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**Folder ID:** 1676242

**Dates:** 03/01/1989-03/31/1990

**Fonds:** Records of the Education Sector

**ISAD Reference Code:** WB IBRD/IDA WB\_IBRD/IDA\_88

**Digitized:** 8/28/2020

To cite materials from this archival folder, please follow the following format:  
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Non-Governmental (NGO) Organization Rules - World Conference on  
Education For All (WCEFA) - Correspondence



WORLD CONFERENCE ON EDUCATION FOR ALL:  
MEETING BASIC LEARNING NEEDS  
5 - 9 March 1990 Jomtien, Thailand

AN NGO STATEMENT ON EDUCATION FOR ALL

1. For decades, non-governmental organizations have dedicated their efforts to meeting the basic learning needs of diverse peoples throughout the world. So it is with great enthusiasm that we welcome the Education for All initiative. Both individually and collectively, international NGOs have energetically participated in the preparatory process that brings us here to this World Conference.
2. This statement echoes the voices of NGOs heard at three recent events: first, the International Task Force on Literacy meeting in Suraj Kund, India, in October 1989, which drafted the "NGO Call to Action"; second, the Unesco NGO Standing Committee Seminar on Literacy held in Paris, in November 1989; and third, the Working Consultation on Education for All, organized by the NGO Committee on UNICEF, in New York in January of this year.
3. We would like to begin by congratulating the organizers of this historic conference for their wisdom and foresight. They have included NGOs as full participants in this consultation. In so doing, they have acknowledged the crucial role NGOs must play if the goal of Education for All is to be achieved. We trust that the partnerships forged here will expand and flourish throughout the coming decade.
4. NGOs have long recognized that education is both a moral right to be enjoyed and a responsibility to be shared by all -- right to be enjoyed and a responsibility to be shared by all -- students, teachers, parents, policy-makers, and planners. NGOs are invaluable allies of governments as they do provide both motivation for and delivery of educational services. They command a vast reservoir of human and material resources, experience and creative capacity. Because they tend to be decentralized, they have the flexibility to adapt effectively to local circumstances and to respond quickly to changing needs. Given the enormity of the challenge and the sheer number of new learners, governments, individually and collectively, as well as the UN agencies, must recognize their inability alone to do all that needs to be done. Empowerment for learning comes from within individuals and communities which is where NGOs are rooted. Therefore, NGOs stand ready to work shoulder to shoulder with governments, donors and specialized agencies as full partners in pursuit of our common goal.
5. We take this opportunity to highlight some fundamental issues associated with education for all.
6. Women must be included as full partners in the new alliances created to achieve Education for All. The vital role of women as the first educators of children has been widely acknowledged, if not acted upon; but the crucial role of women in bringing about peace and social progress is less well recognized. In order for women to play their part, they must have the opportunity to develop the full range of their capacities and contribute effectively to every arena of human endeavor. To encourage the recognition of equality, educational materials must be freed from negative gender stereotypes. Further, educational



11. If we mean that Education for All is truly for ALL, then we must address special needs of those often excluded -- girls and women, the disabled, the disadvantaged and the culturally and geographically isolated. Instead of placing ceilings on achievement and accepting that only a given percentage can receive education, we should strive for every individual to realize his or her full potential. Such an ambitious and noble goal will never be achieved through competition. It will require an environment of cooperation -- cooperation between formal and non-formal delivery systems, between NGOs and governments and between the private and public sectors.
12. If decision makers and planners address seriously the needs of those who face the greatest obstacles, complementary formal and non-formal delivery systems will be harmonized and integrated. Because the formal system alone will be unable to meet everyone's needs, NGOs will be the natural partners of governments. For example, non-governmental youth organizations represent an effective alternative learning opportunity. Programs for the very young, for school age children, for youth and adults will represent a continuum allowing for entry and exit at all levels.
13. Effective basic education programs cannot stand alone. All reforms and new educational programs must be fully integrated with all other aspects of social change. The economic, social and cultural realities of the people must be addressed. Consequently, only genuine alliances will ensure ultimate success. For example, business and industry must do their share to enhance education and to ensure a viable link between training and employment. The media bears the responsibility for enhancing the environment for learning and reinforcing education and training. NGOs must cooperate with the public educational systems in order to improve quality of education for all in both the public and private sectors.
14. Finally, the NGOs represented at these three preparatory consultations offered concrete recommendations to guide collaborative action. We would like to offer some of them for your consideration.
  - o Mobilize all possible resources, particularly by transferring funds from military expenditures to social programs.
  - o Exempt education from budget cuts forced by the debt crisis in many countries, both because it is a humanitarian imperative and because sustainable development requires an educated population.
  - o Balance educational investment among all levels of education in light of the vital and fundamental importance of early childhood and primary education.
  - o Decentralize decision-making and expenditure of funds -- both internationally and nationally -- in order to maximize creative solutions and to involve all social sectors, particularly NGOs who can effectively utilize funds in small amounts with minimal costs.



(draft circular letter to NGOs)

Dear Sir/Madam,

Subject: World Conference on Education for All  
(Jomtien, Thailand, 5-9 March 1990)

Earlier this year the heads of UNESCO, UNICEF, the United Nations Development Programme (UNDP) and the World Bank launched a joint initiative to put basic education back on the world's development agenda. This initiative is expected to lead to a long-term effort of individual countries and the world community to meet the basic learning needs of all children, youth and adults. In order to reach a broad consensus on the issues and on ways to deal with them, the four heads established an Inter-Agency Commission (IAC) to organize the World Conference on Education for All: Meeting Basic Learning Needs, to be held in Jomtien, Thailand, 5-9 March 1990. Already a dozen governments and international and bilateral development agencies have joined the original four sponsors to provide financial and material support for this important new initiative, and governments around the world have indicated their keen interest to participate.

From the outset, the IAC has sought to involve representatives of various nongovernmental organizations (NGOs) and consortia in the preparatory process for the series of regional consultations being organized during the final quarter of 1989 and for the World Conference in March 1990. Several NGO representatives are participating in these consultations and, more importantly, in the many activities that are now underway or being planned at country level. The enclosed information note provides further information about how NGOs can participate in this worldwide initiative.

As one of the four original sponsors, XXXXXXXX wishes to bring the World Conference initiative to your attention and to suggest that your organization support it in whatever ways you can. As this will be a long-term undertaking, there will be ample opportunity in the years ahead for all interested parties to participate.

In the near term, the Inter-Agency Commission is seeking to identify some 45 international NGOs representing constituencies and interests directly involved in meeting basic learning needs. These organizations, together with an additional 90 NGOs involved in the regional consultation process, will be invited to participate in the World Conference along with government delegates and representatives of various intergovernmental organizations, all having the same status of "participant". However, because of the limited accommodations available in Jomtien, participation will be by invitation only, and each organization will be invited to send only one representative. There will be no registration fee, but the room and board may total between US\$500 and \$1100 for the five-day Conference. The IAC has NO funds to support the travel or living expenses of NGO representatives.

NOV 21 RECD

We are informed that the NGOs invited will be asked to nominate a representative with grassroots experience, since much of the Conference activity will involve technical discussions in the 48 roundtables.

Given these conditions, if your organization considers that it has a unique and important contribution to make to the World Conference, and if it can support the costs of representation, please notify (name, address, fax) as soon as possible of your interest by providing the information indicated on the attachment to this letter. Notifications received by 30 November will be forwarded to the IAC for consideration.

(circlet.ngo)



WORLD CONFERENCE ON EDUCATION FOR ALL

For NGOs interested to participate in the World Conference

Approximately 45 international nongovernmental organizations will be invited to send one representative to the World Conference.

If your organization considers that it can make an important contribution to the deliberations at the World Conference because of your unique approach, broad grassroots experience, and demonstrated commitment to basic education, ...

... and if your organization is able to finance the travel costs (variable) and the subsistence costs (estimate: US\$500-1100) of a representative for the full five-days of the Conference, ...

... you may indicate your interest to participate by providing the following information to the address given at the bottom of this page. Please take the time to give the information requested in a concise manner on 1-2 pages, but do NOT send general information brochures or other supporting documentation.

=====

1. Full title of the organization in English and (if used) in French and Spanish.
2. Address, telephone, telex, telefax of main office.
3. Name and title of principal executive officer.
4. Describe membership (e.g. national affiliates, individuals).
5. Number of countries per region with active members (e.g. 14 in Africa, 3 in Arab States, 8 in Latin America, ...)
6. Religious or political affiliation of the organization.
7. Describe participation, if any, in NGO networks and consortia.
8. Describe (1/2 page max.) kinds of activities relevant to basic education, including literacy.
9. Describe briefly your organization's main constituency (e.g. teachers) and the main beneficiaries of its activities (e.g. slum dwellers).
10. Describe (1/2 page max.) organization's interest in participating in the World Conference.
11. Name, title, nationality of person (if known) who would probably be designated to represent your organization.

=====

The above information should be communicated no later than 30 November to XXX (name) at YYY (address, fax).

International Task Force on Literacy (ITFL)

International Non-government Organizations

Baha'i International Community  
Commonwealth Trade Union Council  
Coordinating Committee for International Voluntary Service (CCIVS)  
Disabled Peoples' International  
International Community Education Association  
International Council for Adult Education (ICAE)  
International Council on Social Welfare  
International Movement A.T.D.- Fourth World  
International Publishers Association  
International Reading Association  
International Union of Students  
Laubach Literacy International  
Ligue Internationale de l'Enseignement, de l'Education et de la  
Culuture Populaire  
Movimento Per Un Mondo Migliore (Movement for a Better World)  
Women's International Democratic Federation (WIDF)  
World Association of Girl Guides and Girl Scouts World Bureau  
World Confederation of the Organizations of the Teaching Profession  
(WCOTP)  
World Council of Churches  
World Council of Indigenous Peoples  
World Education Inc.  
World Federation of Trade Unions  
World Federation of UNESCO Clubs & Associations  
World Scout Bureau  
World Young Women's Christian Assoc.

Regional Organizations

African Assoc. for Literacy & Adult Education (AALAE)  
Arab Literacy & Adult Education Organization (ARLO)  
Asian South Pacific Bureau for Adult Education (ASPBAE)  
Caribbean Regional Council for Adult Education (CARCAE)  
Consejo de Educacion de Adultos de America Latina (CEAAL)  
European Bureau for Adult Education (EBAE)

Cooperating Bodies

Canadian International Development Agency (CIDA)  
Charles Stewart Mott Foundation  
German Foundation for International Development  
Swedish International Development Authority  
Norwegian Agency for International Development Co-operation (NORAD)  
UNESCO Institute for Education  
Unesco NGO Standing Committee

Canadian Cooperating Bodies

Movement for Canadian Literacy  
Regroupement des Groupes Populaires d'Alphabetisation du Quebec



NGO CONSULTATION

EDUCATION FOR ALL: MAKING IT HAPPEN

New York 30-31 January 1990

This is preliminary list of registrations. Please check your name and address so that a correct list may be included in the final report. Corrections should be left on a form at the registration desk. If you wish your copy of the report to be mailed to a different address please indicate on a form at registration desk.

