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WORLD DECLARATION ON EDUCATION FOR ALL

and

FRAMEWORK FOR ACTION TO MEET BASIC LEARNING NEEDS

Adopted by the

World Conference on Education for All
Meeting Basic Learning Needs

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Preface to the third printing

The continuing demand for this little volume reflects both the widespread concern over inadequacies in education systems around the world and the growing recognition of the vital importance of basic education for social progress. The ***World Declaration on Education for All*** and its companion ***Framework for Action to Meet Basic Learning Needs***, adopted by the World Conference on Education for All (Jomtien, Thailand, March 1990), have proved useful guides for governments, international organizations, educators and development professionals in designing and carrying out policies and strategies to improve basic education services.

The Jomtien Conference was clearly a major milestone in the international dialogue on the place of education in human development policy, and the consensus reached there has given renewed impetus to the worldwide drive to provide universal primary education and eliminate adult illiteracy. It has also inspired efforts to improve the quality of basic education and to find more cost-effective ways to meet the basic learning needs of various disadvantaged population groups.

The original preface, which follows, provides additional background on the Jomtien Conference and the two texts it adopted. They were first published in a single volume by the Inter-Agency Commission that organized the Jomtien Conference. Subsequently, UNESCO took over this responsibility on behalf of the INTERNATIONAL CONSULTATIVE FORUM ON EDUCATION FOR ALL, the global mechanism established to promote and monitor progress toward the Jomtien goals.

As we near the mid-decade point, the time has come to take stock of the progress achieved, obstacles encountered, and prospects for further progress in moving toward Education for All. In this task, the two texts in this volume will serve as important references in assessing progress and planning further action.

In order that the ***Declaration*** and the ***Framework for Action*** become more widely known and discussed, I would invite readers to share this volume with colleagues, students, and other concerned persons, and also to quote freely from the texts in their own writings. Additional copies can be obtained from the Forum's Secretariat at UNESCO in Paris.

September 1994

Michael Lakin
Executive Secretary
International Consultative Forum
on Education for All

Preface to the first printing

This volume contains the texts of the two documents adopted by the World Conference on Education for All (Jomtien, Thailand, 5-9 March 1990), convened jointly by the executive heads of the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank. The Conference was co-sponsored by an additional 18 governments and organizations, and was hosted by the Royal Government of Thailand.

The ***World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs*** are products of a wide and systematic process of consultation conducted from October 1989 through January 1990 under the auspices of the Inter-Agency Commission established to organize the World Conference. Earlier drafts of the documents were discussed at nine regional and three international consultations that brought together a wide range of experts and representatives from various government ministries, intergovernmental and nongovernmental organizations, multilateral and bilateral development agencies, and research institutes. The elected rapporteurs of the regional consultations met as a working group to advise the Inter-Agency Commission regarding the revision of the two texts for submission to the World Conference.

Some 1,500 participants met in Jomtien. Delegates from 155 governments, including policy-makers and specialists in education and other major sectors, together with officials and specialists representing some 20 intergovernmental bodies and 150 nongovernmental organizations, discussed major aspects of Education for All in 48 roundtables and a plenary commission. A drafting committee elected by the Conference examined the revised texts together with draft amendments submitted by delegates. The texts of the documents as amended by the drafting committee were adopted by acclamation at the closing plenary session of the Conference on 9 March 1990.

These documents thus represent a worldwide consensus on an expanded vision of basic education and a renewed commitment to ensure that the basic learning needs of all children, youth and adults are met effectively in all countries. I wish to urge readers who could not participate in the World Conference to join this consensus and act, through their respective spheres of responsibility, to make the goals of the ***World Declaration*** and the ***Framework for Action*** a reality.

April 1990

Wadi D. Haddad
Executive Secretary
Inter-Agency Commission
World Conference on Education for All

World Declaration on Education For All

Meeting Basic Learning Needs

PREAMBLE

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;
- More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and
- More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills;

At the same time, the world faces daunting problems, notably: mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, war, occupation, civil strife, violent crime, the preventable deaths of millions of children and widespread environmental degradation. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose.

These problems have led to major setbacks in basic education in the 1980s in many of the least developed countries. In some other countries, economic growth has been available to finance education expansion, but even so, many millions remain in poverty and unschooled or illiterate. In certain industrialized countries too, cutbacks in government expenditure over the 1980s have led to the deterioration of education.

Yet the world is also at the threshold of a new century, with all its promise and possibilities. Today, there is genuine progress toward peaceful detente and greater cooperation among nations. Today, the essential rights and capacities of women are being realized. Today, there are many useful scientific and cultural developments. Today, the sheer quantity of information available in the world - much of it relevant to survival and basic well-being - is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. This includes information about obtaining more life-enhancing knowledge - or learning how to learn. A synergistic effect occurs when important information is coupled with another modern advance - our new capacity to communicate.

These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education for all - for the first time in history - an attainable goal.

Therefore, we participants in the World Conference on Education for All, assembled in Jomtien, Thailand, from 5 to 9 March, 1990:

Recalling that education is a fundamental right for all people, women and men, of all ages, throughout our world;

Understanding that education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international cooperation;

Knowing that education is an indispensable key to, though not a sufficient condition for, personal and social improvement;

Recognizing that traditional knowledge and indigenous cultural heritage have a value and validity in their own right and a capacity to both define and promote development;
Acknowledging that, overall, the current provision of education is seriously deficient and that it must be made more relevant and qualitatively improved, and made universally available;

Recognizing 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; and

Recognizing the necessity to give to present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenge;

proclaim the following

World Declaration on Education for All:
Meeting Basic Learning Needs

EDUCATION FOR ALL: THE PURPOSE

ARTICLE I - MEETING BASIC LEARNING NEEDS

1. **Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs.** These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. 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.

2. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.

3. Another and no less 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.

4. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries

may build, systematically, further levels and types of education and training.

EDUCATION FOR ALL: AN EXPANDED VISION AND A RENEWED COMMITMENT

ARTICLE II - SHAPING THE VISION

1. **To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.** New possibilities exist today which result from the convergence of the increase in information and the unprecedented capacity to communicate. We must seize them with creativity and a determination for increased effectiveness.

2. As elaborated in Articles III-VII, 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.

3. The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education and the start needed to tap into the ever-expanding pool of relevant knowledge and the new means for sharing this knowledge.

ARTICLE 3 • UNIVERSALIZING ACCESS AND PROMOTING EQUITY

1. **Basic education should be provided to all children, youth and adults.** To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.

2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

3. 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. All gender stereotyping in education should be eliminated.

4. An active commitment must be made to removing educational disparities. Underserved groups: the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation, should not suffer any discrimination in access to learning opportunities.

5. 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.

ARTICLE 4 • FOCUSSING ON LEARNING

Whether or not 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, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.

ARTICLE 5 • BROADENING THE MEANS AND SCOPE OF BASIC EDUCATION

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

- *Learning begins at birth.* This calls for early childhood care and initial education . These can be provided through

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.

ARTICLE 7 • STRENGTHENING PARTNERSHIPS

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups, and families. 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 in line with the joint ILO/ UNESCO Recommendation Concerning the Status of Teachers (1966). Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of "an expanded vision and a renewed commitment", partnerships are at the heart of it.

EDUCATION FOR ALL: THE REQUIREMENTS

ARTICLE 8 - DEVELOPING A SUPPORTIVE POLICY CONTEXT

1. Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utitlization of basic education for individual and societal improvement. The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, labour, employment and health policies will enhance learners' incentives and contributions to societal development.

2. Societies should also insure a strong intellectual and scientific environment for basic education. This implies improving higher education and developing scientific research. Close contact with contemporary technological and scientific knowledge should be possible at every level of education.

ARTICLE 9 • MOBILIZING RESOURCES

1. If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary. All of society has a contribution to make, recognizing that time, energy and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made.

2. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocations to basic education services with the clear recognition of competing claims on national resources of which education is an important one, but not the only one. Serious attention to improving the efficiency of existing educational resources and programmes will not only produce more, it can also be expected to attract new resources. The urgent task of meeting basic learning needs may require a reallocation between sectors, as, for example, a transfer from military to educational expenditure. Above all, special protection for basic education will be required in countries undergoing structural adjustment and facing severe external debt burdens. Today, more than ever, education must be seen as a fundamental dimension of any social, cultural, and economic design.

ARTICLE 10 • STRENGTHENING INTERNATIONAL SOLIDARITY

1. 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.

2. Substantial and long-term increases in resources for basic education will be needed. The world community, including intergovern-

mental agencies and institutions, has an urgent responsibility to alleviate the constraints that prevent some countries from achieving the goal of education for all. It will mean the adoption of measures that augment the national budgets of the poorest countries or serve to relieve heavy debt burdens. Creditors and debtors must seek innovative and equitable formulae to resolve these burdens, since the capacity of many developing countries to respond effectively to education and other basic needs will be greatly helped by finding solutions to the debt problem.

3. Basic learning needs of adults and children must be addressed wherever they exist. Least developed and low-income countries have special needs which require priority in international support for basic education in the 1990s.

4. All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations, or to facilitate their return to their countries of origin, and ensure that their basic learning needs are met. Only a stable and peaceful environment can create the conditions in which every human being, child and adult alike, may benefit from the goals of this Declaration.

• • •

We, the participants in the World Conference on Education for All, reaffirm the right of all people to education. This is the foundation of our determination, singly and together, to ensure education for all.

We commit ourselves to act cooperatively through our own spheres of responsibility, taking all necessary steps to achieve the goals of education for all. Together we call on governments, concerned organizations and individuals to join in this urgent undertaking.

The basic learning needs of all can and must be met. There can be no more meaningful way to begin the International Literacy Year, to move forward the goals of the United Nations Decade of Disabled Persons (1983-92), the World Decade for Cultural Development (1988-97), the Fourth United Nations Development Decade (1991-2000), of the Convention on the Elimination of Discrimination against Women and the Forward Looking Strategies for the Advancement of Women, and of the Convention on the Rights of the Child. There has never been a

more propitious time to commit ourselves to providing basic learning opportunities for all the people of the world.

We adopt, therefore, this ***World Declaration on Education for All: Meeting Basic Learning Needs and agree on the Framework for action to Meet Basic Learning Needs***, to achieve the goals set forth in this ***Declaration***.

Framework For Action
Meeting Basic Learning Needs

Guidelines for implementing
the
World Declaration on Education for All

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INTRODUCTION

1. This ***Framework for Action to Meet Basic Learning Needs*** derives from the ***World Declaration on Education for All***, adopted by the World Conference on Education for All, which brought together representatives of governments, international and bilateral development agencies, and non-governmental organizations. Based on the best collective knowledge and the commitment of these partners, the ***Framework*** is intended as a reference and guide for national governments, international organizations, bilateral aid agencies, non-governmental organizations (Egos), and all those committed to the goal of Education for All in formulating their own plans of action for implementing the ***World Declaration***. It describes three broad levels of concerted action:

(i) direct action within individual countries,
(ii) co-operation among groups of countries sharing certain characterist icsand concerns, and
(iii) multilateral and bilateral co-operation in the world community.

