

Dakar Framework for Action

Education for All: Meeting our Collective Commitments

Text adopted by the

World Education Forum

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**Education for All: Meeting our Collective
Commitments**

1. We, the participants in the World Education Forum meeting in Dakar, Senegal, in April 2000, we are committed to the objectives and goals of education for all, for all citizens and all societies.

2. The Dakar Framework for Action represents a collective commitment to action. Governments have an obligation to ensure that the objectives and goals of education for all, with lasting results. To effectively assume this responsibility, have established partnerships with a broad base within each country, supported by cooperation with agencies and international and regional institutions.

3. We reaffirm the idea of the World Declaration on Education for All (Jomtien, 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, youth and adults, in their capacity human beings are entitled to benefit from an education that meets their basic learning needs in the noblest sense, more full of the term, an education that includes learning to know, to do, to live with others and self. An education geared to tapping the talents and abilities of each person and develop the personality of the learner, in order to improve their lives and transform their societies.

4. We welcome the commitments made by the international community to basic education during the 90's, in particular the World Summit for Children (1990), the Conference on Environment and Development (1992), the World Conference Human Rights (1993), the World Conference on Special Needs Education: Access and Quality (1994), the International Conference on Population and Development (1994), the World Summit for Social Development (1995), the Fourth World Conference on Women (1995), the Mid-Decade Meeting of the International Consultative Forum on Education for All (1996), the Fifth International Conference on Adult Education (1997) and the International Conference on Child Labour (1997). The challenge now is to implement these commitments.

5. Assessment of Education for All by the year 2000 shows that progress has been made in many countries. However, it is unacceptable in the year 2000 that more than 113 million children without access to primary education and 880 million adults are illiterate, gender discrimination continues to permeate education systems, and that the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies. He refuses to youth and adults access to the skills and knowledge necessary for gainful employment and participate fully in society. Without accelerated progress towards education for all, not meet the goals of poverty reduction, adopted nationally and internationally, and will widen inequalities between countries and within the same society.

6. Education is a fundamental human right and a key element of sustainable development and peace and stability in each country and between nations, and thus an indispensable means for effective participation in social and economic systems of the twenty-affected by rapid globalization. Should no longer postpone further the achievement of the goals of Education for All. It can and should address urgently the basic learning needs.

7. Therefore, we commit ourselves collectively to achieve the following objectives:

- i) Expanding and improving comprehensive early childhood early childhood, especially the most vulnerable and disadvantaged children;
- ii) ensuring that by 2015 all children, particularly girls, children who are in difficult circumstances and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality the end;
- iii) are met to ensure that the learning needs of all young people and adults through equitable access to appropriate learning and life skills training;
- iv) increase by 2015 levels of adult literacy by 50%, especially for women, and provide all the equitable access to adult basic education and lifelong learning;
- v) eliminating gender disparities in primary and secondary education by 2005 and by 2015 to achieve gender equality in education, a focus on ensuring girls' full and equal access to quality basic education with the same opportunities to get good results
- vi) improving all aspects of the quality of education and ensuring the parameters are achieved for all learning outcomes are measurable, especially in literacy, numeracy and essential life skills for everyday life.

8. To achieve these goals, we the governments, organizations, agencies, groups and associations represented at the World Education Forum pledge ourselves to:

- i) promoting a strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education
- ii) promote EFA policies within the framework of an activity sustainable and well integrated, which is clearly linked to poverty elimination and development strategies;
- iii) ensure the engagement and participation of civil society in the formulation, implementation and monitoring strategies for educational development;
- iv) establish systems of governance and management of education to be able to react quickly, participatory and accountable;
- v) meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programs in ways that

promote mutual understanding, peace and tolerance and help prevent violence and conflict;

vi) implement integrated strategies for achieving gender equality in education, based on the recognition of the need to change attitudes, values and practices;

vii) implement as educational programs and activities to combat HIV / AIDS;

viii) create safe, healthy, inclusive and equitably resourced equitable way in order to promote excellence in learning with clearly defined levels of achievement for all;

ix) improving the status, morale and professional competence of teachers;

x) harness new information technologies and communication to help achieve the objectives of education for all;

xi) systematically monitor progress towards achieving the objectives of education for all, and strategies at national, regional and international levels;

xii) build on existing mechanisms to accelerate progress towards education for all.

9. Using the material accumulated during the national and regional education for all and building on existing national sector strategies will be sought from all states to develop or strengthen national plans of action no later than 2002. These plans should be integrated into a broader framework of poverty reduction and development and should be developed through more transparent and democratic process involving stakeholders, including representatives of the population, community leaders, parents, students NGOs and civil society. The plans will address the problems associated with inadequate funding facing chronic so basic education by establishing budget priorities that reflect a commitment to the objectives and goals of education for all as soon as possible and no later than 2015. They will also set clear strategies for overcoming the special problems facing those in the currently excluded from educational opportunities, with a clear commitment to girls' education and gender equality. The plans will give substance and shape to the goals and strategies outlined in this framework and the commitments of the international conferences in the 90's. Regional activities to support national strategies will be based on organizations, networks and regional and subregional initiatives are more robust.

10. If you want to successfully implement national plans in each of the countries concerned, it requires greater political will and leadership at the national level. However, political will must be underpinned by resources. The international community now recognizes that many countries lack the resources needed to achieve education for all in

an acceptable timeframe. Consequently, bilateral and multilateral funding, including the World Bank and regional development banks and the private sector should mobilize additional financial resources, preferably in the form of grants and concessional assistance. We affirm that no country seriously committed to education for all will be thwarted by lack of resources in their efforts to achieve that goal.