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This is an internal staff document and does not necessarily reflect the official position of the Inter-Agency Commission, nor its constituent sponsoring agencies.

Framework for the Participation of NGOs  
in  
The World Conference on Education for All

(Draft: 28 April 1989)

Background

1. Non-governmental organizations (NGOs) are an important partner in realizing the goal of Education for All. They have been effective in social and economic sectoral development efforts, particularly at the grass-roots. They are a heterogeneous group, with widely diverse aims. They vary in sponsorship, ideology, sectoral emphasis, and style of working, among a host of other characteristics. Therefore, it is particularly difficult for any individual to represent more than his or her own immediate organization. This characteristic poses problems with respect to the "representation" of NGOs in the Steering Group, the Regional Conferences, and the World Conference.

2. Their actions in relationship to donor agencies and governments range from that of catalyst or trail-blazer in the development process, to providing supplemental delivery systems for national or international programs (e.g., immunization). They are, however, often especially sensitive to being perceived as extensions of government programs, cheap labor for donors, or gap-filling supplements to larger programs. This sensitivity must be borne in mind in seeking to obtain their support for and participation in the World Conference, its preparation and follow-up, particularly with a view to forging a true partnership among donors, governments, and NGOs in realizing Education for All.

### Strategic Goals

3. We have three strategic aims for involving NGOs: (a) to engage their active support at the vanguard of regional and country mobilization and information dissemination; (b) to maximize the sharing of their unique experience working at the grass roots in meeting basic learning needs, particularly with regard to lessons that may be drawn from their innovative schooling and alternative educational programs for out-of-school youth and adults (e.g., literacy, employment-oriented skill training,); and (c) to act to effect change in their own programs to emphasize meeting basic learning needs.

### Process of promoting NGO participation

4. In order to mobilize the broadest possible cross-section of NGOs, different types of NGOs will be invited to participate in meetings and consultations:

<u>Type of NGO</u>	<u>Level of Forum</u>
Indigenous NGO	Country Consultation Processes and Meetings
Regional NGO Consortia	Regional Conferences/Consultations
International NGO	Steering Committee/World Conference

5. The Country level mobilization and meetings will be initiated by the appropriate country agency. The participation of country level NGOs in the regional meetings will be left to the process at the country level.

6. The Regional Planning Groups now being formed by regional arms of the four sponsoring agencies, to plan regional consultation and mobilization strategies in preparation for the Conference, will be encouraged to include representatives of regional NGO consortia in their deliberations. The Regional Planning Meeting to be organized by each group within the next four to six weeks, will include representatives from major NGO consortia in each respective region. Possible Consortia from each region which might attend the Regional Planning Meeting are in Annex 1. The NGOs attending the Regional Conferences will be encouraged to select 2-4 NGO delegates from their respective meetings to attend the World Conference in Jomtien. The criteria for selecting such delegates should be a mix of sector, issue-cause orientation, achievements, and desire to work in partnership with other NGOs, governments and/or donors.



7. The World Conference will provide explicit "space(s)" for NGO expression: (a) invited international NGOs will be full participants in plenary deliberations; (b) national delegations may include NGO representatives; (c) allocation of 1-4 plenary presentations by NGOs; (d) NGO organization of several round tables; (e) exhibits involving NGOs. The determination of who should address the plenary would be made by the NGOs on the international Steering Committee in consultation with regional and national NGO delegates either prior to or in caucus at the World Conference.

8. In addition to the above organizational structure and program for involving NGOs in EFA, funding for a special study to specifically review the NGO experience worldwide in the areas of primary education and non-formal training and literacy is being sought. This study will attempt to draw the major lessons from NGOs working in the area of education. The results of such a study would serve as a technical input into the regional conferences and the World Conference.

#### Implementation

9. To initiate this process the following actions will be required:

a. Each regional planning meeting should discuss this framework and modify it according to regional and country conditions.

b. The Secretariat should discuss this framework with the NGO members of the Steering Committee.

c. A general notification of the World Conference, highlighting NGO involvement, should be sent out to all major NGOs as soon as possible, with additional copies to UNICEF country offices and to UNICEF and UNESCO regional offices for further distribution.

28 April 1989  
Inter-Agency Commission

ANNEX 1

Possible Regional NGO Consortia

- Africa
  - FAVDO (Forum of African Voluntary Development Organizations)  
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Key contact person: Paul Wangoola
- Southeast Asia
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Key contact person: Edgardo Valenzuela
- South Asia
  - PRIA (Participatory Research in Asia)  
Key contact person: Rajesh Tandon
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Key contact person:  
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- USA
  - Inter Action  
Key contact person: Tom Keehn
- Latin America
  - CEAAL (Consejo de Educacion de  
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  - CARCAE (Caribbean Regional Council  
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- Middle East
  - ARLO (Arab Literacy and Adult  
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**WORLD CONFERENCE ON EDUCATION FOR ALL**  
MEETING BASIC LEARNING NEEDS

**CONFERENCE MONDIALE SUR L'EDUCATION POUR TOUS**  
SATISFAIRE LES BESOINS D'APPRENTISSAGE DE BASE

**CONFERENCIA MUNDIAL SOBRE LA EDUCACION PARA TODOS**  
SATISFACCION DE LAS NECESIDADES BASICAS DE APRENDIZAJE

**SPONSORS**

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IAC/5.rev  
September 1989

**Guidelines for the Participation of NGOs**

1. Non-governmental organizations (NGOs) are actively involved in basic education activities of many kinds: for example, they organize literacy courses for adults, health and nutrition programmes for young mothers, craft and industrial skills training for out-of-school youth. In some countries, NGOs operate primary schools and kindergartens. NGOs also publish newsletters, magazines and books, and use the broadcast media, to educate and inform their memberships and the general public on a wide range of issues. Some NGOs serve particular professional groups concerned with basic education, such as teachers, researchers, and journalists, and promote professional contacts within and among countries. In short, any serious worldwide initiative to meet the basic learning needs of all children, youth and adults must take into account the important contribution being made by NGOs, and obtain their co-operation in working together with governments and other partners to develop basic education.

2. One of the early decisions of the WCEFA Inter-Agency Commission was to fully involve NGO representatives in the preparations for the World Conference. At the highest level, the Steering Group for the World Conference includes several members from NGOs. In effect, the decision to involve NGOs is in line with one of the key principles to emerge early in the preparatory process: the need for more and better basic education is so vast and urgent, whereas available resources are so limited, that all concerned parties must join together in alliances to harmonize their efforts for better results and more efficient use of resources. Of course the form and composition of these alliances will vary from one locality, country or region to another.

3. Specifically, the Commission anticipates that interested NGOs will participate in the World Conference process in three ways:

- i) by helping plan and carry out actions to promote basic education through alliances within countries (national and local) and at regional and world levels;
- ii) by sharing experiences in seeking effective ways to meet basic learning needs; and
- iii) by advocating the need for basic education for all and providing information about the World Conference.

This means that every NGO, no matter what its geographical coverage may be (local, national, regional, international), can participate in this major world initiative -- and is most welcome to do so.

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#### NGO participation at national level

4. Before the World Conference, each country is being encouraged to design (or update) its own long-term, multisectoral plan to meet the basic learning needs of all its people. NGOs which are involved, or expect to be involved, in basic education activities should participate in this planning process, as well as in the subsequent implementation of the plan.

5. Countries are also being encouraged to undertake various public information activities, both about the World Conference and about the need for more and better basic education. In some countries, special national committees or consultative groups are being established to mobilize public opinion and political commitment. Interested NGOs can support such initiatives and should make sure that their own members are kept well informed. The Inter-Agency Commission has designated the UNICEF country offices to serve as focal points for information. Also, the UNDP offices, the UNICEF national committees and the UNESCO national commissions can often provide useful information materials, sometimes including films and videotapes.

#### NGO participation at regional level

6. The Inter-Agency Commission is convening ten regional consultations to provide opportunities for countries to discuss together in a particular regional context, the main issues concerning basic education. They will also examine and comment on the drafts of the World Charter on Education for All and the Framework for Action to Meet Basic Learning Needs, the two working documents for the World Conference. A background document, Meeting Basic Learning Needs: a New Vision for the 1990s, presents supplementary information on the policy issues and options involved. A number of NGOs will be invited to send a representative to the consultation in their region.

7. Each of the regional consultations is being organized by a regional planning group or task force comprising senior officials designated by the four organizations sponsoring the World Conference (UNDP, UNICEF, UNESCO, and the World Bank), together with representatives of major regional inter-governmental agencies and of networks or consortia of NGOs active in basic education and/or development. The regional planning groups will recommend NGOs in their respective regions to be invited to the regional consultations and some of them also to the World Conference.

#### NGO participation in the World Conference

8. In the invitation letter sent to the heads of governments, the Inter-Agency Commission stressed the inter-sectoral nature of the World Conference and suggested that at least one member of each country's delegation be selected from outside the government. This suggestion opens the possibility for the NGO community in each country to be represented within the country's official delegation. In addition, a certain number of international and regional NGOs will be invited directly by the Inter-Agency Commission. Because of the scarcity of places at the conference site, each invited NGO will be asked to send one representative. Country delegates and the representatives of organizations (including NGOs) will all have the same status of "participant".

9. Furthermore, the round tables and exhibits organized as integral parts of the World Conference provide yet another possibility for NGO participation. Some 48 roundtables and 75 exhibits are planned; these are intended to stimulate and facilitate the sharing of experiences and ideas among participants. The selection of themes for half of the roundtables and most of the exhibits will be based on recommendations from the regional planning groups.

Criteria for NGO participation

10. The World Conference process outlined above provides for NGO participation in activities at national, regional and world levels. All individual NGOs can participate in this process in one or another of the ways specified in paragraph 3. For certain activities, such as the regional consultations and the World Conference itself, participation will be by invitation only. Because the number of NGO participants will have to be limited, certain criteria will be used in selecting invitees from among the numerous interested (and interesting) NGOs.

