people who lack literacy live in four of the world's high-population countries: India, China, Pakistan and Bangladesh.
- Referring to the literacy goal set in Dakar, the Report states that, at present rates of progress, 79 countries will not be able to halve their rate of adult illiteracy by 2015.



Participation is key to successful training. Participants at a regional workshop for preparing gender sensitive post-literacy materials, Arusha, United Republic of Tanzania

Objectives

This flagship aims at addressing the EFA challenge of illiteracy. Under UNESCO's leadership, the United Nations Literacy Decade offers an opportunity to put special emphasis on literacy for all, and anticipates the creation of literate environments essential for achieving the EFA goals and the international development agenda (MDGs) including eradicating poverty, reducing child mortality, curbing population growth and achieving gender equality.

This flagship promotes literacy, seen as a lifelong learning process that takes place both within and outside the school system. Thus, among other strategies, UNLD works to create synergy between formal and non-formal education.

The United Nations Literacy Decade International Plan of Action lays down the principle strategies.

- Placing literacy at the centre of all levels of national education systems and developmental efforts.
- Adopting an approach for promoting synergy between formal and non-formal education.
- Promoting an environment supportive of literacy and a culture of reading.
- Ensuring community involvement.
- Building partnerships at all levels.
- Developing systematic monitoring and evaluation processes supported by research and databases.

Activities

The major areas of activities articulated in the International Plan of Action are:

- Policy
- Programme modality
- Capacity-building
- Research
- Community participation
- Monitoring and evaluation





Partners

UNESCO is in charge of coordinating the initiative at the international level. Partnerships include UNICEF, the World Bank, FAO, UNAIDS, UNDP, UNFPA, UNHCR, WFP and WHO.

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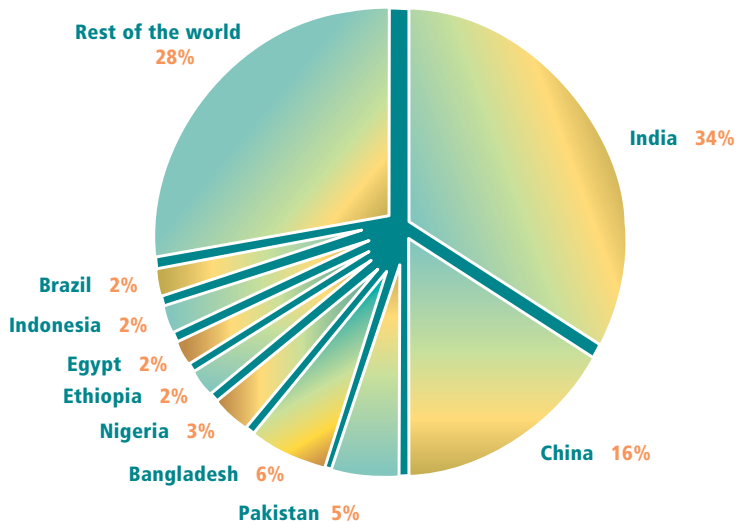
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Source: Fig. 2.16, p.65. UNESCO EFA Global Monitoring Report 2002:
Is the world on track? Paris, UNESCO Publishing, 2002.

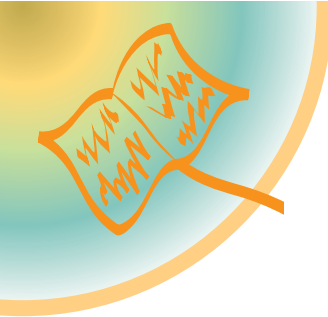
Figure 4. Adult illiterate population (2000)

III. *Potential and impact of the EFA flagship initiatives*

An important potential of the EFA flagship initiatives lies in the synergy yielded by a well coordinated partnership that facilitates actions tailored to meet specific EFA goals with a vision of education that is not confined to conventional education domains, but rather interlinked with all other aspects of development. Past experience, especially during the post-Jomtien decade, has demonstrated that EFA challenges addressed by the flagships are too large and complex for governments, civil society or agencies to tackle alone. A well-coordinated partnership, engaging a wide range of entities, such as civil society, bi- and multilateral agencies, and regional and international organizations, is more likely to succeed in meeting such EFA challenges in a sustainable manner.

