



UNIT 10 INTERNATIONAL SCENARIOS IN ELEMENTARY EDUCATION

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10.0 INTRODUCTION

You have already studied in the units- 1 and 2 about the development of Elementary Education in India, both of pre-independence and post-independence periods. You know that education is now included in the category of a fundamental rights in our constitution. For universalization of Elementary Education in our country, we have various organizational structures at different levels. To achieve the goals and objectives of universalization of Elementary Education, our government has certain strategies and plans.



In this unit we will learn about international scenario in Elementary Education with reference to the Jomtien conference and world Education Forum, Dakar, Senegal 2000. We will also review the Elementary Education initiatives in the developing and developed countries. We will examine the role of international organizational agencies in universalization of Elementary Education and assess the initiatives of Education for All (EFA). You can go through the structure map of the unit as given below to get a better idea about the organization of this unit.

Concept Map



10.1 LEARNING OBJECTIVES

After going through this unit, you should be able to:

- describe the major thrusts of Jomtien Conference (1990)
- examine the impact of Jomtien Conference on E – 9 countries and South Asian Regions.
- compare the status of elementary education between developing countries and developed countries.
- explain the role of international agencies in universalization of Elementary Education.
- Review the outcome of World Education Forum, Dakar, Senegal 2000.
- describe the merits of ‘Education for All’ programmes.



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10.2 JOMTIEN CONFERENCE – 1990

There was a conference on Education for All in Jomtien, Thailand from 5 to 9 March 1990. This conference is known as Jomtien conference. As many as 155 member states of United Nations assembled in Jomtien. The participants in the World Conference on Education for All reaffirmed the right of all people to education. That was the foundation of their determination to ensure education for all. They committed themselves to act co-operatively to achieve the goals of education for all. All participants from various countries adopted that ‘World Declaration on Education for all: Meeting Basic Learning Needs and agreed on the framework for Action to achieve the goals set forth in this Declaration.

The participants in the world conference on ‘Education for All’:

- Recalled that education is a fundamental right for all people of all ages, through out our world.
- Understood that education can help ensure a safer, healthier, more prosperous and environmentally sound world.
- Knew that education was an indispensable key to, though not a sufficient condition for personal and social improvement.
- Recognized that traditional knowledge and indigenous, cultural heritage have a value and validity for development.
- Acknowledged that, overall the current provision of education must be made more relevant and qualitatively improved and made universally available.
- Recognized that sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development.

10.2.1 Major Thrusts of Jomtien Convergence

In the conference of the World Declaration on Education, nine articles are drafted according to the *purpose, expanded vision, commitment and requirements* for Education for All. The articles related to thrusts of Jomtien conference are described below:

i. Meeting basic learning needs

- a. Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.
- b. The satisfaction of these needs empowers individuals in any society build



upon their collective cultural, linguistic and spiritual heritage, to promote the education of others.

- c. The fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.
- d. Basic education is the foundation for lifelong learning and human development.

ii. Shaping the vision

- a. An expanded vision is needed that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.
- b. The expanded vision encompasses:
 - Universalizing access and promoting equity;
 - Focussing on learning;
 - Broadening the means and scope of basic education;
 - Enhancing the environment for learning;
 - Strengthening partnerships.
- c. The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education.

iii. Universalizing access and promoting equity

- a. Basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.
- b. For basic education to be equitable, and must be given the opportunity to achieve and maintain an acceptable level of learning to all.
- c. The most urgent priority is to ensure access to, and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation.
- d. An active commitment must be made to removing educational disparities. Underserved groups should not suffer any discrimination in access to learning opportunities.
- e. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.