11. First, it is important that the NGO participants collectively represent a wide range and variety of NGO experiences and concerns relevant to basic education -- understood in its broad sense. The selection of NGO invitees should seek to include NGOs active in many spheres of interest, such as:

literacy/adult education	early childhood/family education
teaching profession	students/youth
women	disadvantaged groups
population/family planning	health/nutrition/drugs
environment	development education
community development	educational research/evaluation
public/development policy	journalism/media
natural & social sciences	industry & commerce

Of course this list is not exhaustive. Some NGOs that do not fit into one or another of these categories might still have good experience in education and/or development. The selection of invitees will need to take account of such cases in seeking to obtain a broad representation of NGO experience.

12. Broad representation has also a geographical sense. The selection of NGO invitees must ensure a reasonable distribution of NGOs by region (for the World Conference) and by sub-region or group of countries (for the regional consultations).

13. Many NGOs have a religious or ideological orientation. While attention will be given to avoid possible "over-representation" of one or another orientation, this will not be a criterion for selecting NGO invitees.



14. Insofar as possible, the NGOs invited should be recognized as representatives of the NGO community concerned. Several NGO consortia and networks are being consulted to help identify appropriate NGOs that can represent the interests and concerns of many NGOs. This approach is another application of the principle, mentioned earlier, of building alliances. All NGO invitees will be encouraged to consult with, and report back to, their NGO partners, to maximize the contribution and effects of NGO participation and to share information widely.

15. Where the number of potential NGO invitees exceeds the available places, preference will be given to NGOs:

- with broad constituencies and grassroots membership;
- with a history (track record) of action in meeting basic learning needs; and
- with a record of co-operating with other organizations.

16. Probably no selection criteria or procedure can be perfectly fair or satisfactory to all concerned. The Inter-Agency Commission is counting on the good will and co-operation characteristic of NGO communities everywhere to help ensure that the World Conference on Education for All and all the preparatory activities are truly successful. This unique initiative must succeed, and its success will depend on what happens before, during and particularly after the World Conference. All interested individuals, institutions and organizations are called upon to participate as actively as possible in this major, long-term and worldwide effort.

Further information about the World Conference on Education for All can be obtained from:

UNICEF country offices

UNICEF national committees

UNESCO national commissions

or Inter-Agency Commission  
 UNICEF House  
 Three United Nations Plaza  
 New York, NY 10017, USA  
 phone: (212) 326-7140  
 fax: (212) 326-7133



This is an internal staff document and does not necessarily reflect the official position of the Inter-Agency Commission, nor its constituent sponsoring agencies.

Framework for the Participation of NGOs  
in  
The World Conference on Education for All

(Draft: 25 April 1989)

Background

1. Non-governmental organisations (NGOs) are an important partner in realizing the goal of Education for All. They have been effective in social and economic sectoral development efforts, particularly at the grass-roots. They are a heterogeneous group, with widely diverse aims. They vary in sponsorship, ideology, sectoral emphasis, and style of working, among a host of other characteristics. Therefore, it is particularly difficult for any individual to represent more than his or her own immediate organisation. This characteristic poses problems with respect to the "representation" of NGOs in the Steering Group, the Regional Conferences, and the World Conference.

2. Their actions in relationship to donor agencies and governments range from serving as supplemental delivery systems for national or international programs (e.g., immunization), to that of catalyst or trail-blazer in the development process. They are, however, often especially sensitive to being perceived as extensions of government programs, cheap labor for donors, or gap-filling supplements to larger programs. This sensitivity must be borne in mind in seeking to obtain their support for and participation in the World Conference, its preparation and follow-up, particularly with a view to forging a true partnership among donors, governments, and NGOs in realising Education for All.

### Strategic Goals

3. We have three strategic aims for involving NGOs: (a) to engage their active support at the vanguard of regional and country mobilization and information dissemination; (b) to maximize the sharing of their unique experience working at the grass roots in meeting basic learning needs, particularly with regard to lessons that may be drawn from their innovative schooling and alternative educational programs for out-of-school youth and adults (e.g., literacy, employment-oriented skill training,); and (c) to act to effect change in their own programs to emphasize meeting basic learning needs.

### Process of promoting NGO participation

4. In order to mobilise the broadest possible cross-section of NGOs, different types of NGOs will be invited to participate in meetings and consultations:

<u>Type of NGO</u>	<u>Level of Forum</u>
Indigenous NGO	Country Meetings
Regional NGO Consortia	Regional Conferences/Consultations
International NGO	Steering Committee/World Conference

5. The Country level mobilisation and meetings will be initiated by the appropriate country agency. The participation of country level NGOs in the regional meetings will be left to the process at the country level.

6. The Regional Planning Meeting will include representatives from major NGO consortia in each respective region. Possible Consortia from each region which might attend the Regional Planning Meeting are in Annex 1. The NGOs attending the Regional Conferences will be encouraged to select 2-4 NGO delegates from their respective meetings to attend the World Conference in Jomtien. The criteria for selecting such delegates should be a mix of sector, issue-cause orientation, achievements, and desire to work in partnership with other NGOs, governments and/or donors.

7. The World Conference will provide explicit "space(s)" for NGO expression: (a) as members of national delegations; (b) as the organizers of several of round tables; and (c) 1 - 4 plenary presentations. The determination of who should address the plenary would be made by the NGOs on the international Steering Committee in consultation with regional and national NGO delegates either prior to or in caucus at the World Conference.

8. In addition to the above organizational structure and program for involving NGOs in EFA, funding for a special study to specifically review the NGO experience worldwide in the areas of primary education and non-formal training and literacy is being sought. This study will attempt to draw the major lessons from NGOs working in the area of education. The results of such a study would serve as a technical input into the regional conferences and the World Conference.

#### Implementation

9. To initiate this process the following actions will be required:

a. Each regional planning meeting should discuss this framework and modify it according to regional and country conditions.

b. The Secretariat should discuss this framework with the NGO members of the Steering Committee.

c. A general notification of the World Conference, highlighting NGO involvement, should be sent out to all major NGOs as soon as possible, with additional copies to UNICEF country offices and to UNICEF and UNESCO regional offices for further distribution.



ANNEX 1

Possible Regional NGO Consortia

- |                           |   |   |
|---------------------------|---|---|
| Africa                    | - | FAVDO (Forum of African Voluntary Development Organizations)<br>Key contact person: Mazite N'Daiye                      |
| Southeast Asia            | - | ANGOC (Asian NGO Consortium)<br>Key contact person: Edgardo Venezuela   |
| South Asia                | - | PRIA (Participatory Research in Asia)<br>Key contact person: Rajesh Tandon  |
| Europe                    | - | ICVA (International Council for Voluntary Agencies)<br>Key contact person: Tony Kozlowski                               |
| Canada                    | - | CCIC (Canadian Council For International Cooperation)<br>Key contact person: Tim Brodhead                               |
| USA                       | - | Inter Action<br>Key contact person: Tom Keehn   |
| Latin America & Caribbean | - | CEAAL (Consejo de Educacion de de America Latin)<br>Key contact persons:<br>Francisco Vio Grossi or<br>Cesar Picon      |
| Middle East               | - | ARLO (Arab Literacy and Adult Education Organization)<br>Key contact person: Musari Al-Rami<br>or Hashim Abuzeid Elsafi |

Strategy for the Role of NGOs

in

The World Conference on Education for All

(April 20, 1989)

Background

1. Non-governmental organisations (NGOs) have been extremely effective in social and economic sectoral development efforts, particularly at the grass-roots. They are a heterogeneous group, with widely diverse aims, organizations are diverse (and sometimes difficult) to work with. They vary in sponsorship, ideology, sectoral emphasis, style of working, among a host of other characteristics. They often resist being represented by any person or body outside their immediate organizational boundary. Organising NGOs can be like shoveling smoke. This characteristic makes it particularly important that we do not deceive ourselves in acting on the premise that their great numbers can be easily reduced to a few representatives at country and regional meetings or at the World Conference itself.

2. Their self-perception and actions in relationship to donor agencies and governments can range from serving as supplemental delivery systems for national or international programs (e.g., immunization), to that of catalyst or trail-blazer in the development process. They are however, often particularly sensitive to being perceived as extensions of government programs, cheap labor for donors, or gap-filling supplements to larger programs. We face a daunting challenge if we are to forge a true partnership among donors, governments, and NGOs in realizing Education for All.

Strategic Goals

3. We have three strategic aims for involving NGOs: (a) to engage their active support at the vanguard of regional and country mobilization and information dissemination; (b) to maximize the sharing of their unique experience working at the grass roots in meeting basic learning needs, particularly with regard to lessons that may be drawn from their innovative schooling and alternative educational programs for out-of-school youth and adults (e.g., literacy, employment-oriented skill training,); and (c) to act to effect change in their own programs to emphasize meeting basic learning needs.

### Process of promoting NGO participation

4. Based upon discussions with several NGO leaders, we propose to mobilise the broadest possible cross section of NGO participation, a desirable mode of organizing the broadest cross-section of NGO participation would be to concentrate on mobilizing different types of NGOs at different levels of planned meetings and consultations:

<u>Type of NGO</u>	<u>Level of Forum</u>	<u>Focal Point</u>
Indigenous NGO	Country Forums	UNICEF
Regional NGO Consortia	Regional Meeting	UNESCO-UNICEF
International NGO	World Conference	Steering Committee

5. The Country level mobilization and meetings would be initiated by the country UNICEF office. The participation of country level NGOs in the regional meetings would be left to the process at the country level.

6. The Regional Planning Group would include representatives from major NGO consortia in each respective region. For example, such Consortia from each region might be candidates for the Regional Planning Group.

The NGOs attending the Regional Conferences will be encouraged to select 2-4 NGO delegates from their respective meetings to the World Conference in Jomtien. The criteria for selecting such delegates should be a mix of sector, issue-cause orientation, achievements, and desire to work in partnership with other NGOs, governments and/or donors.

Africa	-	FAVDO (Forums of African Voluntary Development Organizations) Key contact person: Mazite N'Daiye
Southeast Asia	-	ANGOC (Asian NGO Consortium) Key contact person: Edgardo Venezuela
South Asia	-	PRIA (Participatory Research in Asia) Key contact person: Rajesh Tandon
Europe	-	ICVA (International Council for Voluntary Agencies) Key contact person: Tony Kozlowski



- |                           |   |
|---------------------------|---|
| Canada                    | - CCIC (Canadian Council For International Cooperation)<br>Key contact person: Tim Broadhead                        |
|                           | - ICAE (International Council for Adult Education)<br>Key contact person: Budd Hall                                 |
| USA                       | - InterAction<br>Key contact person: Tom Kheene   |
| Latin America & Caribbean | - CEAAL (Consejo de Educacion de de America Latin)<br>Key contact person: Francisco Vio Grossi                      |
| Middle East               | - ARLO (Arab Literacy and Adult Education Organization)<br>Key contact person: Musari Al-RAMI Hashim Abuzeid Elsafi |

7. The World Conference will provide explicit "space(s)" for NGO expression (a) as members of national delegations; (b) as the organizers of several of round tables; and (c) one plenary presentation. The determination of who should address the plenary would be made by the NGOs on the International Steering Committee in consultation with regional and national NGO delegates either prior to or in caucus at the World Conference.

