



Education For All

Joining Hands for EFA



EFA Wing
Ministry of Education, Government of Pakistan
in collaboration with
UNESCO Office, Islamabad



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EFA – A Global Movement



Education for All' is a global movement supported by 184 countries of the World, the UN system, and international agencies. It originated in 1990 in Jomtien where 1500 delegates representing 155 governments, 20 intergovernmental bodies and 150 NGOs resolved to support the 'World Declaration on Education For All'. The 1990 EFA Declaration set certain targets to be achieved by countries within the next 10 years. In April 2000, ten years after Jomtien, world countries met again to review progress and chalk out a framework for the future.

Pakistan is signatory to the EFA Declaration. In 1990, a high level delegation led by the Education Minister participated in the World Conference on Education For All. The Prime Minister of Pakistan formally signed the EFA Declaration in September 1994. Again in April 2000, Pakistan reconfirmed its commitment to EFA by attending the World Education Forum in Dakar. A High profile delegation comprising four Provincial Ministers for Education and Literacy, led by the Federal Education Minister represented Pakistan in this historic gathering.



What is EFA?

As is evident from the slogan, EFA means basic education for everyone, for all children, for boys and girls both, for all human beings, for men and women, and for the young and grown up alike. EFA recognizes education as a basic right for all, irrespective of gender, breed, ethnicity, belief, or geographical background.

“...that education is a fundamental right for all people, women and men, of all ages, throughout our world.....”

(Extract from the Preamble of World Declaration on EFA – 1990)

EFA and UN Declaration of Human Rights

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages, Elementary education shall be compulsory.

(Article 26 – Universal Declaration of Human Rights, 1948)



EFA Vision – Meeting Learning Needs of All

The focus of the EFA vision is to meet the basic learning needs of children, youth and adults in following terms:

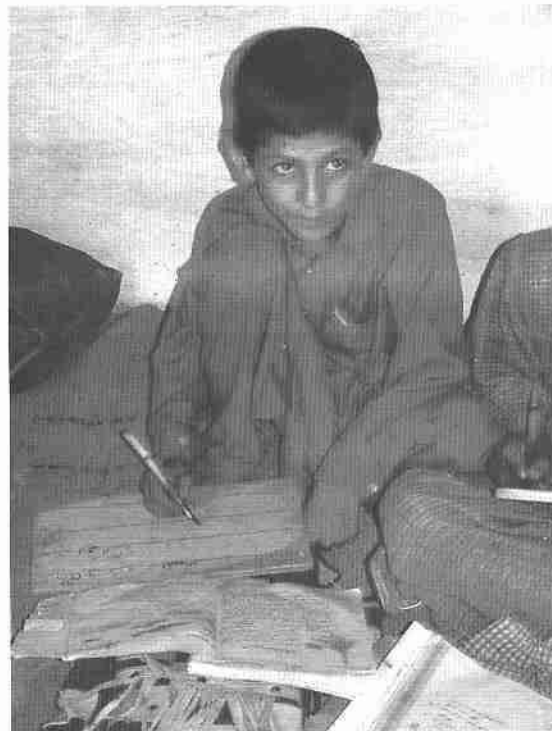
Learning Tools

Literacy, numeracy, oral expression and problem solving

Learning Contents

Knowledge, Skills, Values and Attitudes.

The ultimate objective of acquiring the above competencies is human resource development, and enabling individuals to participate effectively in personal, national and international development.





1990 Goals of EFA

In Jomtien (Thailand) in 1990, world nations committed themselves to the following goals and targets of Education For All:

- I. Expansion of Early Childhood Education and Development.
- II. Universalization of Primary Education.
- III. Improving Learning Achievement (*e.g 80% of 14 year old attain the desired level*).
- IV. Adult Literacy – Reduction of illiteracy to half of the 1990 level (*target of 65 % literacy rate for Pakistan*).
- V. Imparting +Training in Essential Skills.
- VI. Education for Better Living.



Dakar EFA Goals and Targets (2000-2015)

1. ECCE: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;
2. Free and Compulsory Primary Education: Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;
3. Meeting Learning Needs: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programmes;
4. Adult Literacy: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
5. Gender Disparities: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. Learning Outcomes: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy and essential life skills.