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iv. Focusing on learning

An expanded educational opportunities will translate into meaningful development - for an individual or for society - depends ultimately on whether people actually learn as a result of those opportunities. The focus of basic education must, therefore, be on actual learning acquisition and outcome.

v. Broadening the means and scope of basic education

The diversity, complexity, and changing nature of basic learning needs of learners necessitates broadening and redefining the scope of basic education to include the following components:

- Learning begins at birth.
- The main delivery system for the basic education of children outside the family is primary schooling.
- The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.
- All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues.

vi. Enhancing the environment for learning

All learners must receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of children should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

vii. Strengthening partnerships

National, regional, and local educational authorities have a unique obligation to provide basic education for all. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education. The recognition of the vital role of both families and teachers is particularly important. In this context, the terms and conditions of service of teachers and their status, which constitute a determining factor in the implementation of education for all, must be urgently improved in all countries.

viii. Developing a supportive policy context

- a. Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for



individual and societal improvement. Suitable economic, trade, labour, employment and health policies will enhance learners' incentives and contributions to societal development.

- b. Societies should also ensure a strong intellectual and scientific environment for basic education.

ix. Mobilizing resources

- a. For meeting the basic learning needs of all, it is essential to mobilize existing and new financial and human resources, public, private and voluntary.
- b. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development.

10.2.2 Strengthening International Solidarity

- a. Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities. All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.
- b. Substantial and long-term increases in resources for basic education will be needed.
- c. Basic learning needs of adults and children must be addressed wherever they exist.
- d. All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations. Only a stable and peaceful environment can create the conditions in which every human being may benefit from the goals of this Declaration.

A framework of action to meet basic needs was adopted in the Jomtien conference these six main areas of action are stated below:

• Main areas of action

- a. expansion of early childhood care and development activities,
- b. universal access to and completion of primary education,
- c. improvement in learning achievement,
- d. reduction in adult illiteracy,
- e. expansion of basic education and skill training for youth and adults, and
- f. increased acquisition of knowledge, skills and values for better living by individuals and families.



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For action plan some basic principles are given in the deceleration of EFA.

- **Five basic principles**

- a. equity: universalising access and promotion of equity,
- b. emphasis on learning,
- c. broadening of the meaning and scope of basic education,
- d. improvement in the learning environment, and
- e. strengthening of partnerships

According to the action plan and basic principle to reach the goals and targets for EFA major goals and target are set.

- **Major goals and targets**

- a. universal access to and 80 per cent completion rate in primary education by 2000 AD,
- b. reduction in adult illiteracy rate to half its 1990 level by 2000 AD, with special emphasis on female literacy,
- c. improvement in learning achievement such that an agreed percentage (80 per cent) of appropriate age-cohort attains or surpasses a defined level of necessary learning achievements, and
- d. expansion of early childhood care and development activities, including family and community interventions, especially for the poor, disabled and the disadvantaged children.

- **Impact of the Jomtien**

The main contribution of the Jomtien conference lies in its influence on national governments and their policies, plans and programmes. The Jomtien conference influenced the policies and programmes of the national governments:

- a. a. to broaden the scope of 'basic education' to include adult literacy, training and life skills for youth and early child care and development for pre-school age children
- b. to give priority to EFA in their development plans
- c. to formulate specific educational policies, laying a special emphasis on EFA to prepare special education plans and/or to build special components of EFA in their on-going plans
- d. to intensify the on-going programmes of school improvement with a focus on expansion, improvement in quality, teacher training, curricular reforms, gender parity, and preferential treatment to the disadvantaged and the poor; and
- e. to launch new projects for education development.



- **Influence on the national governments**

- a. to make special efforts towards improvement in efficiency in planning and management of the education systems,
- b. to decentralise the educational planning and management systems,
- c. to develop mechanisms of improvement in community participation in all education activities, and
- d. to forge partnerships between government and nongovernmental organisations.

Initiation of special efforts

- a. to mobilise additional domestic resources by introducing tax and other fiscal reforms,
- b. to mobilise resources from the community in the form of both cash and kind, including physical and human resources for planning, management, supervision, and monitoring of schooling activities and to ‘make the system work’,
- c. to enhance bilateral and regional cooperation, and
- d. to mobilise resources from external sources — foreign aid — from bilateral and multi-lateral sources.