2. Individual countries and groups of countries, as well as international, regional and national organizations, may use the ***Framework*** to develop their own specific plans of action and programmes in line with their particular objectives, mandates and constituencies. This indeed has been the case in the ten-year experience of the UNESCO Major Project on Education for Latin America and the Caribbean. Further examples of such related initiatives are the UNESCO Plan of Action for the Eradication of Illiteracy by the Year 2000, adopted by the UNESCO General Conference at its 25th session (1989); the ISESCO Special Programme (1990); the current review by the World Bank of its policy for primary education; and USA's programme for Advancing Basic Education and Literacy. Insofar as such plans of action, policies and programmes are consistent with this Framework, efforts throughout the world to meet basic learning needs will converge and facilitate co-operation.

3. While countries have many common concerns in meeting the basic learning needs of their populations, these concerns do, of course, vary in nature and intensity from country to country depending on the actual status of basic education as well as the cultural and socio-economic context. Globally by the year 2000, if enrolment rates remain at current levels, there will be more than 160 million children without access to primary schooling simply because of population growth. In much of sub-Saharan Africa and in many low income countries elsewhere, the provision of universal primary education for rapidly growing numbers of children remains a

long-term challenge. Despite progress in promoting adult literacy, most of these same countries still have high illiteracy rates, while the numbers of functionally illiterate adults continue to grow and constitute a major social problem in much of Asia and the Arab States, as well as in Europe and North America. Many people are denied equal access on grounds of race, gender, language, disability, ethnic origin, or political convictions. In addition, high drop-out rates and poor learning achievement are commonly recognized problems throughout the world. These very general characterizations illustrate the need for decisive action on a large scale, with clear goals and targets.

GOALS AND TARGETS

4. The ultimate goal affirmed by the World Declaration on Education for All is to meet the basic learning needs of all children, youth, and adults. The long-term effort to attain that goal can be maintained more effectively if intermediate goals are established and progress toward these goals is measured. Appropriate authorities at the national and subnational levels may establish such intermediate goals, taking into account the objectives of the Declaration as well as overall national development goals and priorities.

5. Intermediate goals can usefully be formulated as specific targets within national and subnational plans for educational development. Such targets usually specify expected attainments and outcomes in reference to terminal performance specifications within an appropriate time-frame, specify priority categories (e. g. the poor, the disabled), and are formulated in terms such that progress toward them can be observed and measured. These targets represent a “floor” (but not a “ceiling”) for the continued development of education programmes and services.

6. Time-bound targets convey a sense of urgency and serve as a reference against which indices of implementation and accomplishment can be compared. As societal conditions change, plans and targets can be reviewed and updated. Where basic education efforts must be focussed to meet the needs of specific social groups or population categories, linking targets to such priority categories of learners can help to maintain the attention of planners, practitioners and evaluators on meeting the needs of these learners. Observable and measurable targets assist in the objective evaluation of progress.

7. Targets need not be based solely on current trends and resources. Initial targets can reflect a realistic appraisal of the possibilities presented by the Declaration to mobilize additional human,

organizational, and financial capacities within a cooperative commitment to human development. Countries with low literacy and school enrolment rates, and very limited national resources, will need to make hard choices in establishing national targets within a realistic timeframe.

8. Countries may wish to set their own targets for the 1990s in terms of the following proposed dimensions:

1. Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children;

2. Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic") by the year 2000;

3. Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e. g. 80% of 14 year-olds) attains or surpasses a defined level of necessary learning achievement;

4. Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;

5. Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment and productivity;

6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change.

9. Levels of performance in the above should be established, when possible. These should be consistent with the focus of basic education both on universalization of access and on learning acquisition, as

joint and inseparable concerns. In all cases, the performance targets should include equity by gender. However, setting levels of performance and of the proportions of participants who are expected to reach these levels in specific basic education programmes must be an autonomous task of individual countries.

PRINCIPLES OF ACTION

10. The first step consists in identifying, preferably through an active participatory process involving groups and the community, the traditional learning systems which exist in the society, and the actual demand for basic education services, whether expressed in terms of formal schooling or non-formal education programmes. Addressing the basic learning needs of all means: early childhood care and development opportunities; relevant, quality primary schooling or equivalent out-of-school education for children; and literacy, basic knowledge and life skills training for youth and adults. It also means capitalizing on the use of traditional and modern information media and technologies to educate the public on matters of social concern and to support basic education activities. These complementary components of basic education need to be designed to ensure equitable access, sustained participation, and effective learning achievement. Meeting basic learning needs also involves action to enhance the family and community environments for learning and to correlate basic education and the larger socio-economic context. The complementarity and synergistic effects of related human resources investments in population, health and nutrition should be recognized.

11. Because basic learning needs are complex and diverse, meeting them requires multisectoral strategies and action which are integral to overall development efforts. Many partners must join with the education authorities, teachers, and other educational personnel in developing basic education if it is to be seen, once again, as the responsibility of the entire society. This implies the active involvement of a wide range of partners - families, teachers, communities, private enterprises (including those involved in information and communication), government and non-governmental organizations, institutions, etc. - in planning, managing and evaluating the many forms of basic education.