8. In addition to the above organizational structure and program for involving NGOs in EFA, it would be useful to commission a research study to specifically review the NGO experience world wide in the areas of primary education and non-formal training and literacy. This review would attempt to draw the major lessons from NGOs working in the area of education. A specific terms of reference would be drawn up shortly. However, the study would address questions of performance and costs of various strategies and techniques, endeavoring to be analytical and evaluative, rather than merely descriptive. The results of such a study would serve as a technical input into the main conference working papers as well as fodder for regional conferences and meetings involving NGO representation. A "neutral" research body, with experience in evaluating NGO activities and scholarly credibility, would have to be contracted for such a study. The Institute for Development Research, recently commissioned to do a related study for the Bank on NGOs, would be a possible candidate to undertake such a study.

### Implementation

9. To initiate this process the following actions will be required:

a. The regional planning group should discuss the proposed strategy and modify it according to regional and country conditions.

b. The secretariat should discuss with the NGO Steering Committee members the above strategy and regional strategies.

c. A general notification of the World Conference, highlighting NGO involvement, should be sent out to all major NGOs as soon as possible, with additional copies to Unicef country officers for further distribution.

# DAVID EDDY

30 May 1989

Nat J. Colletta, Deputy Executive Secretary  
World Conference on Education for All  
Unicef House  
3 UN Plaza  
New York, NY 10017

Freelance Writing and Editing

59 Monument Avenue

Charlestown, MA 02129

Dear Nat:

Please find attached several sheets summarizing my research to date. On each of the sheets, I've given the projects with the greatest potential a "1" or "2". A zero at the top of the table indicates the direction I'm moving in for that region. Here is a brief summary for each region:

### **Africa: Women, Income Generation, Health, and Nascent Networks**

In addition to Tototo, I'd like to include a group in Francophone West or Central Africa engaged in health education, preferably AIDS education.

### **Middle East: Early Childhood and Refugee Education**

The AFSC -- Save/UK pre-schools have been around for quite a while, and they are well-documented. The information you sent me about the Nabila Beier Award winner for 1988 is the Najdeh Association. Unfortunately, Yusuf Kassam informs me that there is little documentation on the project at ICAE, and they are extremely difficult to contact.

### **South Asia: Mature Networks and Expanding Influence**

Apart from BRAC's non-formal primary education program, I'm trying to get more recent information on Seva Mandir, which was highlighted in the case studies prepared for the Bank by ICAE in 1983. Seva Mandir began as a straight literacy program and has since branched out into community organizing as they learned from their literacy experience.

### **South-east Asia: Expanding the Concept of Adult Education**

The ANGOC book you lent me had a fascinating case on "CCS". The University - NGO link shows the broader educational possibilities of NGO projects.

### **LAC and the Caribbean: Environment**

"Opcion" uses participatory research methods to capture the environmentally-sound agricultural practices of older farmers and teach them to new farmers.

617.242.2807



Nat Colletta  
30 May 1989  
Page 2

### **North America: Workplace Literacy, Education for the Disabled**

Bill Langer of the Department of Education is the international coordinator of the ICAE's nascent network of groups working in education for the disabled. He is sending me information on innovative programs in the U.S.

The United States is at the forefront of innovative workplace literacy programs. This area will become more vital with rapidly changing technologies in countries throughout the world. While the Center for Literacy at UPenn is not technically an NGO, it is implementing a fascinating project in conjunction with the Wharton School of Business and NABISCO, training bakers in statistics and reasoning skills.

Another idea for the U.S. is to focus on a city such as Philadelphia to show the range of literacy activities involving NGOs, Universities, City and State Government.

### **Europe**

I've spent the least amount of time researching this region but have several leads that I'll follow depending on your suggestions.

### **Conclusions**

The initial research has taken longer than I anticipated. I've been formulating and then refining a focus for each region as I've gone along while trying to comply with the basic conceptual frame of different regions, sectors and modes. The selections so far include a broad range of sectors, and I'd like to include an innovative distance education program as well as find a strong health education program.

I'd very much appreciate your input at this time to let me know if I am on the right track. I'd like to have a short list of programs to write up by the end of this week so that I can focus my efforts on specific programs rather than continue researching more general leads. I've also attached a list of my contacts for your information.

I look forward to talking with you soon.

Sincerely,

David Eddy

**WCEFA**  
**Project Descriptions for Background Document**

**Principal Secondary Contacts as of 5/30/89**

<b>Contact</b>	<b>Organization</b>
Corazon Solimon	ACES/Philippines
Catherine Essoyan	AFSC/Gaza pre-schools
Edgardo Valenzuela	ANGOC
Fasle Abed	BRAC
Mary Anderson	Harvard Grad School of Ed
Chris Krugar	IAF
Luis Guerra	IAIE/Mexico
Yusuf Kassam	ICAE
David Brown	IDR/BU
Dan Wagner	LRC/UPenn
Patty Larson	OEF
Marcie Fink	OEF
Suzanne Kindervatter	OEF
Vijay Mahajan	PRADAN
Dian Seslar Svendsen	SAWSO
David Burleson	UNESCO
Kassie Landers	Unicef/Early childhood
Cort Robinson	US Committee for Refugees
Jim Hoxeng	USAID
Bill Langner	USDOE
Valerie Miller	UUSC
John Comings	World Education
Jill Harmsworth	World Education
Connie Woodberry	World Education

**Potential Background Contacts**

<b>Contact</b>	<b>Organization</b>
Mary Joy Pigozzi	IIR/IEEC
John Oxenham	IDS/Sussex
Deborah Barndt	Jesuit Center
David Kinsey	UMass
Steve Vetter	IAF
Nigel Fisher	WCEFA
Frank Method	USAID
John Ryan	UNESCO
Mollie Tees	EDC
Bill Fralik	US Committee for Refugees

**REGION: Africa**

<b>Country</b>	<b>Group</b>	<b>Programs</b>	<b>Key Words</b>	<b>Modes</b>	<b>Sources/Notes</b>
0.Africa		AIDS Education or Health and nutrition		NGO > NGO	
1.Kenya	Tototo Home Industries	Women's groups income generation	Women Skills training Income generation Leadership training	NGO > PO Tototo to Women's Groups NGO > NGO Tototo as Regional Center for Training	World Education Elvina Mutua/THI
Mali	(Maria Diarra Keita)		Women Income generation	NGO > PO	World Education/ Jill Harmsworth
Senegal	OEF/MFR	Marketing	Women Income generation	IPVO + NGO > PO	OEF
Tanzania	SOMAFCO		Skills Training Literacy Refugees	NGO > refugees from South Africa	
Zimbabwe	ALoz		Literacy	NGO >	Swedish SIDA



**REGION: Middle East**

<b>Country</b>	<b>Group</b>	<b>Programs</b>	<b>Key Words</b>	<b>Modes</b>	<b>Sources/Notes</b>
	Arab Regional Literacy Organization	Consortium	Literacy		Regional contact for literacy programs
1. Gaza	AFSC -- Save/UK	Pre-schools	Early childhood education Refugee Women	IPVO + IPVO > PO	AFSC
Lebanon	Sunday Care Center	Pre-schools	Early childhood education	NGO	Hatem Augazaleh
Lebanon	Najdeh Association	Village Women in pre-school education	Early childhood education Refugees Women	NGO > PO	British Refugee Council Winner of ICAE Nabila Beier Award 1988
Lebanon	Early Childhood Resource Center	Pre-schools	Early Childhood education		Oxfam UK Save UK Welfare Assoc., Geneva (Asaya Habesch)

**REGION: South Asia**

<b>Country</b>	<b>Group</b>	<b>Programs</b>	<b>Key Words</b>	<b>Modes</b>	<b>Sources/Notes</b>
0. South Asia			Skills training Refugees Repatriation of Afghan refugees		Bill Fralik/ US Committee for Refugees
1. Bangladesh	BRAC	NFPE	Early childhood education	NGO > PO	Fasle Abed New report out REPORTS article
2. India	Seva Mandir	Adult Education Learning Centers	Literacy Skills training	(Gov't + )NGO > PO	ICAE Case for WB 1983 Need updates, check w/ Yusuf
India	Rural Development Trust		Primary education supplementary village schools Integrated rural development	NGO > community	IDR?
India	Centre for Learning Resources		Early childhood education Literacy Primary education Training of trainers	NGO > NGO + PO	?
India	PRADAN		Skills training Leadership training	NGO > NGO	Vijay Mahajan at Princeton

**REGION: South Asia (cont. )**

<b>Country</b>	<b>Group</b>	<b>Programs</b>	<b>Key Words</b>	<b>Modes</b>	<b>Sources/Notes</b>
India	PRIA			NGO > NGO	Resource: Rajesh Tandon Dave Brown/IDR
India	ANKUR		Literacy Women Health and nutrition Urban areas	NGO	UUSC Bread for the World
Nepal	HMG	National Literacy Program	Literacy Girls' education Skills training	Gov't + NGO (WSCC) IPVO + Gov't	World Education



**REGION: South-east Asia**

<b>Country</b>	<b>Group</b>	<b>Programs</b>	<b>Key Words</b>	<b>Modes</b>	<b>Sources/Notes</b>
1. Philippines	CCS	Integrated rural development Cooperative education	Leadership training Skills training Income generation Strategic planning Participatory research	(Univ) > NGO > PO	ANGOC Case Study IDR?
Indonesia	Bina Swadaya		Leadership training Strategic planning	NGO > PO	Need update of WB case
Indonesia	YIS	Mother-child health	Health and nutrition	NGO > PO	" "
Indonesia	LP3ES	Youth	Skills training	NGO > PO	" "
Philippines	Batikbov/ ASEC	Pre-schools using "Sesame Street"	Early childhood education Women Distance education	NGO + NGO > PO	Corazon Solimon/ASEC

**REGION: LAC and Caribbean**

<b>Country</b>	<b>Group</b>	<b>Programs</b>	<b>Key Words</b>	<b>Modes</b>	<b>Sources/Notes</b>
1. Mexico	Opcion		Skills training Participatory Research Agriculture Environment	NGO > PO	Direct and through Luis Guerra
Honduras	CNTC		Literacy Agriculture	NGO > community	Valerie Miller CRS
Mexico	GEA		Skills training Environment	NGO > PO	Luis Guerra and Direct
Nicaragua	UNAG		Literacy/Post-literacy Participatory research/ Development planning	NGO + Gov +PO	Valerie Miller/ Unicef consultation
Peru	ADIM				
Venezuela	CESAPO		Literacy Service Center	NGO > NGO NGO > Gov	IAF