The existing flagship initiatives are in different stages of evolution. It is too early to make judgements on their achievements or impact. Their added value may be assessed through the range of activities undertaken at country level, their appropriation by governments, and their synchronization with national priorities and with EFA planning and development framework processes such as the United Nations Development Assistance Framework (UNDAF), Poverty Reduction Strategy Papers (PRSPs) or the Fast-Track Initiative (FTI).





At international level, the activities undertaken so far through EFA flagship initiatives demonstrate increased mutual understanding in the substantive areas of EFA and a growing co-operative spirit among EFA partners at international level. An important emerging thrust of these initiatives resides in their efforts to bring different international partners to work according to a commonly interpreted agenda.

At the country level, the flagship initiatives have the potential of mobilizing partners and stakeholders around the specific themes and contribute to their integration in the EFA planning processes. They can be instrumental in raising awareness as to the critical importance of themes which otherwise may be undermined. Obviously, a number of problems such as inadequate funding, conceptual clarity and anchorage within national ministries need to be addressed.

IV. *Emerging issues*

Sequencing:

The development frameworks were all introduced at different times, starting with the United Nations Development Assistance Framework (UNDAF) process, followed by the Sector Wide Approach (SWAp), Poverty Reduction Strategy Papers (PRSPs) and, more recently, the Fast-Track Initiative (FTI). Countries are struggling to respond to the different requirements involved. It was found that in some individual cases the flagship themes are integrated within these frameworks. However, as yet, there is no evidence of systematic integration. This may be due partly to the fact that the concerted flagship efforts are only a recent phenomenon, which started after or in parallel to the elaboration of the general development frameworks. The challenge of how to systematically integrate flagships in the different frameworks needs to be further addressed.

Coordination and ownership:

The agencies behind the different frameworks vary. While the Common Country Assessment (CCA) and UNDAF are United Nations driven, SWAP, PRSPs and FTI are led by the World Bank, in collaboration with donors. Very often different Ministries or even the office of Head of State/Government are responsible at the country level, thus complicating the challenge of coherent coordination. In this complex scenario, it is not evident that education is duly considered, nor is it evident that education actors manage to interrelate with all these different actors simultaneously. However, such ongoing dialogue seems to be necessary to ensure that the EFA flagships are duly integrated into these frameworks.





Opportunities:

UNDAF and PRSPs have the advantage of cutting across different sectors and bringing Governments and multilateral partners together in regular roundtables and joint planning sessions. Since each EFA flagship has the support of one or more multilateral agencies, there is a considerable potential to introduce flagships systematically into the UNDAF and PRSP processes, and thereby ensuring financial and technical support from multilateral agencies as well as synergy with programmes for other sectors.

However, the systematic integration of flagships requires lead agencies to sensitize their representatives at country level. The country representatives will have to feel ownership of the flagships and also have profound knowledge of the local UNDAF/PRSP process and priorities in order to adequately situate them in the CCAs or the country strategy and to advocate accordingly.

While UNDAF provides the opportunity of creating synergy with other development sectors and increasing United Nations support to flagships, it is unlikely to result in stronger support from bilateral partners, since they may be absent from the process. Attention has to be paid to the risk of viewing flagships mainly as United Nations initiatives rather than promoting them as multi-partner support strategies. In a more indirect manner, the integration of flagships in UNDAF may have a positive effect on support from bilateral donors and lending institutions, since they also base some of their analysis on CCAs. If the CCAs include consideration of the themes supported through the flagships, the chances of them being included in other development frameworks increases. This should apply also to PRSPs.

V. *Perspectives for enhancing the impact of EFA flagships*

The EFA flagship initiatives can play an important role in advancing the cause of EFA. However, as the initiatives evolve and as lessons are learnt at different levels, a number of actions is needed to enhance impact.