10.2.3 Impact of Jomtien on E-9 Countries

The high population countries comprising Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, and accounting for more than 50 per cent of the world’s population called as E-9 countries. They assembled in Recife, Brazil from 31 January to 2 February 2000, and reviewed the progress of EFA in their countries. Since the Jomtien Conference, March 1990, and the EFA Summit of Heads of State of the E-9 countries, New Delhi, December 1993, there have been significant breakthroughs in all of the nine countries.

As an impact of Jomtien conference, the following are the achievements in the E-9 countries:

- Massive reduction in adult illiteracy;
- Increase in early childhood education strategies that involve parents and that support vulnerable families;
- Substantial increase in pre-school educational services;
- Significant advance towards universal elementary education;
- Improved gender equity in school access for boys and girls and for school attendance;



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- Addressing early development of attitudes and values for coexistence and civic education;
- Decentralization of educational services;
- Development of a national curriculum framework;
- Advance in the process of inclusion of children with special needs in mainstream schools;
- Use of distance education for the expansion of learning and for teacher training;
- Development of programmes for specific target groups with appropriate inbuilt incentives;
- Strengthening of national database, evaluation and accreditation systems for education;
- Expansion of partnerships with NGOs, civil society and private sector;
- Increasing public awareness for EFA through media and advocacy.

10.2.4 Impact on South Asian Region

In the countries of the South Asian region, several new initiatives were made, and a wide variety of strategies, plans, programmes and projects have been prepared and executed, following the Jomtien conference. Goals were reaffirmed and redefined, new goals were set, and target dates are set and reset. The progress is monitored and new interventions are designed. While many plans are prepared and quantitative target are sets. The South Asian regions include Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Afaganistan and Shri Lanka.

Following are the achievements in South Asian Regions after Jomtien

- Increase in primary school enrolment
- Expansion of early childhood care and education programmes
- Higher priority given to quality
- Increase in functional adult literacy
- Improvement in educational management information systems
- Increase in national budgets for basic education
- Effective use of existing resources
- Increase in 'international' assistance to basic education
- Increase in the number of legislative measures, campaigns, projects and reforms in basic education
- More innovative initiatives in basic education
- More partnership between the private sector and civil society



The contribution of the Jomtien has been significant in bringing all the UN agencies together to make a commitment to work for achieving EFA goals, and to support all endeavours in this regard in developing countries. Thus the contribution of the Jomtien conference is both catalytic and direct as well.

10.3 ELEMENTARY EDUCATION INITIATIVE IN DEVELOPING COUNTRIES

Universal access to Elementary Education still remains an unfulfilled pledge in many parts of the world. The World Declaration on education for All, the Framework for Action To Meet Basic Learning Needs, the E9 Declaration for Education For All, and the 40-year old Universal Declaration of Human Rights were aimed at giving prominence to elementary education. You are now going to study the position and status of elementary education in developed and developing countries.

About 75 million children of which more than half of them girls in the world have no opportunity to attend primary schools. One in three children in Africa that are enrolled in school dropout of primary education for socially disadvantaged groups. Four out of five children who do not go to school live in rural regions. In many developing countries, traditional role patterns inhibit enrolling girls in school. The stronger preference for boys in educational sector is greater in Sub-Saharan Africa, the Middle East and in South and West Asia. In addition, many children are prevented from going to school on account of crises and wars. In many countries where civil war is raging the majority of schools have been destroyed.

The following factors have been found to be the barriers in elementary education in developing countries:

- **Inadequate Budgets:** In most developing countries, the budgets allocated for primary education are too low to meet requirements to achieve the goal of universal compulsory school attendance. More money will have to be invested in the least developed countries. Bad governance, high staff turnover, inefficient use of funding, corruption and lack of management and organizational skills are other obstacles to the universal provision of education.
- **Lack of schools and teaching staff:** Rural regions and poor districts lack a comprehensive primary school network. Children in rural regions often have to walk extremely long distance to school. Many girls are not allowed to attend the schools some distance away as parents are concerned about their safety. Many schools are poorly equipped. They lack textbooks and teaching materials. Many schools have no funding for water, electricity or transport for pupils.