**REGION: North America**

<b>Country</b>	<b>Group</b>	<b>Programs</b>	<b>Key Words</b>	<b>Modes</b>	<b>Sources/Notes</b>
0. North America		Disabled or Workplace Literacy		Gov't + NGO or Univ + NGO	Bill Langer/ USDOE ICAE Differently abled network
1. US	LRC/Wharton School of Business	Statistical and reasoning skills for bakers	Skills training Workplace literacy	Univ + Business > Employees	Dan Wagner, LRC
2. US	City of Philadelphia	Profile of diverse literacy programs	Range of sectors	Range of collaborators include: Business, NGOs, University	LRC, Center for Literacy, Mayor's Office on Literacy
Canada		Francophone Literacy	Literacy	NGO	Direct (Luize Mlear) ICAE
Canada	Movement for Canadian Literacy		Literacy	NGO > NGO	Direct (Joyce White) ICAE
US	Highlander	Environment	Literacy Participatory research	NGO > PO	Direct
US	CLC	Tutor training	Literacy	NGO > Gov > NGO + PO	Direct

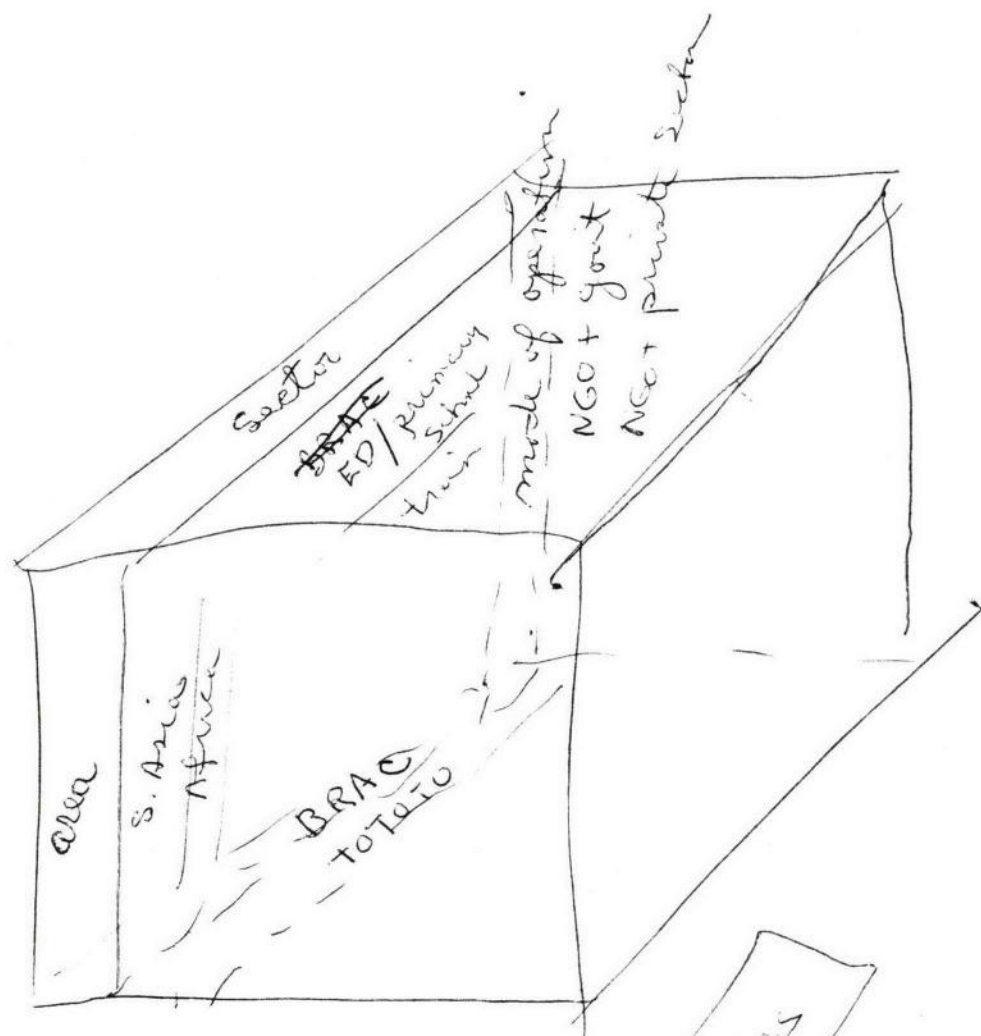


**REGION:** Europe

<b>Country</b>	<b>Group</b>	<b>Programs</b>	<b>Key Words</b>	<b>Modes</b>	<b>Sources/Notes</b>
UK	ALB SU		Literacy Skills training	NGO > PO	Alan Wells ICAE
Netherlands	Study and Development Center for Adult Education	(General knowledge about European literacy pgms.)	Literacy Skills training	Research institute	Source for further information

print out  
TOR

# Conceptual Framework



- Mode
1. NGO
  2. NGO + govt
  3. NGO + ~~govt~~ private sector
  4. NGO + govt + private sector
  5. NGO + NGO

Regions

- N. Amer
- Europe
- S. Amer
- SE "
- E. Africa
- W. Africa
- LAC / carb.
- EMENA

Sectors

6-10 Boxes

- Primary school
- literacy
- income gen.
- FLK, health
- Empowerment
- Advisory



**WORLD CONFERENCE ON EDUCATION FOR ALL**  
MEETING BASIC LEARNING NEEDS

**CONFERENCE MONDIALE SUR L'EDUCATION POUR TOUS**  
SATISFAIRE LES BESOINS D'APPRENTISSAGE DE BASE

**CONFERENCIA MUNDIAL SOBRE LA EDUCACION PARA TODOS**  
SATISFACCION DE LAS NECESIDADES BASICAS DE APRENDIZAJE

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WORLD BANK

**Date :** May 8, 1989

**To :** Mr. David Eddy, Consultant

**From :** Mr. Wadi Haddad  
Executive Secretary, WCEFA

**Subject :** Background Paper for WCEFA on the Conceptual Framework and Mini-Cases (Boxes) of the Role of NGOs in Meeting Basic Learning Needs

1. First, you will be expected to draft a 5-10 page double-spaced conceptual framework as a basis for identifying key NGO experiences illustrating effective programs to meet basic learning needs (see Chapter IV- Policies and Programs to Meet Basic Learning Needs of attached outline of the Conference Background paper).

2. This framework should, at minimum, include the following criteria: (a) region of the world; (b) sectoral emphasis, e.g., pre-conditions for learning, primary education, literacy, family life education, training for income generation, etc. (Re: Chapter IV); and (c) modality of operation, e.g., indigenous NGO and government, indigenous NGO and international NGO, NGO and private sector, NGO alone, etc.

3. Utilizing this framework, you should then select about 8-10 NGO cases and document 6-8 cases after consultation with the Secretariat. The final criteria for selecting the cases to be documented should include: (a) successes (in quantitative as well as descriptive terms; (b) unique lessons for possible adaption to other countries; and (c) the special conditions under which they work. This documentation should be presented in single-spaced box form (see attached example from 1980 World Development Report). Where graphics/line drawings are useful, you may wish to include such a format in your box presentation on an experimental basis.

**INTER-AGENCY COMMISSION**

UNICEF HOUSE, Three United Nations Plaza, New York, NY 10017  
Telephone: (212) 326-7140; Telex: 175989TRT; Fax: (212) 326-7133 or (212) 888-7465



4. You should produce a first draft for review and discussion with the WCEFA Secretariat by June 7, 1989. You will be expected to make revisions by about June 21, 1989. Please keep in mind that both substance reported and format (succinct and consistent) are important as these boxes may likely be modified for direct inclusion in the final background paper.

5. Enclosed are several case studies and reports on NGO working in basic education for your use. We encourage you to meet with Third World NGO leaders who will be attending the InterAction annual forum, as well as those participating in the Ford Foundation sponsored NGO Fellows Program conducted by IDC in the Boston area over the next two weeks.

6. Please feel free to call Nat Colletta directly (212-326-7143) should you have any questions as we are working on a tight time line which permits little room for delays.

cc: Mr. Nat J. Colletta, Deputy Executive Secretary, WCEFA

March 6, 1989

TO: Nat Colletta, "Education for All" (EFA) Secretariat  
FROM: L. David Brown, Institute for Development Research  
RE: The Role of NGOs in the EFA Initiative

1. This memo is a response to your request for an informal "approach paper" on how we might examine the roles that nongovernmental development organizations might play in the EFA initiative. I will outline here some possible objectives, a process for developing the analysis, and some ideas about topics that might be treated in the paper. But these ideas are very much preliminary -- as you know I have had little opportunity to discuss the proposed effort either with you or with other IDR staff.

2. The research and paper-writing process could serve several objectives. Those objectives might include (a) reviewing indigenous and international NGO experience in primary and informal education in developing countries, (b) identifying special capabilities and resources that NGOs can bring to the EFA effort, (c) describing cases of particularly important and innovative NGO activities in primary and informal education, (d) developing a framework for articulating policy options for integrating the special strengths and weaknesses of NGOs with complementary strengths and weaknesses of governments and international agencies for EFA, and (e) building understanding and support among NGO networks and leadership for active participation in the EFA effort. Which among these objectives receives emphasis will depend on your priorities as well as the time and resources available.

3. If the paper is to be integrated into a more general analysis of the issues in time for the Conference a year from now, we should begin work soon. On our current understanding, we suggest the following process.

- a. Review immediately available experience and research on NGO roles in primary and informal education, and draft an initial analysis that articulates roles for NGOs in EFA.
- b. Share the concept paper with 20-30 key academics and NGO leaders for advice about (a) important qualifications or additions and (b) examples of NGO work relevant to EFA.
- c. Conduct brief case studies of especially relevant examples, such as the schools for landless children created by the Bangladesh Rural Advancement Committee.
- d. Convene a meeting of 5-10 selected NGO leaders to discuss the cases and the initial analysis in more depth.
- e. Revise the initial paper in response to case studies and discussions with NGO leaders.

This process is intended to make use of the expertise available in the NGO community as well as at IDR. We hope that the resulting document would be responsive to the concerns



and priorities of NGOs as well as the multilateral institutions involved in EFA, and so facilitate the involvement of key NGOs in EFA work.

4. It is impossible at this stage to outline the content of the report in any detail, of course, since we cannot draw the conclusions without doing the research. The following outline has to be treated as illustrative rather than predictive.