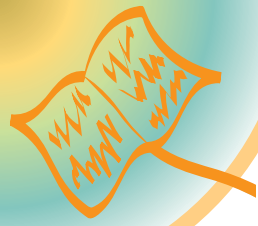
At the country level, action may be taken in order to:

- Close the information gap,
- Integrate flagships into EFA planning process,
- Support inter-ministerial collaboration,
- Support pilot flagship projects at decentralized levels,
- Reinforce the integration of flagships in regional mechanisms,
- Integrate flagships into other development frameworks,
- Inform and involve national government and local EFA stakeholders in all flagship activities.

At regional/international level, there may be a need to:

- Integrate flagships into regional development frameworks, such as the New Partnership for Africa's Development (NEPAD),





- Discuss EFA flagships within United Nations and bilateral agencies, from central to decentralized levels,
- Strengthen monitoring and evaluation of EFA flagships,
- Support inter-flagship collaboration through dialogue between focal points,
- Strengthen the cooperation and communication between EFA partners sponsoring the EFA flagships,
- Avoid competition and duplication, and promote complementarity between the EFA flagship initiatives, and
- Include 'EFA flagship updates' on the agenda of the annual EFA Working Group meeting.

Conclusion

The EFA flagship initiatives demonstrate the additional commitment and the cooperative spirit of the EFA partners engaged in the struggle to achieve the EFA goals and targets. Through the diversity of the themes addressed, the EFA flagships aim at informing policy on the multi-dimensional aspects of education and advocating for their inclusion in national EFA planning processes.

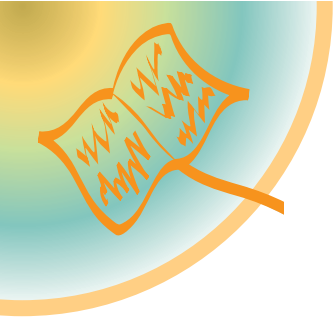
While the EFA flagship initiatives are well-established and functioning at international level, much remains to be done at country level. The challenge is to ensure their systematic integration into EFA planning and other development framework processes. The multiplicity of different development planning frameworks (UNDAF, SWAp, PRSP, CCA etc.) provides an opportunity for the flagship themes to be mainstreamed at the country level. Therefore, the partners involved need to ensure such articulation.



List of acronyms

ADEA	Association for the Development of Education in Africa
CCA	Common Country Assessment
CGECCD	Consultative Group on Early Childhood Care and Development
DAW	(UN) Division for the Advancement of Women
DESA	Department of Economic and Social Affairs
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EFA	Education for All
ERP	Education for Rural People
FAO	Food and Agriculture Organization
FRESH	Focusing Resources on Effective School Health
FTI	Fast-Track Initiative
GER	Gross Enrolment Ratio
HDI	Human Development Index
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
IATT	Inter-Agency Task Team
ICTs	Information and Communication Technologies
ILO	International Labour Organization
MDGs	Millennium Development Goals
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental organization
OCHA	Office for the Coordination of Human Affairs
OUNHCR	Office of the United Nations High Commissioner for Refugees
PRSPs	Poverty Reduction Strategy Papers
STD	Sexually Transmitted Diseases
SWAP	Sector-Wide Approach
UIS	UNESCO Institute for Statistics





UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
UNLD	United Nations Literacy Decade
USAID	United States Agency for International Development
WFP	World Food Programme
WGECED	Working Group on Early Childhood Development
WHO	World Health Organisation

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- 2. Early Childhood Care and Education (ECCE)*
- 3. The Right to Education for Persons with Disabilities: Towards Inclusion*
- 4. Education for Rural People (ERP)*
- 5. Education in Situations of Emergency and Crisis*
- 6. Focusing Resources on Effective School Health (FRESH)*
- 7. Teachers and the Quality of Education*
- 8. United Nations Girls' Education Initiative (UNGEI)*
- 9. Literacy in the Framework of the United Nations Literacy Decade*