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Teachers' working conditions are unacceptable in many developing countries many teachers have to teach two or three shifts a day in classes with very high student numbers and on poor pay. Many teachers are also poorly trained and ill- prepared in schools. Many countries in Sub-Saharan Africa also face a health problem: in some regions so many teachers have contracted AIDS those schools are forced to remain closed. Many developing countries face the problem of low-quality teaching. Teaching times and curricula are too little geared to the children's actual day-to-day reality. Group work, independent learning, critical thought and problem solving, the use of new technologies and the promotion of life skills are not sufficiently promoted.

- **Cost of attending school:** Many people in developing countries cannot afford to pay school fees or for learning materials, school uniforms and transport to school. In countries in which school fees have been abolished enrolment rates have risen markedly. Numerous families rely on the income of their children contribution. About 166 million children between the ages of 5 and 14 years have to work often up to 16 hours a day. One in four children in Sub-Saharan Africa and one in five children in Asia have to work.
- **High illiteracy rates:** In developing countries, some 30-50 per cent of those who leave school after four to six years of primary education are neither literate nor numerate. Around 11 per cent of young people between the ages of 15 and 24 are classed as illiterate. Out of the total number of illiterates in the world ninety eight per cent of those who cannot read or write live in developing countries.

10.4 ROLE OF INTERNATIONAL AGENCIES IN UEE

For universalization of elementary education and to achieve the goal of education for all speedily and progressively various international agencies are functioning all over the world. For example, World Bank, Asian Development Bank, USAID, DFID, NORAD, CIDA, SIDA, SDC, Unesco, UNICEF, UNFPA, UNDP, OPEC, and SDC are some of the major external agencies that are cooperating in EFA.

10.4.1 UNESCO

The United Nations Educational, Scientific and Cultural Organization or UNESCO, was established at London Conference in November 1945. Its purpose was to further the cause of peace by increasing understanding among nations through education. Its headquarter is in Paris. UNESCO considers learning important for economic development and for peace. UNESCO is an inter-government organization. UNESCO helps young independent countries by



providing material and human resources for educational development. It helps countries in their efforts to improve education at all level. The agency sponsors programmers to train teachers, build courses of study. UNESCO promotes activity concerns to EFA. UNESCO is one of the sponsors of Jomtien conference in 1990. UNESCO has undertaken a series of consultations with its major partners in the EFA movement. Three UNESCO documents have been developed in support of the EFA movement: (i) a *Plan of Action* which attempts to mobilize and rationalize action nationally, regionally and internationally; (ii) *Guidelines for the Preparation of National Action Plans for Education for All* aiming at supporting countries in their development of national EFA plans; and (iii) a document on *Development Partner Co-operation in the Support of Education for All: Rationale and Strategies* which forms part of the discussion in this report. An electronic news bulletin board, set up specifically for information-sharing on EFA, provides regular updates on important events and achievements. UNESCO's commitment to EFA is given in the following box.

Five core areas:

- to integrate EFA fully in all programme activities of UNESCO. This concerns education, specifically, but also inter-sectoral activities related to culture, communication and information, and the sciences.
- to support countries in the implementation of EFA, for example in the formulation of education policies that caters to excluded groups.
- to develop regional mechanisms for capacity-building and exchange between countries.
- to champion more efficient use of resources and increased investment in basic education.
- to sustain the EFA momentum at the global level through EFA advocacy at international meetings.

10.4.2 UNICEF

UNICEF is the commonly used name for United Nations agency called the United Nation International Children's Emergency Fund. UNICEF aid, children in over 150 countries by assisting governments, in such areas as health care, nutrition, water supply and education etc. UNICEF works to protect the rights of every child to regarding health, nutrition and education and freedom of expression. UNICEF works tirelessly to ensure that every child – regardless of gender, ethnicity, socioeconomic background or circumstances – has access to a quality education. It focuses on gender equality and work towards eliminating disparities of all kinds. Its innovative programmes and initiatives target the world's most disadvantaged children: the excluded, the vulnerable and the invisible. UNICEF works with a broad range of local, national and international partners to realize



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the educational and gender-equality goals established in the Millennium Development Goals and Education for All. It brings essential structural changes that are necessary to achieve social justice and equality for all. Too many of the world's children are out of school or receive spotty, sub-standard educations. Each one of these children has dreams that may never be fulfilled, potential that may never be realized. By ensuring that every child has access to quality learning, therefore UNICEF laid the foundation for growth, transformation, innovation, opportunity and equality. Whether in times of crisis or periods of peace, in cities or remote villages, it is committed to realizing a fundamental, non-negotiable goal: quality education for all.