- A. Introduction
- B. NGO Experience with Primary and Informal Education
  - i. What roles have NGOs played?
  - ii. Where have they been successful? unsuccessful?
- C. NGOs as Development Institutions: An Analysis
  - i. A Typology of NGOs relevant to EFA
  - ii. NGO strengths and weaknesses
  - iii. NGOs as potential complements of other agencies.
- D. Possible NGO Roles in EFA (examples below are illustrative)
  - i. NGOs can develop innovations for use by other agencies.
    - Ex: The Society for Participatory Research in Asia (PRIA) provides innovative training to government adult education specialists in India.
  - ii. NGOs can provide education to populations outside the ordinary educational system.
    - Ex: Tototo Home Industries trains groups of village women in Kenya as they organize income generating activities.
  - iii. NGOs can reach the children of the very poor, who are often the last to benefit from primary education.
    - Ex: The Rural Development Trust (RDT) has increased school attendance and parental support for children among poor tribal groups in India.
  - iv. NGOs can facilitate partnerships among government, private and nongovernment agencies concerned with educating the poor.
    - Ex: Roda Viva catalyzes cooperative efforts among many agencies concerned with street children in the squatter settlements of Rio.
  - v. Etc.
- E. Policy Implications for EFA.

5. I hope this is helpful. It is probably clear that these are initial ideas about how we might pursue this project that need more discussion. I hope we can discuss your reactions to this note when you return.



NC

DATE : 12 July 1989  
TO : Files  
FROM : Nat J. Colletta and Cecil R. Villa  
SUBJECT: NGO Involvement in WCEFA

Introduction

1. Representatives from the NGO liaison offices of the four core agencies convened an informal meeting at the UNICEF House, 29 June 1989 for a briefing on the World Conference on Education for All and exploring ways in which the NGO arms of the core agencies can work with the Secretariat to better inform and promote involvement of NGOs. The meeting was chaired by Mr. Nat Colletta.

Present

- |            |   |
|------------|---|
| UNGLS      | Mr. M. McCoy, Ms. J. de la Rosa   |
| UNDP       | Ms. S. Timpson  |
| UNICEF     | Ms. K. Peterson, Ms. S. Trehan,<br>Mr. T. Herwig, Mr. R. Latenstein,<br>Mr. T. Hewett |
| World Bank | Ms. M. Stough   |
| WCEFA      | Mr. N. Colletta   |
| Guests     | Mr. T. Keehn (InterAction)<br>Mr. D. Burleson (Unesco)                                |

NGO's role in the WCEFA

2. The discussion revolved around the question of how the WCEFA seeks to involve the NGOs in the initiative. It was pointed out that NGOs will be invited to participate in the regional planning and country consultative meetings to share their long and successful experiences on primary education and literacy. It was added that they have been effective in social and economic development efforts (particularly at the grassroots level); that documentation on some successful NGO projects will be included in the conference documents as case studies (boxes) or even as inputs for country plans of action; and that the conference document will be shared with NGOs for review and feedback.

Representation of NGOs in the WCEFA

3. Clarification was made on how NGOs will be invited to the conference - as part of official country delegation; invitation from any one of the heads of the four sponsoring agencies or invitation by the secretariat, although their involvement starts at the regional conferences or country consultative stage of the conference.

In terms of which NGOs should be invited, UNICEF expressed concern about the Secretariat's decision to invite and include some NGOs in the regional planning meetings (especially in the Asia and North America regions), stressing that the NGOs have specific technical fields of expertise and the process of choosing one group may have politically or culturally eliminated the others. Selection of NGOs should not be made by the Secretariat; instead it must only inform the international NGOs or coalitions directly on the Conference and then these major NGOs will identify their networks and determine which of them have roles to play in this initiative.

Another issue raised was that although selection of NGOs should be made by the NGOs themselves, it is apparent that governments and NGOs complement each other and some governments may require encouragement to be open on which NGOs to work with since it is the people who inherit the responsibility after the conference. In extreme cases, local or government support is based on political or individual reasons -- and this can very well determine at the outset, the success or failure of a programme.

#### UN NGO Liaison Offices and NGOs

4. Mr. Colletta suggested that the four core agency NGO units act as multiple focal points for the NGOs. UNGLS strongly opposed this appointment on the grounds that a) this appointment may give major NGOs the impression that the Secretariat does not want to deal with them directly and that they are secondary to these liaison offices, and b) any appointment in the UN system undergoes a process - the Secretariat's goals are not exclusive, so they are not exempted from "the process".

5. The UN NGO Liaison offices confirmed their support for the Conference and indicated that before they can liaise with the NGOs, the Secretariat must arrive at a coherent strategy for NGO participation, clearly outlining the goals, the level of involvement and implementation mechanisms. Based on this suggestion, the UN NGO liaison offices would review and form a sub-group and prepare a broader strategy (which the Secretariat agreed to endorse) on how to liaise with the NGOs and the Secretariat on EFA activities.

6. More immediately, an information letter on the Conference would be prepared with assistance from this sub-group and be sent out from the Secretariat to all NGOs with UN consultative status.

#### Distribution:

Mr. Wadi Haddad  
Mr. Nigel Fisher  
Mr. Michael Lakin  
Ms. Hilda Paqui



NGO BRIEFING  
29 June 1989  
UNICEF House Room 1044

List of Participants/Invitees

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**WORLD CONFERENCE ON EDUCATION FOR ALL**  
MEETING BASIC LEARNING NEEDS

**CONFERENCE MONDIALE SUR L'EDUCATION POUR TOUS**  
SATISFAIRE LES BESOINS D'APPRENTISSAGE DE BASE

**CONFERENCIA MUNDIAL SOBRE LA EDUCACION PARA TODOS**  
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**NGO BRIEFING ON THE  
WORLD CONFERENCE ON EDUCATION FOR ALL**

(UNICEF House, 29 June 1989)  
(Conference Room 1044)

Time-Table

9:30	EFA briefing and update
9:45	Exchange of experiences regarding NGOs in Education including Development Education
11:00	Coffee break
11:15	Strategies for linking NGOs to EFA initiative
12:30	Adjourn

**INTER-AGENCY COMMISSION**

UNICEF HOUSE, Three United Nations Plaza, New York, NY 10017  
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Framework for the Participation of NGOs  
in  
The World Conference on Education for All

(Draft: 28 April 1989)

Background

1. Non-governmental organizations (NGOs) are an important partner in realizing the goal of Education for All. They have been effective in social and economic sectoral development efforts, particularly at the grass-roots. They are a heterogeneous group, with widely diverse aims. They vary in sponsorship, ideology, sectoral emphasis, and style of working, among a host of other characteristics. Therefore, it is particularly difficult for any individual to represent more than his or her own immediate organization. This characteristic poses problems with respect to the "representation" of NGOs in the Steering Group, the Regional Conferences, and the World Conference.

2. Their actions in relationship to donor agencies and governments range from that of catalyst or trail-blazer in the development process, to providing supplemental delivery systems for national or international programs (e.g., immunization). They are, however, often especially sensitive to being perceived as extensions of government programs, cheap labor for donors, or gap-filling supplements to larger programs. This sensitivity must be borne in mind in seeking to obtain their support for and participation in the World Conference, its preparation and follow-up, particularly with a view to forging a true partnership among donors, governments, and NGOs in realizing Education for All.



### Strategic Goals

3. We have three strategic aims for involving NGOs: (a) to engage their active support at the vanguard of regional and country mobilization and information dissemination; (b) to maximize the sharing of their unique experience working at the grass roots in meeting basic learning needs, particularly with regard to lessons that may be drawn from their innovative schooling and alternative educational programs for out-of-school youth and adults (e.g., literacy, employment-oriented skill training,); and (c) to act to effect change in their own programs to emphasize meeting basic learning needs.

### Process of promoting NGO participation

4. In order to mobilize the broadest possible cross-section of NGOs, different types of NGOs will be invited to participate in meetings and consultations:

<u>Type of NGO</u>	<u>Level of Forum</u>
Indigenous NGO	Country Consultation Processes and Meetings
Regional NGO Consortia	Regional Conferences/Consultations
International NGO	Steering Committee/World Conference

5. The Country level mobilization and meetings will be initiated by the appropriate country agency. The participation of country level NGOs in the regional meetings will be left to the process at the country level.

6. The Regional Planning Groups now being formed by regional arms of the four sponsoring agencies, to plan regional consultation and mobilization strategies in preparation for the Conference, will be encouraged to include representatives of regional NGO consortia in their deliberations. The Regional Planning Meeting to be organized by each group within the next four to six weeks, will include representatives from major NGO consortia in each respective region. Possible Consortia from each region which might attend the Regional Planning Meeting are in Annex 1. The NGOs attending the Regional Conferences will be encouraged to select 2-4 NGO delegates from their respective meetings to attend the World Conference in Jomtien. The criteria for selecting such delegates should be a mix of sector, issue-cause orientation, achievements, and desire to work in partnership with other NGOs, governments and/or donors.

ANNEX 1

Possible Regional NGO Consortia

- Africa - FAVDO (Forum of African Voluntary Development Organizations)  
Key contact person: Mazide N'Daiye
- AALAE (African Association for for Literacy and Adult Education)  
Key contact person: Paul Wangoola
- Southeast Asia - ANGOC (Asian NGO Consortium)  
Key contact person: Edgardo Valenzuela
- South Asia - PRIA (Participatory Research in Asia)  
Key contact person: Rajesh Tandon
- Europe - ICVA (International Council for Voluntary Agencies)  
Key contact person: Tony Kozlowski
- Canada - CCIC (Canadian Council For International Cooperation)  
Key contact person: Tim Brodhead
- Canadian National Commission for UNESCO  
Key contact person:  
Francine Fournier
- USA - Inter Action  
Key contact person: Tom Keehn
- Latin America - CEAAL (Consejo de Educacion de de Adultos de America Latin)  
Key contact persons:  
Francisco Vio Grossi or  
Cesar Picon
- Caribbean - CARCAE (Caribbean Regional Council for Adult Education)  
Key contact persons:  
Claudia Harvey or  
Pat Ellis
- Middle East - ARLO (Arab Literacy and Adult Education Organization)  
Key contact person:  
Hashim Abuzeid Elsafi



7. The World Conference will provide explicit "space(s)" for NGO expression: (a) invited international NGOs will be full participants in plenary deliberations; (b) national delegations may include NGO representatives; (c) allocation of 1-4 plenary presentations by NGOs; (d) NGO organization of several round tables; (e) exhibits involving NGOs. The determination of who should address the plenary would be made by the NGOs on the international Steering Committee in consultation with regional and national NGO delegates either prior to or in caucus at the World Conference.