12. Current practices and institutional arrangements for delivering basic education, and the existing mechanisms for co-operation in this regard, should be carefully evaluated before new institutions or mechanisms are created. Rehabilitating dilapidated schools and

improving the training and working conditions of teachers and literacy workers, building on existing learning schemes, are likely to bring greater and more immediate returns on investment than attempts to start afresh.

13. Great potential lies in possible joint actions with non-governmental organizations on all levels. These autonomous bodies, while advocating independent and critical public views, might play roles in monitoring, research, training and material production for the sake of non-formal and life-long educational processes.

14. The primary purpose of bilateral and multilateral co-operation should appear in a true spirit of partnership - it should not be to transplant familiar models, but to help develop the endogenous capacities of national authorities and their in-country partners to meet basic learning needs effectively. Action and resources should be used to strengthen essential features of basic education services, focussing on managerial and analytical capacities, which can stimulate further developments. International co-operation and funding can be particularly valuable in supporting major reforms or sectoral adjustments, and in helping to develop and test innovative approaches to teaching and management, where new approaches need to be tried and/or extraordinary levels of expenditure are involved and where knowledge of relevant experiences elsewhere can often be useful.

15. International co-operation should give priority to the countries currently least able to meet the basic learning needs of their populations. It should also help countries redress their internal disparities in educational opportunity. Because two-thirds of illiterate adults and out-of-school children are female, wherever such inequities exist, a most urgent priority is to improve access to education for girls and women, and to remove every obstacle that hampers their active participation.

I. PRIORITY ACTION AT NATIONAL LEVEL

16. Progress in meeting the basic learning needs of all will depend ultimately on the actions taken within individual countries. While regional and international co-operation and financial assistance can support and facilitate such actions, government authorities, communities and their several in-country partners are the key agents for improvement, and national governments have the main responsibility for coordinating the effective use of internal and external resources. Given the diversity of countries' situations, capacities and development plans and goals, this ***Framework*** can only suggest certain areas

that merit priority attention. Each country will determine for itself what specific actions beyond current efforts may be necessary in each of the following areas.

1.1 ASSESSING NEEDS AND PLANNING ACTION

17. To achieve the targets set for itself, each country is encouraged to develop or update comprehensive and long-term plans of action (from local to national levels) to meet the learning needs it has defined as "basic". Within the context of existing education-sector and general development plans and strategies, a plan of action for basic education for all will necessarily be multisectoral, to guide activities in the sectors involved (e. g. education, information, communications/ media, labour, agriculture, health). Models of strategic planning, by definition, vary. However, most of them involve constant adjustments among objectives, resources, actions, and constraints. At the national level, objectives are normally couched in broad terms and central government resources are also determined, while actions are taken at the local level. Thus, local plans in the same national setting will naturally differ not only in scope but in content. National and subnational frameworks and local plans should allow for varying conditions and circumstances. These might, therefore, specify:

- studies for the evaluation of existing systems (analysis of problems, failures and successes):
- the basic learning needs to be met, including cognitive skills, values, attitudes, as well as subject knowledge;
- the languages to be used in education
- means to promote the demand for, and broadscale participation in, basic education;
- modalities to mobilize family and local community support;
- targets and specific objectives;
- the required capital and recurrent resources, duly costed, as well as possible measures for cost effectiveness;
- indicators and procedures to be used to monitor progress in reaching the targets;
- priorities for using resources and for developing services and programmes over time;
- the priority groups that require special measures;

- the kinds of expertise required to implement the plan;
- institutional and administrative arrangements needed;
- modalities for ensuring information sharing among formal and other basic education programmes; and
- an implementation strategy and timetable.

1. 2 DEVELOPING A SUPPORTIVE POLICY ENVIRONMENT

18. A multisectoral plan of action implies adjustments to sectoral policies so that sectors interact in a mutually supportive and beneficial manner in line with the country's overall development goals. Action to meet basic learning needs should be an integral part of a country's national and subnational development strategies, which should reflect the priority given to human development. Legislative and other measures may be needed to promote and facilitate co-operation among the various partners involved. Advocacy and public information about basic education are important in creating a supportive policy environment at national, subnational and local levels.

19. Four specific steps that merit attention are:
(i)initiation of national and subnational level activities to create a broad, public recommitment to the goal of education for all; (ii)reduction of inefficiency in the public sector and exploitative practices in the private sector; (iii)provision of improved training for public administrators and of incentives to retain qualified women and men in public service; and (iv) provision of measures to encourage wider participation in the design and implementation of basic education programmes.

1. 3 DESIGNING POLICIES TO IMPROVE BASIC EDUCATION

20. The preconditions for educational quality, equity and efficiency, are set in the early childhood years, making attention to early childhood care and development essential to the achievement of basic education goals. Basic education must correspond to actual needs, interests, and problems of the participants in the learning process. The relevance of curricula could be enhanced by linking literacy and numeracy skills and scientific concepts with learners' concerns and earlier experiences, for example, nutrition, health, and work. While many needs vary considerably within and among countries, and there-

fore much of a curriculum should be sensitive to local conditions, there are also many universal needs and shared concerns which should be addressed in education curricula and in educational messages. Issues such as protecting the environment, achieving a balance between population and resources, slowing the spread of AIDS, and preventing drug abuse are everyone's issues.