10.4.3 World Bank

The World Bank supports the Education for All for accelerating progress toward quality, universal primary education, and other EFA goals. The Bank supports EFA through specific operations in almost 90 countries worldwide through multidimensional efforts to:

- improve primary school access and equity, as well as educational quality and learning output.
- improve the dropout and retention rates of girls, as well as their learning outcomes
- help providing education to HIV affected pupils.
- Promote early childhood development.
- protect EFA prospects in different countries.

Working with individual countries on EFA goals requires a mutual accountability between developing countries and donors. World Bank helps to mobilize resources needed to achieve EFA goals. The World Bank also supports EFA efforts through analytic work and the sharing of global knowledge and good practice.

10.4.4 Department for International Development (DFID)

DFID is the part of the UK government that works in partnership with developing countries to promote development and reduce extreme poverty. It supports countries to reach the *Millennium Development Goals (MDGs)*, the international targets agreed by the United Nations to halve world poverty by 2015. DFID supports long-term programmes to tackle the causes of poverty with governments as well as charities, businesses and international bodies, including the World Bank, UN agencies and the European Commission.

DFID supports India's poorer states, for example Bihar, Madhya Pradesh, Orissa and West Bengal. DFID work with the state governments to help the poor in rural villages and urban slums earn an income and access health, education and



water and sanitation services. DFID has also established Trust Funds with key multilateral partners: the World Bank, the Asian Development Bank and UNICEF. It also works with international and local NGOs and the private sector, such as the Small Industries Development Bank of India (SIDBI).

10.4.5 Swedish International Development Agency (SIDA)

SIDA is a government agency of Sweden, providing technical assistance and funding throughout the world. SIDA channels its resources through NGOs, multilateral cooperation, and the EU, among others and is interested in promoting the idea of “international development cooperation”. Supporting over 2,000 projects in over 100 countries, SIDA seeks to create partnerships with companies, popular movements, organizations, universities, and government agencies for its development projects. SIDA’s geographic focus is on countries in Africa, Asia, South America, and Central and Eastern Europe.

India has been a recipient of Swedish bilateral development assistance since 1964. The Shiksha Karmi Project (SKP) is being implemented since 1987, with assistance from the Swedish International Development Cooperation Agency (SIDA). The project aims at universalization and qualitative improvement of primary education in the remote and socio-economically backward villages of Rajasthan, with primary focus on girls.

10.5 WORLD EDUCATION FORUM, DAKAR, SENEGAL 2000

The representatives from 155 countries and 150 organizations pledged to provide education for all by the year 2000 at the world conference on education for all. Their intention was that children, youth and adults would “benefit from educational opportunities designed to meet their basic learning needs”. The World Declaration on Education for all thus defined a bold new direction in education. As its covered to the needs, culture and circumstances of learners. The decision to review progress a decade later was taken in Jomtien noted that considerable progress had been made. The report of UNESCO of the international commission on Education for the twenty First century promoted a view of education consisting four “pillars”:

- learning to know
- learning to do
- learning to be
- learning to live together

The meeting in Dakar, the participant committed themselves to the achievement of education for all (EFA) goals and targets for every citizen and for every society.



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EFA Goals

- i. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ii. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- iii. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- iv. achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- v. 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;
- vi. 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, numeracy and essential life skills.

