2012 Global EFA Meeting

Concept Note
National EFA 2015 Reviews

The Dakar Framework for Action (2000) is a re-affirmation of the vision set out in the World Declaration on Education for All in 1990 in Jomtien, Thailand. It expresses the international community’s collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.

Article 1 - Expanded Commentary on the Dakar Framework for Action

Introduction
As we prepare to review the EFA experience for 2015, we must consider the commitments made at Dakar in 2000 by both national educational partners, as well as by international development partners in “ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter”. This concept note proposes what the scope and shape of such a review may look like in the current context of national and global development dynamics, opportunities and challenges.

NATIONAL EFA 2015 REVIEWS

Aim
The overall aim of the National EFA 2015 Reviews is first to assess progress made toward achieving EFA since Dakar, and the extent to which countries have held their commitments. Such reviews should generate and lead to a broad-based critical debate on the evolution of national education and training sectors since 2000 by the national stakeholders with regard to the effectiveness and efficiency of their past efforts and the relevance of EFA to their national development context now and beyond 2015.

The reviews will also identify priority areas for furthering the transformation of national education systems in order to better contribute to equitable and sustainable development in diverse contexts.

The National EFA 2015 reviews process addresses the EFA and MDG agendas simultaneously, in time for their common target year: 2015.

Objectives
The three strategic objectives listed below should be perceived as both consecutive and building upon one another. It should be noted that while the first two objectives assess the progress against EFA goals and strategies, the third is more concerned with the future, i.e. beyond 2015.

1. Assessing progress towards the six EFA goals
The first objective is to assess the extent to which countries have made progress towards the EFA goals and targets by analyzing trends in key relevant indicators since 2000. Focus is to be on the analysis of disparities in access to effective and relevant basic learning for children, youth and adults since 2000. Countries shall be encouraged to exploit existing national data sets of disaggregated data, as well as additional evidence as needed to the extent possible, in order to know how equally and equitably the progress has been made particularly for the most disadvantaged social groups. Countries should make efforts to present the situation not only in a quantitative way, but also with qualitative evidence by using findings and analysis from research and case studies to illustrate and highlight critical issues and how they have been addressed.
2. Reviewing implementation of strategies in achieving EFA

Along with the six EFA goals, the Dakar Framework for Action outlines and articulates twelve strategies to achieve the EFA goals. Formulation and implementation of those strategies at the national level will be reviewed by examining the way in which they have been implemented since 2000, and by identifying the challenges that remain in view of strengthening the effectiveness and efficiency of the education and training sector in its contribution to national development efforts. The implementation strategies of the Dakar Framework of Action¹ include:

1. mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;
2. promote EFA policies within a sustainable and well integrated sector framework clearly linked to poverty elimination and development strategies;
3. ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;
4. develop responsive, participatory and accountable systems of educational governance and management;
5. meet the needs of education systems affected by conflict, natural calamities and instability, and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict;
6. implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;
7. implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic;
8. create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all;
9. enhance the status, morale and professionalism of teachers;
10. harness new information and communication technologies to help achieve EFA goals;
11. systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and
12. build on existing mechanisms to accelerate progress towards education for all.

3. Determining the relevance of EFA framework

To consult on the relevance of the international EFA framework for future national education policy and practice. This consultation should serve as a basis for the countries setting the direction and laying out the national education agenda relevant to future development context beyond 2015. It will also serve to inform the global debate on the scope and shape of any potential international post-2015 education agenda. Hearing the voices of national education stakeholders on the benefits and limitations of the international EFA framework since 2000 is essential to the global discussion on the relevance of any future international education agenda.

Issues to be examined may include the following:

- To what extent has the EFA framework influenced education and training policies in diverse country settings?
- To what extent has the EFA framework been beneficial for the most disadvantaged segments of society (the poor, girls and women, rural populations, linguistic and other cultural minorities, the disabled, working children,...)?
- What features and elements of the EFA framework have been particularly valuable in supporting national development efforts, and in what way? What features and elements of the EFA framework have been problematic, and in what way?
- What are the main gaps, if any, in the EFA framework as we look to the future? How does it relate to national priorities for the development of the sector? How could it be better aligned with national education and development goals?

¹See Dakar Framework for Action (unesdoc.unesco.org/images/0012/001211/121147e.pdf) (pp. 17 - 22)
Expected results
The ultimate result of the National EFA2015 Reviews is the setting of national post-2015 education agendas of the countries through an inclusive and participatory process anchored on evidence.

- **The expected outcome** for countries will be to take stock of progress made, and how such progress been made, to achieve EFA by 2015. Such an exercise should lead to a clear awareness and public debate about where the development of education within the context of EFA stands, and how relevant EFA is to the definition of future education agendas which translates into renewed commitment on education as a fundamental to the national development.

Several **concrete outputs** will be produced:
- National reports along with relevant thematic review papers - a systematic stock-taking of **how and why** the country has made progress (or not) on key dimensions of EFA and how they plan to move forward within the context of the national education development agenda;
- Participatory review through a series of national dialogues on how the country would set its future education agenda based on EFA2015 review evidence, as well as learning from past experiences including various good practices;
- Renewal of collective commitment to education at the national, regional and global levels.

**Synthesis of the proposed implementation methodology**
The National EFA2015 Reviews will abide by the following guiding principles – it is to be evidence-based, participatory and inclusive, constructive, and forward-looking.

An implementation framework and mechanism along with necessary guidelines will be developed in consultation with the relevant stakeholders. Such guidelines will suggest the process to conduct the national reviews and will provide technical guidance on the preparation of a national report.

Based on the agreed process, appropriate implementation mechanisms will be established particularly at the regional and national levels under existing EFA coordination mechanisms. A series of national dialogues will be carried out to contribute to the preparation of national reports which will inform the future education agenda of the country.

This country level exercise should be aligned and synchronized as much as possible with the national MDG Assessment process and be inclusive of all national stakeholders.

**Linkage between national review processes with regional and global levels**
It is important that the National EFA2015 Reviews be streamlined with and complementary to the relevant regional and global processes and activities. This will be accomplished through regional and global consultation mechanisms such as the regional EFA Coordination mechanism, Global EFA Steering Committee, EFA Global Monitoring Report, Regional and Global EFA meetings, CC/NGO Meetings.

This process needs to be further discussed with relevant regional and global partners and stakeholders under the Global EFA Coordination mechanism.

**Indicative timeframe**
The preparation of the National EFA2015 Reviews process for developing guidelines and other relevant materials, as well as regional and global consultations, has already started. It is expected that national reviews will kick off in the beginning of 2013 and continue until 2015 along with related regional and global events.

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