11. The international community will meet this commitment by immediately a global initiative to develop strategies and mobilize the resources needed to provide effective support to the efforts at the national level. Among the possibilities could be considered under this initiative include:

- i) increasing external finance for education, particularly basic education;
- ii) ensuring greater predictability in the flow of foreign aid;
- iii) coordinate donor activity more effectively;
- iv) strengthening sector-wide approaches;
- v) strengthening and expanding early action to reduce or debt cancellation for poverty reduction, and take a firm stand in favor of basic education;
- vi) proceed to a more effective and regular monitoring of progress in meeting the objectives and goals of education for all, using among other means to periodic evaluations.

12. Many countries have provided proof of what can be done with strong national strategies supported by effective cooperation for development. In the context of these strategies can and should be accelerated through an intensification of international aid. At the same time, countries with less developed strategies -Including conflict-affected countries, countries in transition and emerging from a crisis- they must provide the necessary support to achieve more rapid progress toward the goal of education for all.

13. We will strengthen international and regional accountability to give clear expression to the commitments and we will ensure that the Dakar Framework for Action contained in the agenda of all international and regional organizations, all national parliaments and all responsible Forums of decision-making at the local level.

14. Assessment of Education for All by the Year 2000 shows that where the more serious the problem is in sub-Saharan Africa, South Asia and LDCs. Therefore, although not be denied international assistance to any country in need, they should give priority to those regions and countries. Should also be given special attention to countries in conflict or undergoing reconstruction, so they can establish educational systems that meet the needs of all learners.

15. The achievement of the objectives and implementation strategies required to be galvanized immediately above the national, regional and international. For maximum effectiveness, these mechanisms will be participatory and build on existing structures, as far as possible. They will include representatives of all stakeholders and all stakeholders, and its operation has to be characterized by transparency and accountability. Should provide a comprehensive response to the letter and spirit of the Jomtien Declaration and this Dakar Framework for Action. These mechanisms should include, to varying degrees, advocacy roles and illustration of education for all, and resource mobilization, monitoring and creation and sharing of knowledge in relation to it.

16. The heart of EFA activity lies at the national level. Forums will National Education for All, or consolidate existing ones, to support the achievement of the objectives of education for all. All relevant ministries and civil society organizations will be systematically represented in these forums, which should be transparent and democratic and provide a framework for achieving the objectives at the subnational level. Until 2002 no later than the countries prepare national plans for comprehensive education for all. The international community will provide special assistance to countries with significant challenges, such as complex crises or natural disasters. National plans of education for all.

- i) be developed by government leadership in direct and systematic consultation with civil society representatives in their respective countries;
- ii) attract co-ordinated support of all partners in development;
- iii) specify reforms addressing the six goals of education for all;
- iv) establish a financial framework that can be maintained;
- v) be time bound and action-oriented;
- vi) indicators include the results in mid-implementation;
- vii) achieve a synergy of efforts towards human development when integrated into planning frameworks and development of each country.

17. The members of the international community cooperation partners are committed to act in a coherent, coordinated and consistent wherever it is put in motion processes of education for all credible plan. Based on their comparative advantages, each party will assist the national education plans for all to address the shortage of resources.

18. Regional activities to support the efforts in each country is based on the organizations, networks and existing regional and subregional initiatives, augmented where necessary. The regions and subregions will decide on the EFA network that will

become the Regional or Subregional Forum on Education for All with a clear mandate. It is essential that all relevant organizations representing civil society and other regional or subregional systematically involved in the activities of these forums and coordination. Regional and Subregional Forums on Education for All will be linked organically with the national forums and be accountable. Its functions are: to coordinate all relevant networks, establish regional and subregional goals and monitor for compliance, to assume the defense and illustration of such objectives and enhance policy dialogue, promote partnerships and technical cooperation; jointly benefit from best practices and lessons learned; to track the activities and reporting for accountability, and finally, promote the mobilization of resources. Should extend to regional and international support to strengthen Regional and Subregional Forums and relevant skills in education for all, especially in Africa and South Asia.

19. UNESCO will continue to play the mandate assigned to coordinate the activities of those who cooperate in education for all and maintaining their collaborative momentum. In line with this, the Director General of UNESCO will convene annually for a limited and flexible high-level, which will boost the commitment made at the political level and mobilizing technical and financial resources. Illustrated by a monitoring report prepared by the International Institute for Educational Planning (IIEP), the International Bureau of Education (IBE), the UNESCO Institute for Education (UIE) and in particular the Institute for Statistics (UIS), as well as contributions from regional and subregional forums of education for all, this meeting represents an opportunity for the world community accountable for the commitments made in Dakar. The group will consist of the top leaders of governments and civil society from developed and developing countries and development agencies.

20. UNESCO will serve as the Secretariat. It will refocus its education program for the outcomes and priorities of Dakar to become an essential element of their work. This will create working groups on each of the six goals adopted in Dakar. This Secretariat will work closely with other organizations and may include staff that they ascribe.

21. Achieving the goals of education for all will require additional financial support by countries, increased development assistance and debt relief for education by bilateral and multilateral donors, of what This is to get to this end, an estimated at 8,000 million dollars annually. It is therefore essential that national governments, bilateral and multilateral donors, the World Bank, regional development banks, civil society and foundations to adopt new specific commitments in financial terms.

April 28, 2000

Dakar, Senegal