21. Specific strategies addressed to improve the conditions of schooling may focus on: learners and the learning process, personnel (teachers, administrators, others), curriculum and learning assessment, materials and physical facilities. Such strategies should be conducted in an integrated manner; their design, management, and evaluation should take into account the acquisition of knowledge and problem-solving skills as well as the social, cultural, and ethical dimensions of human development. Depending on the outcomes desired, teachers have to be trained accordingly, whilst benefiting from in-service programmes as well as other incentives of opportunity which put a premium on the achievement of these outcomes; curriculum and assessment must reflect a variety of criteria while materials - and conceivably buildings and facilities as well - must be adapted along the same lines. In some countries, the strategy may include ways to improve conditions for teaching and learning such that absenteeism is reduced and learning time increased. In order to meet the educational needs of groups not covered by formal schooling, appropriate strategies are needed for non-formal education. These include but go far beyond the aspects described above, but may also give special attention to the need for coordination with other forms of education, to the support of all interested partners, to sustained financial resources and to full community participation. An example for such an approach applied to literacy can be found in UNESCO's *Plan of Action for the Eradication of Illiteracy by the Year 2000*. Other strategies still may rely on the media to meet the broader education needs of the entire community. Such strategies need to be linked to formal education, non-formal education or a combination of both. The use of the communications media holds a tremendous potential to educate the public and to share important information among those who need to know.

22. Expanding access to basic education of satisfactory quality is an effective way to improve equity. Ensuring that girls and women stay involved in basic education activities until they have attained at least the agreed necessary level of learning, can be encouraged through special measures designed, wherever possible, in consultation with them. Similar approaches are necessary to expand learning opportunities for various disadvantaged groups.

23. Efficiency in basic education does not mean providing education at the lowest cost, but rather the most effective use of all resources (human, organizational, and financial) to produce the desired levels of access and of necessary learning achievement. The foregoing considerations of relevance, quality, and equity are not alternatives to efficiency but represent the specific conditions within which efficiency should be attained. For some programmes, efficiency will require more, not fewer, resources. However, if existing resources can be used by more learners or if the same learning targets can be reached at a lower cost per learner, then the capacity of basic education to meet the targets of access and achievement for presently underserved groups can be increased.

1. 4 IMPROVING MANAGERIAL, ANALYTICAL AND TECHNOLOGICAL CAPACITIES

24. Many kinds of expertise and skills will be needed to carry out these initiatives. Managerial and supervisory personnel, as well as planners, school architects, teacher educators, curriculum developers, researchers, analysts, etc., are important for any strategy to improve basic education, but many countries do not provide specialized training to prepare them for their responsibilities; this is especially true in literacy and other out-of-school basic education activities. A broadening of outlook toward basic education will be a crucial prerequisite to the effective co-ordination of efforts among these many participants, and strengthening and developing capacities for planning and management at regional and local levels with a greater sharing of responsibilities will be necessary in many countries. Pre- and in-service training programmes for key personnel should be initiated, or strengthened where they do exist. Such training can be particularly useful in introducing administrative reforms and innovative management and supervisory techniques.

25. The technical services and mechanisms to collect, process and analyze data pertaining to basic education can be improved in all countries. This is an urgent task in many countries that have little reliable information and/or research on the basic learning needs of their people and on existing basic education activities. A country's information and knowledge base is vital in preparing and implementing a plan of action. One major implication of the focus on learning acquisition is that systems have to be developed and improved to assess the performance of individual learners and delivery mechanisms. Process and outcome assessment data should serve as the core of a management information system for basic education.

26. The quality and delivery of basic education can be enhanced through the judicious use of instructional technologies. Where such technologies are not now widely used, their introduction will require the selection and/or development of suitable technologies, acquisition of the necessary equipment and operating systems, and the recruitment or training of teachers and other educational personnel to work with them. The definition of a suitable technology varies by societal characteristics and will change rapidly over time as new technologies (educational radio and television, computers, and various audio-visual instructional devices) become less expensive and more adaptable to a range of environments. The use of modern technology can also improve the management of basic education. Each country may reexamine periodically its present and potential technological capacity in relation to its basic educational needs and resources.

1. 5 MOBILIZING INFORMATION AND COMMUNICATION CHANNELS

27. New possibilities are emerging which already show a powerful impact on meeting basic learning needs, and it is clear that the educational potential of these new possibilities has barely been tapped. These new possibilities exist largely as a result of two converging forces, both recent by-products of the general development process. First, the quantity of information available in the world - much of it relevant to survival and basic well-being - is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. A synergistic effect occurs when important information is coupled with a second modern advance - the new capacity to communicate among the people of the world. The opportunity exists to harness this force and use it positively, consciously, and with design, in order to contribute to meeting defined learning needs.

1. 6 BUILDING PARTNERSHIPS AND MOBILIZING RESOURCES

28. In designing the plan of action and creating a supportive policy environment for promoting basic education, maximum use of opportunities should be considered to expand existing collaborations and to bring together new partners: e.g., family and community organizations, non-governmental and other voluntary associations, teachers' unions, other professional groups, employers, the media, political parties, co-operatives, universities, research institutions, religious

bodies, as well as education authorities and other government departments and services (labour, agriculture, health, information, commerce, industry, defence, etc.). The human and organizational resources these domestic partners represent need to be effectively mobilized to play their parts in implementing the plan of action. Partnerships at the community level and at the intermediate and national levels should be encouraged; they can help harmonize activities, utilize resources more effectively, and mobilize additional financial and human resources where necessary.

29. Governments and their partners can analyze the current allocation and use of financial and other resources for education and training in different sectors to determine if additional support for basic education can be obtained by (i) improving efficiency, (ii) mobilizing additional sources of funding within and outside the government budget, and (iii) allocating funds within existing education and training budgets, taking into account efficiency and equity concerns. Countries where the total fiscal support for education is low need to explore the possibility of reallocating some public funds used for other purposes to basic education.