The world education forum aims to

- i. mobilize 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 a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies;
- iii. meet the needs of education systems affected by conflict, national calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict;
- iv. implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;
- v. implement as a matter of urgency education programmes and actions to combat the HIV/AIDS;
- vi. enhance the status, morale and professionalism of teachers;
- vii. harness new information and communication technologies to help achieve EFA goals;
- viii. systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and



There is already evidence from many countries of what can be achieved through strong national strategies supported by effective development cooperation. Progress under these strategies could - and must - be accelerated through increased international support. The countries with less developed strategies must be given the support they need to achieve more rapid progress towards education for all. The participant countries will strengthen accountable international and regional mechanisms to give clear expression to these commitments and to ensure that the Dakar Framework for Action is on the agenda of every international and regional organization, every national legislature and every local decision-making forum. The EFA 2000 Assessment highlights that the challenge of education for all is greatest in sub-Saharan Africa, in South Asia, and in the least developed countries. Implementation of the preceding goals and strategies will require national, regional and international mechanisms to be galvanized immediately.

The core of EFA activity lies at the country level. National EFA Forums will be strengthened or established to support the achievement of EFA. For those countries with significant challenges, such as complex crises or natural disasters, special technical support will be provided by the international community.

ACTIVITY -1

Select and write the most appropriate answer from the given alternatives-

1. a) Participants of Jomtien Conference reaffirmed the right of:-
 - i gender Equality
 - ii education of adult
 - iii to every citizen
 - iv education HIV / AIDS affected child
- b) What are the five basic principles of Jomtien Conference?
- c) State in brief the major goals of Jomtien Conference.
2. E – 9 countries means:-
 - a) Electronic countries
 - b) Economical advance countries
 - c) High population countries
 - d) Economical backward countries
3. Attempt the following questions:-
 - 1) What are the achievements in E – 9 countries after Jomtien Conference?
 - 2) Describe in brief about Elementary Education in South Asian Region.



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ACTIVITY -2

Organize panel discussion for your colleagues involving some experts on the subject elementary education initiatives in developing and developed countries.

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10.6 LET US SUM UP

- No country has succeeded without educating its people.
- Education is a key to sustaining growth and reducing poverty.
- Basic education is the foundation of lifelong learning. And lifelong learning is the key to education in the 21st century; it breaks with conventional categories related to age or educational levels; it transcends the conventional distinctions between formal, non-formal and informal, in-school and out-of-school education; and it goes beyond the difference between education work.

10.8 GLOSSARY /ABBREVIATIONS

- ADEA Association for the Development of Education in Africa
- AfDB African Development Bank
- CDF Comprehensive Development Framework
- CREMIS Caribbean Regional Educational Management Information System
- DFID Department for International Development
- ECCD Early childhood care and development
- EU European Union
- FRESH Focusing Resources on Effective School Health
- EFA Education for All
- HIPC Highly Indebted Poor Countries Initiative
- HIV Human Immunodeficiency Virus
- IBE UNESCO International Bureau of Education
- ICT Information and communication technologies



- IIEP UNESCO International Institute for Educational Planning
- NGO Non-governmental organization
- OIE Organization of Ibero-American States for Education, Science and Culture
- SIDA Swedish International Development Co-operation Agency
- UNAIDS Joint United Nations Programme on HIV/AIDS
- UNDAF United Nations Development Assistance Framework
- UN/DESA United Nations Department of Economic and Social Affairs
- UNDP United Nations Development Programme
- UNESCO United Nations Educational, Scientific and Cultural Organization
- UNFPA United Nations Population Fund
- UNGEI United Nations Girls' Education Initiative
- UNICEF United Nations International Children's Emergency Fund
- WGEFA Working Group on Education for All
- WHO World Health Organization

10.8 SUGGESTED READINGS & REFERENCES

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- Hard copies can be ordered from UNESCO -http://www.unicef.org/mdg/index_unicefsrole.htm
- For Elementary Education initiative at International level-<http://unesdoc.unesco.org/images/0012/001228/122850e.pdf>



Notes

10.9 UNIT-END EXERCISES

1. Discuss the goals of world Education Forum.
2. In your opinion what is the impact of Jomtien conference on UEE?
3. What is the role of UNESCO in UEE?
4. What type of the role World Bank, SIDA, DFID are playing in UEE?
5. Describe in brief the issues taken up in the World Education conference at Dakar (Senegal) held in 2000?