EFA Forum – TORs and Functions

To achieve goals and targets of EFA, each government is expected to constitute EFA Forums at national, provincial and local levels. The EFA Forum will be a representative body of the Government, Civil Society, Private Schools, Deeni Madaris, Media, support organizations and communities. The functions of EFA Forum include:

- I. Awareness Raising:** Create awareness and launch motivational campaign for EFA.
- II. Planning:** Propose innovative programmes, projects, strategies and activities for promotion of EFA.
- III. Participation:** Ensure full and effective participation of all the principal actors and stakeholders for promotion of EFA.
- IV. Coordination:** Coordinate / liaise EFA programmes and activities.
- V. Collection and Dissemination of Information:** Ensure collection and reporting of EFA data / statistics and information to all concerned on regular basis.
- VI. Monitoring:** Oversee and monitor the preparation and implementation of EFA plan as per Dakar Goals and targets.
- VII. Resource Mobilization:** Mobilize resources for promoting EFA.
- VIII. Political Support:** Ensure political commitment for EFA.
- IX. Capacity Building:** Ensure capacity building of EFA Partners.
- X. Other work / functions / required for promotion of EFA.**



ROLES AND FUNCTIONS OF EFA UNITS

| S.No. | National EFA Unit | Provincial EFA Units | District EFA Units |
|-------|--|--|--|
| 1. | DATA Collection/ Research | DATA Collection/ Research | DATA Collection/ Research |
| 2. | National EFA Plan Preparation | Provincial EFA Plan Preparation | District EFA Plan Preparation |
| 3. | Oversee Plan Implementation | Oversee Plan Implementation in the Province | Oversee Plan Implementation in the District |
| 4. | Monitoring and Evaluation of EFA activities/programmes in the country. | Monitoring and Evaluation of EFA activities/programmes in the province. | Monitoring and Evaluation of EFA activities/programmes in the district. |
| 5. | Resource mobilization for EFA | Resource mobilization | Resource mobilization |
| 6. | Coordination | Coordination | Coordination |



FUTURE STRATEGIES IN EFA

- **Reaching the un-reached:** According higher priority to the provision of Basic Education to out-of-school children, females, rural population, special children and other disadvantaged groups of population.
- **Curriculum Reform:** Reforms in curricula (focusing on basic learning needs), text-book development, and teachers training. An improved system of examination/assessment i.e. NEAS (National Educational Assessment System) and NETS (National Educational Testing Service) will be introduced. School effectiveness and quality improvement will be assigned top priority.
- **Incentives and Accountability:** Institutionalization and strengthening of incentives and an accountability system for teachers.
- **Participatory Approach:** Maximizing the role of the family, school, community, non-governmental organizations and the media in the provision of basic education.
- **Partnership and Alliances:** Building new alliances and strengthening the participatory dimension in the provision of basic education.



FUTURE STRATEGIES IN EFA

- **Pre-School:** Introduction of pre-school programmes as part of efforts to improve achievement of pupils at the primary school level.
- **Skill Development:** Forging a link between basic education and development strategies focusing on skills development.
- **Decentralized Planning:** District based planning and management. Each district will prepare and implement an Education For All plan to be monitored and coordinated at district, provincial and national level.
- **Mobilization of Resources:** Diversification of the financial resource base for basic education: mobilizing local, national and international resources.
- **M&E:** Regular Monitoring and Evaluation of programmes and achievements.



EDUCATIONAL PLANNING CYCLE /PROCESS

1. Needs Assessment and Identification of Problems.

One of the important objectives of Educational Planning is solving issues and problems confronting educational needs. For this purpose the first and foremost step is to identify needs and related problems in these areas. For instance, low participation rate, high dropouts and deteriorating quality of education are serious issues for educational development which need to be addressed on a priority basis.

2. Objectives Formulation

As a second step, goals and objectives for educational planning are formulated. Evaluation of the plan/project is carried out on the basis of the objectives set out in the basic documents. For instance Universalization of Primary Education may be the goal of the plan, and to improve the quality of primary education one of the objectives.

3. Plan Formulation

As a next step, a plan is formulated. The Plan should cover the following aspects:-

- I. Goals and objectives.
- II. Strategies
- III. Actions / Activities.
- IV. Implementation Mechanism.
- V. Scheduling (Time table)



EDUCATIONAL PLANNING CYCLE /PROCESS

- VI. Constraints/bottlenecks.
- VII. Budget/resources

4. Plan Implementation

After formulation, plans need to be appraised and approved by competent authorities. After this the plan of action is launched. Scientific planning based on ground realities and optimum utilization of resources may ensure effective implementation of the plan.

5. Monitoring and Evaluation..

Monitoring and evaluation is important for achieving the goals and objectives of the plan effectively. It is to be clarified that inputs are monitored and objectives are evaluated.

Evaluation stages are as follows:

- i. Diagnostic Evaluation
- ii. Formative evaluation
- iii. Interim evaluation
- iv. Summative evaluation





WORK PLAN (OUTLINES)

| EF Goals | Strategies | Actions/Activities | Implementation Mechanism | | | Monitoring/ Evaluation | Options/ Alternatives | Resources/Budget |
|----------|------------|--------------------|--------------------------|------------|------------|---------------------------|--------------------------|------------------|
| | | | How | By whom | By when | | | |
| | | | | | | | | |



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