30. Assessing the resources actually or potentially available for basic education and comparing them to the budget estimates underlying the plan of action, can help identify possible inadequacies of resources that may affect the scheduling of planned activities over time or may require choices to be made. Countries that require external assistance to meet the basic learning needs of their people can use the resource assessment and plan of action as a basis for discussions with their international partners and for coordinating external funding.

31. The individual learners themselves constitute a vital human resource that needs to be mobilized. The demand for, and participation in, learning opportunities cannot simply be assumed, but must be actively encouraged. Potential learners need to see that the benefits of basic education activities exceed the costs the participants must bear, such as earnings foregone and reduced time available for community and household activities and for leisure. Women and girls especially may be deterred from taking full advantage of basic education opportunities because of reasons specific to individual cultures. Such barriers to participation may be overcome through the use of incentives and by programmes adapted to the local context and seen by the learners, their families and communities to be "productive activities". Also, learners tend to benefit more from education when they are partners in the instructional process, rather than treated simply as "inputs" or "beneficiaries". Attention to the issues of

demand and participation will help assure that the learners' personal capacities are mobilized for education.

32. Family resources, including time and mutual support, are vital for the success of basic education activities. Families can be offered incentives and assistance to ensure that their resources are invested to enable all family members to benefit as fully and equitably as possible from basic education opportunities.

33. The preeminent role of teachers as well as of other educational personnel in providing quality basic education needs to be recognized and developed to optimize their contribution. This must entail measures to respect teachers' trade union rights and professional freedoms, and to improve their working conditions and status, notably in respect to their recruitment, initial and in-service training, remuneration and career development possibilities, as well as to allow teachers to fulfill their aspirations, social obligations, and ethical responsibilities.

34. In partnerships with school and community workers, libraries need to become a vital link in providing educational resources for all learners - pre-school through adulthood - in school and non-school settings. There is therefore a need to recognize libraries as invaluable information resources.

35. Community associations, co-operatives, religious bodies, and other non-governmental organizations also play important roles in supporting and in providing basic education. Their experience, expertise, energy and direct relationships with various constituencies are valuable resources for identifying and meeting basic learning needs. Their active involvement in partnerships for basic education should be promoted through policies and mechanisms that strengthen their capacities and recognize their autonomy.

2. PRIORITY ACTION AT REGIONAL LEVEL

36. Basic learning needs must be met through collaborative action within each country, but there are many forms of co-operation between countries with similar conditions and concerns that could, and do, assist in this endeavour. Regions have already developed plans, such as the Jakarta Plan of Action on Human Resources, adopted by ESCAP in 1988. By exchanging information and experience, pooling expertise, sharing facilities, and undertaking joint activities, several countries, working together, can increase their

resource base and lower costs to their mutual benefit. Such arrangements are often set up among neighboring countries (sub-regional), among all countries in a major geo-cultural region, or among countries sharing a common language or having cultural and commercial relations. Regional and international organizations often play an important role in facilitating such co-operation between countries. In the following discussion, all such arrangements are included in the term "regional". In general, existing regional partnerships will need to be strengthened and provided with the resources necessary for their effective functioning in helping countries meet the basic learning needs of their populations.

2. 1 EXCHANGING INFORMATION, EXPERIENCE AND EXPERTISE

37. Various regional mechanisms, both intergovernmental and nongovernmental, promote co-operation in education and training, health, agricultural development, research and information, communications, and in other fields relevant to meeting basic learning needs. Such mechanisms can be further developed in response to the evolving needs of their constituents. Among several possible examples are the four regional programmes established through UNESCO in the 1980s to support national efforts to achieve universal primary education and eliminate adult illiteracy:

- Major Project in the Field of Education in Latin America and the Caribbean;
- Regional Programme for the Eradication of Illiteracy in Africa;
- Asia-Pacific Programme of Education for All (APPEAL);
- Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States by the Year 2000 (ARABUPEAL).

38. In addition to the technical and policy consultations organized in connection with these programmes, other existing mechanisms can be used for consulting on policy issues in basic education. The conferences of ministers of education organized by UNESCO and by several regional organizations, the regular sessions of the regional commissions of the United Nations, and certain trans-regional conferences organized by the Commonwealth Secretariat, CONFEMEN (standing conference of ministers of education of francophone

countries), the Organization of Economic Co-operation and Development (OECD), and the Islamic Educational, Scientific and Cultural Organization (ISESCO), could be used for this purpose as needs arise. In addition, numerous conferences and meetings organized by non-governmental bodies provide opportunities for professionals to share information and views on technical and policy issues. The conveners of these various conferences and meetings may consider ways of extending participation, where appropriate, to include representatives of other constituencies engaged in meeting basic learning needs.

39. Full advantage should be taken of opportunities to share media messages or programmes that can be exchanged among countries or collaboratively developed, especially where language and cultural similarities extend beyond political boundaries.