8. In addition to the above organizational structure and program for involving NGOs in EFA, funding for a special study to specifically review the NGO experience worldwide in the areas of primary education and non-formal training and literacy is being sought. This study will attempt to draw the major lessons from NGOs working in the area of education. The results of such a study would serve as a technical input into the regional conferences and the World Conference.

#### Implementation

9. To initiate this process the following actions will be required:

a. Each regional planning meeting should discuss this framework and modify it according to regional and country conditions.

b. The Secretariat should discuss this framework with the NGO members of the Steering Committee.

c. A general notification of the World Conference, highlighting NGO involvement, should be sent out to all major NGOs as soon as possible, with additional copies to UNICEF country offices and to UNICEF and UNESCO regional offices for further distribution.

28 April 1989  
Inter-Agency Commission



# NGO-ESCAP symposium, a futile exercise

From Rita Manchanda

NEW DELHI, July 6

Sure, we called them for a dialogue. But who are they to tell us what we should do? Don't they know who pays us?" ESCAP official Edward Von Ro in his candid slip of a remark was alluding to much more than the obvious contradiction in a UN organisation, ESCAP, whose mandate is defined by governments, reaching out to NGO. He was echoing the irritation, indeed amazement, of the ESCAP secretariat which found its pre-arranged consensus on its recommendations at the close of the ESCAP-NGO regional symposium (Bangkok June 14-16) embarrassingly challenged.

No, there was (as yet) to be no recommendation for an Asia-Pacific NGO Council. ESCAP was not to prepare a charter for the proposed body, establish its secretariat or mobilise resources for its programme of activities. ESCAP was not to be asked to refer to an appropriate body (UN: ECOSOC) to develop a set of international guidelines/convention governing the rights and obligations of NGO's functioning on an inter-country basis.

The call for an NGO Council and a code of conduct/convention had been agreed upon apparently before the conference by the influential "club" of international NGOs and the ESCAP only awaiting the formal approval of the 41 NGOs who were represented at the first ever such symposium. For the international NGOs it would be a major step in bureaucratic institution building of the "third system", the NGO sector at the international level. But for a

bare handful of NGOs claiming to speak for "grassroots" NGOs at stake was the very principle of "voluntarism". Its watchwords were — people's institutions, decentralisation, autonomy, flexibility and creativity.

For A M Sattar of the International Council on the Management of Population Programmes (ICOMP) or D L Umali of the Asian NGO Coalition for Agrarian Reform and Rural Development (ANGOC), there was nothing amiss at all in appeal-

Elaborating a typology of "people's participation" (with NGOs being vehicles for people's participation), Shah drew a distinction between the ideological view of participation that perceived it as a means of empowering people; or realignment of structures and the pragmatic view of participation which perceived it as a cost effective, resource saving way of implementing schemes — the management approach.

It is this depoliticised techno-

At the multilateral UN donor agency level, the preference is also for more "autonomous" development agencies. Political scientist Rajni Kothari sees behind the intricate pattern of state and international donor agency sponsorship of NGOs in developing "the rapacious drive of a transnationalised, technology driven capitalism" which has discovered the earlier avenues of investment in urban industries drying-up and the need to look for new frontiers that lie

Malaysia.

Indeed, the only way a consensus was possible on the draft report of the symposium was by clearly enunciating at the beginning the nature of the composition of the NGOs invited by ESCAP. In overwhelming majority were the international NGOs and their interests were clearly different. There were those like the South Asian Association of Non-Government Organisation (SAANGO) whose representative Sadiq Malik was also the covenor of the Rural Development Foundation of Pakistan whose chairman was General Zia-ul Haq. Malik and Sattar clearly had their sights set on bureaucratic empire.

The selection of NGOs from Asia and the Pacific was thus not a matter of insignificant importance. ESCAP Executive Secretary, Kibria maintained that the NGOs chosen had been those with which ESCAP had already worked, the selection also being influenced by the sectoral areas of focus. These included integrated rural development, environment, population, human settlements and aspects of social development.

Kibria's emphasis on a sectoral approach was hardly borne out by the motley mix of subjects lumped under "the rubric social development which ranged from youth, women disability and drug abuse. Moreover, ESCAP chose not to invite well-known representatives from women's organisations in Thailand but favoured instead organisations like the "International Pan Pacific and South East Asia Women's Association (PPSEAWA) whose representatives may be a part of the Thai elite but had little to contribute on the women's questions. In-

deed, the workshop on social development was little more than a dialogue between the ESCAP social Division Chief Edward Von Ro and the disaffected people's international delegate Senator Eita Yashiro, Japan.

Governments were not consulted in drawing up the list of NGOs and there were quite a few adverse murmurs in diplomatic circles in Bangkok. At the ESCAP meeting in Jakarta, ESCAP had been authorised to convene a conference but Von Roy admitted, the conference members had not given a mandate to ESCAP to work closely with national NGOs. The social development workshop could well propose that the proximity between NGOs and governments should be defined by ESCAP and NGOs in collaboration. But it is highly unlikely that sovereign governments allow such an encroachment of their rights.

Other groups like the ones dealing with environment in particular, were hopeful that ESCAP could carry out an advisory function in helping NGOs gain approval or legitimacy with governments. And clearly were it not for ESCAP, John V. Cent Daly, the 1988 Magasaysay Award winner for his work in slum settlements in South Korea, would not have got a visa for Thailand to attend the conference. But as Kirtee Shah would quickly point out, governments have often not taken kindly to interference by international organisations. For example, representatives of Amnesty International are not given visas for India. Kibria was more realistic. ESCAP's support to NGOs is assured unless it is against the intergovernmental body's mandate.

In the last few years, there has been a renewed interest in the NGO model as against state bureaucracy for "delivering" development. In India, the thrust in all poverty alleviation and rural development programmes is now on working through NGOs or the voluntary sector, or as the Calcutta based NGO Unnayan describes it, another extension of the privatisation of the public sector

ing to ESCAP and other UN agencies to provide assistance in institution building and management training to improve the effectiveness of NGOs. But for Kirtee Shah of the Ahmedabad Study Action Group (ASAG), it was in opposition to the ideology of self-reliance of drawing upon local resources to support "grassroots NGOs".

It was Kirtee Shah who, more often than not in a minority of one, vociferously carried the burden of the argument for the voiceless absent "grassroots" NGOs in whose name the dominant international NGOs presumed to speak. Not pulling his punches, he dared to pose the question "who is using whom, in the NGO-ESCAP dialogue.

managerial approach to people's participation that informs the official NGO discourse for governments, international agencies and international NGOs. In the last few years, there has been a renewed interest in the NGO model as against state bureaucracy for "delivering" development. In India, the thrust in all poverty alleviation and rural development programmes is now on working through NGOs or the voluntary sector, or as the Calcutta based NGO Unnayan describes it, another extension of the privatisation of the public sector. Volags have virtually become an adjunct of government agencies, either through co-optation or coercion.

deep in the countryside. For the former, the state and its agencies were alright, but for the latter it is the NGOs which can tap these "target populations."

What of the proposed Asia-Pacific NGO Council and the code of conduct? Was it only a question of the proposal never having been discussed at the symposium and only dished out at the end as a recommendation? Who had "urged" ESCAP to assist in preparing a charter for the council, the irascible Kirtee Shah had asked, quoting the recommendation. For once he was not alone and Perween Rahman from the Orangi Pilot Project of Karachi also opposed the proposal to be joined by Thayalam Miniandy from



# Giving Development a Human Face

By Idriss Jazairy

*The writer is president of the Rome-based International Fund for Agricultural Development.*

**C**AIRO — In 1974, Henry Kissinger called on leaders gathered at the World Food Conference in Rome to accept as a goal that "within a decade no human being's future and capacity would be stunted by malnutrition." At present, 15 years later, 40,000 of the Third World's poor die of hunger every day.

After years of research, experimentation and experience in the field, development specialists are now urging a greater emphasis on the human role. This, at least, is the message that leaders meeting this week in Cairo to discuss food issues are hearing.

What has been learned since 1974 is that people, however poor, malnourished or unschooled, must not be treated like so many tons of fertilizer, seed, irrigation tubing or shovels, to be used as input for indiscriminate growth. People have to be seen instead as the ultimate purpose of the development process.

How many times a day do bankers, business executives, the news media and bureaucrats speak of "human resources," as if people were widgets to be shuffled around with other materials for production purposes, as if humans were not the ultimate goal

of the production effort? When this mechanistic approach is applied in the developing world, "human resources" often choose to abandon the production process — especially if they see no quick and tangible benefit. In Burkina Faso, for example, it was only after hill farmers saw their crops increase dramatically that they pitched in to build stone embankments for soil and water conservation.

Countless projects have failed because the people whose labor was needed were unwilling participants. The techno-centric as opposed to ethno-centric approach to development is doomed to failure; it ignores tastes, habits, customs, knowledge and experience.

What is required is nothing less than a complete re-evaluation of the human element in development, shifting from a materialistic to a humanistic approach.

Consistent with its calls for the promotion of freedom, democracy and human rights, the international community should be guided by the promotion of human fulfillment in the development process. Experience shows that sustainable development occurs only where people are happy and active in a project. That is what development is really about.

*International Herald Tribune.*

## It Can Start With a Handful of Rice

By Jerry Sternin

**D**HAKA, Bangladesh — A village woman in this country of 110 million people is the most disadvantaged and undervalued member of the community. She is considered a nonproductive burden.

This traditional perception has had tragic results. The death rate for girls aged 1 to 5 in Bangladesh is about 60 percent higher than for male infants. Village females who survive infancy are more likely to be malnourished, to receive fewer years of education, to own less property, to play a smaller role in decision-making and to die at a younger age than males of their age.

There is a brutal logic behind this. As in many parts of the Third World, families generally favor sons over daughters because of the male's economic importance in a rugged agricultural society. Not only will he contribute to family income and status, but he will bring a wife into the household to produce additional sons and ensure the aging parents' well-being.

A girl, on the other hand, must be fed and clothed until she is old enough to marry, when a dowry must be paid. So parents are less generous with scarce resources — food, money, medicine — for an ailing or malnourished little girl than they would be for a boy.

But if there is logic in this vicious circle, means are also available to break out of it. For example, a woman can divert a handful of rice allotted for her dinner and carefully store it. After a week, she entrusts her "savings" to a child, who sells the rice for her in the market, which custom forbids her to visit.

In fact, these handfuls of rice have formed the basis for a successful womens' savings program. The voluntary agency Save the

Children (USA) has helped 5,000 Bangladeshi village women join together in the past eight years to form more than 520 self-help groups. Using their savings, along with matching funds from the agency, the women have undertaken income-generating projects such as processing rice, raising poultry and making handicrafts.