2.2 UNDERTAKING JOINT ACTIVITIES

40. There are many possible joint activities among countries in support of national efforts to implement action plans for basic education. Joint activities should be designed to exploit economies of scale and the comparative advantages of participating countries. Six areas where this form of regional collaboration seems particularly appropriate are: (i) training of key personnel, such as planners, managers, teacher educators, researchers, etc. ; (ii) efforts to improve information collection and analysis; (iii) research; (iv) production of educational materials; (v) use of communication media to meet basic learning needs; and (vi) management and use of distance education services. Here, too, there are several existing mechanisms that could be utilized to foster such activities, including UNESCO's International Institute of Educational Planning and its networks of trainees and research as well as IBE's information network and the Unesco Institute for Education, the five networks for educational innovation operating under UNESCO's auspices, the research and review advisory groups (RRAGs) associated with the International Development Research Centre, the Commonwealth of Learning, the Asian Cultural Center for UNESCO, the participatory network established by the International Council for Adult Education, and the International Association for the Evaluation of Educational Achievement, which links major national research institutions in some 35 countries. Certain multilateral and bilateral development agencies that have accumulated valuable experience in one or more of these areas might be interested in participating in joint activities. The five United Nations regional

commissions could provide further support to such regional collaboration, especially by mobilizing policymakers to take appropriate action.

3. PRIORITY ACTION AT WORLD LEVEL

41. The world community has a well-established record of co-operation in education and development. However, international funding for education stagnated during the early 1980s; at the same time, many countries have been handicapped by growing debt burdens and economic relationships that channel their financial and human resources to wealthier countries. Because concern about the issues in basic education is shared by industrialized and developing countries alike, international co-operation can provide valuable support for national efforts and regional actions to implement the expanded vision of basic Education for All. Time, energy, and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made; there is a clear need and strong moral and economic argument for international solidarity to provide technical co-operation and financial assistance to countries that lack the resources to meet the basic learning needs of their populations.

3.1 COOPERATION WITHIN THE INTERNATIONAL CONTEXT

42. Meeting basic learning needs constitutes a common and universal human responsibility. The prospects for meeting basic learning needs around the world are determined in part by the dynamics of international relations and trade. With the current relaxation of tensions and the decreasing number of armed conflicts, there are now real possibilities to reduce the tremendous waste of military spending and shift those resources into socially useful areas, including basic education. The urgent task of meeting basic learning needs may require such a reallocation between sectors, and the world community and individual governments need to plan this conversion of resources for peaceful uses with courage and vision, and in a thoughtful and careful manner. Similarly, international measures to reduce or eliminate current imbalances in trade relations and to reduce debt burdens must be taken to enable many low-income countries to rebuild their own economies, releasing and retaining human and financial resources needed for development and for providing basic

education to their populations. Structural adjustment policies should protect appropriate funding levels for education.

3.2 ENHANCING NATIONAL CAPACITIES

43. International support should be provided, on request, to countries seeking to develop the national capacities needed for planning and managing basic education programmes and services (see section I.4). Ultimate responsibility rests within each nation to design and manage its own programmes to meet the learning needs of all its population. International support could include training and institutional development in data collection, analysis and research, technological innovation, and educational methodologies. Management information systems and other modern management methods could also be introduced, with an emphasis on low and middle level managers. These capabilities will be even more in demand to support quality improvements in primary education and to introduce innovative out-of-school programmes. In addition to direct support to countries and institutions, international assistance can also be usefully channelled to support the activities of international, regional and other inter-country structures that organize joint research, training and information exchanges. The latter should be based on, and supported by, existing institutions and programmes, if need be improved and strengthened, rather than on the establishment of new structures. Support will be especially valuable for technical cooperation among developing countries, among whom both circumstances and resources available to respond to circumstances are often similar.

3.3 PROVIDING SUSTAINED LONG-TERM SUPPORT FOR NATIONAL AND REGIONAL ACTIONS

44. Meeting the basic learning needs of all people in all countries is obviously a long-term undertaking. This Framework provides guidelines for preparing national and subnational plans of action for the development of basic education through a long-term commitment of governments and their national partners to work together to reach the targets and achieve the objectives they set for themselves. International agencies and institutions, many of which are sponsors, co-sponsors, and associate sponsors of the World Conference on Education for All, should actively seek to plan together and sustain their long-term support for the kinds of national and regional actions

outlined in the preceding sections. In particular, the core sponsors of the Education for All initiative (UNDP, UNESCO, UNICEF, World Bank) affirm their commitments to supporting the priority areas for international action presented below and to making appropriate arrangements for meeting the objectives of Education for All, each acting within its mandate, special responsibilities, and decisions of its governing bodies. Given that UNESCO is the UN agency with a particular responsibility for education, it will give priority to implementing the ***Framework for Action*** and to facilitating provision of services needed for reinforced international co-ordination and co-operation.

45. Increased international funding is needed to help the less developed countries implement their own autonomous plans of action in line with the expanded vision of basic Education for All. Genuine partnerships characterized by co-operation and joint long-term commitments will accomplish more and provide the basis for a substantial increase in overall funding for this important sub-sector of education. Upon governments' request, multilateral and bilateral agencies should focus on supporting priority actions, particularly at the country level (see section I), in areas such as the following:

a. *The design or updating of national and subnational multisectoral plans of action* (see section I. 1), which will need to be elaborated very early in the 1990s. Both financial and technical assistance are needed by many developing countries, particularly in collecting and analyzing data, as well as in organizing domestic consultations.

b. *National efforts and related inter-country co-operation to attain a satisfactory level of quality and relevance in primary education* (cf. sections I.3 and II above). Experiences involving the participation of families, local communities, and non-governmental organizations in increasing the relevance and improving the quality of education could profitably be shared among countries.

c. *The provision of universal primary education in the economically poorer countries*. International funding agencies should consider negotiating arrangements to provide long-term support, on a case-by-case basis, to help countries move toward universal primary education according to their timetable. The external agencies should examine current assistance practices in order to find ways of effectively assisting basic education programmes which do not require

capital- and technology-intensive assistance, but often need longer-term budgetary support. In this context, greater attention should be given to criteria for development co-operation in education to include more than mere economic considerations.

d. *Programmes designed to meet the basic learning needs of disadvantaged groups, out-of-school youth, and adults with little or no access to basic learning opportunities.* All partners can share their experience and expertise in designing and implementing innovative measures and activities, and focus their funding for basic education on specific categories and groups (e.g., women, the rural poor, the disabled) to improve significantly the learning opportunities and conditions available for them.

e. *Education programmes for women and girls.* These programmes should be designed to eliminate the social and cultural barriers which have discouraged or even excluded women and girls from benefits of regular education programmes, as well as to promote equal opportunities in all aspects of their lives.

f. *Education programmes for refugees.* The programmes run by such organizations as the United Nations High Commission for Refugees (UNHCR) and the United Nations Relief and Works Agency for Palestine (UNRWA) need more substantial and reliable long-term financial support for this recognized international responsibility. Where countries of refuge need international financial and technical assistance to cope with the basic needs of refugees, including their learning needs, the international community can help to share this burden through increased cooperation. The world community will also endeavour to ensure that people under occupation or displaced by war and other calamities continue to have access to basic education programmes that preserve their cultural identity.

g. *Basic education programmes of all kinds in countries with high rates of illiteracy (as in sub-Saharan Africa) and with large illiterate populations (as in South Asia).* Substantial assistance will be needed to reduce significantly the world's large number of illiterate adults.

h. *Capacity building for research and planning and the experimentation of small-scale innovations.* The success of Educa-

tion for All actions will ultimately be determined by the capacity of each country to design and implement programs that reflect national conditions. A strengthened knowledge base nourished by research findings and the lessons of experiments and innovations as well as the availablity of competent educational planners will be essential in this respect.

46. The coordination of external funding for education is an area of shared responsibility at country level, in which host governments need to take the lead to ensure the efficient use of resources in accordance with their priorities. Development funding agencies should explore innovative and more flexible modalities of co-operation in consultation with the governments and institutions with which they work and co-operate in regional initiatives, such as the Task Force of Donors to African Education. Other forums need to be developed in which funding agencies and developing countries can collaborate in the design of inter-country projects and discuss general issues relating to financial assistance.

3.4 CONSULTATIONS ON POLICY ISSUES

47. Existing channels of communication and forums for consultation among the many partners involved in meeting basic learning needs should be fully utilized in the 1990s to maintain and extend the international consensus underlying this Framework for Action. Some channels and forums, such as the biannual International Conference on Education, operate globally, while others focus on particular regions or groups of countries or categories of partners. Insofar as possible, organizers should seek to coordinate these consultations and share results.

48. Moreover, in order to maintain and expand the Education for All initiative, the international community will need to make appropriate arrangements, which will ensure co-operation among the interested agencies using the existing mechanisms insofar as possible: (i) to continue advocacy of basic Education for All, building on the momentum generated by the World Conference; (ii) to facilitate sharing information on the progress made in achieving basic education targets set by countries for themselves and on the resources and organizational requirements for successful initiatives; (iii) to encourage new partners to join this global endeavor; and(iv) to ensure that all partners are fully aware of the importance of maintaining strong support for basic education.

INDICATIVE PHASING OF IMPLEMENTATION FOR THE 1990S

49. Each country, in determining its own intermediate goals and targets and in designing its plan of action for achieving them, will, in the process, establish a timetable to harmonize and schedule specific activities. Similarly, regional and international action will need to be scheduled to help countries meet their targets on time. The following general schedule suggests an indicative phasing during the 1990s; of course, certain phases may need to overlap and the dates indicated will need to be adapted to individual country and organizational contexts.

1. Governments and organizations set specific targets and complete or update their plans of action to meet basic learning needs (cf. section I.1); take measures to create a supportive policy environment (I.2); devise policies to improve the relevance, quality, equity and efficiency of basic education services and programmes (I.3); design the means to adapt information and communication media to meet basic learning needs (I.5) and mobilize resources and establish operational partnerships (I.6). International partners assist countries, through direct support and through regional co-operation, to complete this preparatory stage. (1990-1991)

2. Development agencies establish policies and plans for the 1990s, in line with their commitments to sustained, long-term support for national and regional actions and increase their financial and technical assistance to basic education accordingly (III.3). All partners strengthen and use relevant existing mechanisms for consultation and co-operation and establish procedures for monitoring progress at regional and international levels. (1990-1993)

3. First stage of implementation of plans of action: national coordinating bodies monitor implementation and propose appropriate adjustments to plans. Regional and international supporting actions are carried out. (1990-1995)

4. Governments and organizations undertake mid-term evaluation of the implementation of their respective plans and adjust them as needed. Governments, organizations and development agencies undertake comprehensive policy reviews at regional and global levels. (1995-1996)

5. Second stage of implementation of plans of action and of supporting action at regional and international levels. Development agencies adjust their plans as necessary and increase their assistance to basic education accordingly. (1996-2000)

6. Governments, organizations and development agencies evaluate achievements and undertake comprehensive policy review at regional and global levels. (2000-2001)

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50. There will never be a better time to renew commitment to the inevitable and long-term effort to meet the basic learning needs of all children, youth and adults. This effort will require a much greater and wiser investment of resources in basic education and training than ever before, but benefits will begin accruing immediately and will extend well into the future - where the global challenges of today will be met, in good measure, by the world community's commitment and perseverance in attaining its goal of education for all.

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