Participants use some of the

*A savings program in Bangladesh villages has allowed women to break out of the cycle of low status, poor health and neglect.*

profits to buy extra food and medicine or to pay school fees. The balance is reinvested to earn additional income. Those first few handfuls of rice have grown into savings of more than \$35,000, a substantial sum in rural Bangladesh.

The savings groups give village women a sense of competence and effectiveness. They use their earnings to improve the living standard of their families. And in regular meetings, the women receive training in birth control, health, sanitation and nutrition. According to their interests, they may also get reading lessons or training in leadership, decision-making, bookkeeping or household management.

Gradually these activities transform the women's roles. From child caretakers and housekeepers,

they become planners, investors and family benefactors.

The women in this program are encouraged to raise their intellectual horizons beyond the walls of their compounds and to take part in the development of their villages. A woman's vote now carries the same weight as her male counterpart's on most village committees. Women also meet to exchange experiences.

In 1988, after more than two years of negotiations with village leaders, markets for women were opened. These markets, among the first in Bangladesh, enabled women to be self-reliant and contribute directly to the welfare of their families. Village women can now select the food their families eat and directly sell their own products without depending on middlemen who, of course, took a share of the profit.

As women have shown their ability to enhance the economic status and health of their families, they have gained status in the eyes of their husbands and communities. The health of their children, female and male, has improved as well.

Surveys show that baby daughters of women in the savings groups have a much higher survival rate than females born to nonmembers. Among savings-group participants, there is no difference between the survival rates of girls and boys.

And the incidence of life-threatening malnutrition is 40 percent lower among daughters of savings group members than among girls whose mothers have remained outside the self-help associations.

*The writer, a former assistant dean at Harvard Business School, is director of Save the Children (USA) in Bangladesh. He contributed this to the International Herald Tribune.*



# How voluntary are they?

Hasan Suroor  
Sep 14, 1988

It is a telling comment on the health of the voluntary sector that according to a recent government survey the performance of nearly 60 per cent of the voluntary agencies working in the field of adult education is unsatisfactory, and even the bona fides of a large number of these are suspect. Of 342 agencies whose work was evaluated, as many as 200 failed to measure up to the minimum norms, and doubts were expressed about the bona fides of 155. The work of only 27 agencies was rated as "fully satisfactory" and the performance of 115 "has scope for improvement".

By all accounts, this is a pretty dismal picture and one would have thought that this would make the Government a little less enthusiastic about the voluntary sector. Indications, however, are to the contrary, especially in education, and it would appear that the very implementation of the National Literacy Mission (NLM) — a major plank of the New Education Policy — hinges on the support it gets from this sector.

The figures speak for themselves. During 1988-89, 700 voluntary agencies are to be associated with the NLM, as compared with 300 last year, and by 1990 their number would go up to 1,000. So keen is the Government on the participation of voluntary agencies that it has liberalised the central scheme under which financial assistance is given to them, and also removed the ceiling of Rs 10 lakhs. There is now no limit on the amount of financial assistance that can be given to any agency.

What is ostensibly a "voluntary" effort is thus turning out to be a fairly expensive affair. Until June this year alone, the Government had sanctioned Rs. 2,41,69,000 in all to 120 agencies (see chart for state-wise break-up), and with 280 more agencies still waiting to be funded the bill is likely to go up substantially by the end of the current financial year. Is such heavy expenditure on voluntary bodies justified in view of their poor performance in the past? Moreover, does it mean that the vast government bureaucracy is not capable of implementing the NLM on its own? Or is it an attempt to relieve it of the burden of a difficult task? These are the questions being asked even in official circles.

## Expanding machinery

Even as there is increasing reliance on voluntary units, the official machinery is being expanded. Already, a new layer of bureaucracy — the National Literacy Mission Authority (NLMA) — has been created to coordinate the implementation of the NLM; and there is a move to set up a consortium at the Centre and State level to monitor the work of voluntary agencies. The NLMA has a fairly elaborate structure consisting of one

Director-General, two Additional Directors-General, and two Directors. But it is obviously not satisfied with just five posts and at its first meeting recently a case was sought to be made for creating as many as 32 more posts. It was argued that these were neces-

**The performance of voluntary agencies in adult education is dismal. And the bona fides of many of them are questionable. So the Government's continued faith in these agencies and the pampering of them with liberal doses of funds defies understanding.**

ary for "functional autonomy", and without them "the administrative structure envisaged for the NLMA will not be complete."

The exact composition of the consortium has not been announced, and all that has been said is that it "should be manned by eminent educationists, planners, administrators and representatives of leading voluntary agencies." But considering the task assigned to the consortium — "to advise the Central and State Governments on all matters pertaining to the involvement of voluntary agencies in the NLM" — and given the propensity of official set-ups to grow, it seems all set to spawn a little bureaucracy of its own. With a top heavy NLMA, a network of voluntary agencies, a consortium to monitor and coordinate their work, and a host of existing set-ups such as the Bureau of Adult Education, the National Literacy Mission finds itself entangled in a web of official and semi-official bodies even before it has properly taken off.

## Cumbersome procedure

Although voluntary agencies have been associated with adult education right since the beginning of the first five-year Plan, it was with the launching of the National Adult Education Programme (NAEP) in 1978 — now "hijacked" by the NLM — that their participation increased significantly. But there was no significant improvement in the dissemination of adult education. The reason officially given is the "cumbersome" procedure which discourages large-scale participation of voluntary bodies, the assumption obviously being that if the rules had been simpler enough to attract a larger number of agencies things would have been different.

An official document presented at the last meeting of the NLMA, however, gives no

basis for such an assumption, nor does it anywhere talk about the performance of those agencies which despite the cumbersome procedure were associated with the NAEP. In fact, the document is a sharp indictment of the Government and often reads like a list of grievances prepared on behalf of the voluntary sector. It says that there was (1) hardly any institutional support to impart training to the functionaries of voluntary agencies; (2) hardly any forum or mechanism for interaction among voluntary agencies either at the State or national level; (3) there were many other irritants and stumbling blocks in the procedure for sanctioning and release of grant-in-aid to voluntary agencies; and (4) there was no satisfactory arrangement for overseeing the performance of the agencies.

It is stated that many of these deficiencies have been removed but some still persist, and foremost among them is lack of proper monitoring. The document admits that "although a system of joint evaluation of the performance of voluntary agencies has been instituted, such evaluation has not been as wide and comprehensive in coverage as expected." The proposed consortium is pro-

## State-wise break-up of grant sanctioned to voluntary agencies upto June 30, 1988 (during 1988-89)

State/U.T.	No. of VAs	No. of Centres	Grant sanctioned (in Rs.)
Andhra Pradesh	7	540	16,80,000
Assam	5	390	12,30,000
Bihar	3	160	5,00,000
Gujarat	19	1740	62,20,000
Haryana	2	130	4,10,000
Karnataka	7	340	14,87,000
Maharashtra	19	715	26,80,000
Madhya Pradesh	1	60	1,80,000
Orissa	1	30	90,000
Punjab	3	260	8,20,000
Rajasthan	4	30	6,00,000
Tamil Nadu	9	320	22,86,000
Uttar Pradesh	20	740	21,70,000
West Bengal	5	190	7,30,000
Delhi	15	870	30,86,000
<b>Total</b>	<b>120</b>	<b>6515</b>	<b>2,41,69,000</b>

jected as a solution to the problems that have either come in the way of a wider participation of voluntary agencies or affected their effective functioning.

More "rigorous standards", it is said, are to be followed while selecting voluntary

agencies in future. But what will these standards be has not been spelt out beyond stating that only those agencies "which (sic) are totally committed and non-communal in character and which have a good track record in the field of adult education" should be selected. The implication is obvious: that in the past organisations which were not "totally committed" or "non-communal in character" had been selected. People would like to know how this happened, and who was responsible for this.

## Profitable proposition

If anything, the chances of such organisations creeping into the system are even greater under the new dispensation considering the increased emphasis on "numbers" and the liberalisation of the rules which makes "voluntarism" a more profitable proposition. There is a fear that with the boys in the field expected to meet certain predetermined targets quality could well take a back seat. This is what happened in the past and, according to the survey mentioned in the beginning, 11 States and one Union territory — that too the capital of India, Delhi — were guilty of choosing agencies of questionable credentials. Uttar Pradesh led the list with 22 such agencies, followed by Gujarat (14), Maharashtra (11), Rajasthan (7), Madhya Pradesh (5), the Union territory of Delhi (4), Tamil Nadu, Karnataka and Orissa (3 each), Assam (2), and West Bengal and Punjab (1 each).

This cannot be explained simply in terms of procedural deficiencies or lack of proper monitoring. That so many States to have commissioned so many substandard agencies — and for so long — indicates that there was something wrong with the very process of selection, and knocks the bottom out of the assumption that the National Adult Education Programme would have been a thundering success if only it had been able to attract more voluntary agencies.

The idea here is not to question the importance of voluntary effort, but to point to what appears to be excessive dependence on it. For, education is not the only area where the catch word for success is made out to be voluntarism. The Health Minister talks about it, the Minister for Women and Child Development talks about it, the Prime Minister talks about it, and Mr. Sam Pitroda talks about it, giving the impression that no Government programme — whether in the field of education, health or social welfare — can succeed without a massive dose of voluntary effort.

**Hasan Suroor**

Special Correspondent  
in New Delhi





AFRICAN ASSOCIATION FOR  
LITERACY AND ADULT EDUCATION

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L'ALPHABETISATION ET LA FORMATION  
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Our Ref PG/61

17 April 1989

Lalita Ramdas  
ITFL - India Office  
Navy House  
Waltair Uplands  
Vizag - 530003 Andhra Pradesh  
India


My Dear Lalita,

Warmest greetings!

As agreed I have prepared the resolutions on BEFA, incorporating the amendments as effected at the plenary. This is a draft to for you to amend as you see fit before sending the final draft to Wendy - in your capacity as Working Group Rapporteur. But to ensure that members start taking action without any further delay, I am sending a copy of this letter and the draft to all the participants.

I wish to say to you all participants at the 4th ITFL Meeting in Mombasa that it was great having you. You constituted an unfortified Fort Knox of knowledge. We generously helped ourselves and are now the richer.

With warmest personal regards.

  
Paul Wangoola  
Secretary General

cc ITFL Participants

APR 26 1989

4th Meeting of the ITFL, 10 - 15, Safari Beach Hotel, Mombasa, Kenya

WORKING GROUP ON BASIC EDUCATION FOR ALL:

Preamble

1. Thirty years ago, NGOs were limited in numbers, competence and capability. Today there are thousands even hundreds of thousands of NGOs globally, at the local, provincial, national, regional and international levels. Many of these are extremely capable and hundreds work with people's movements, for social transformation.
2. It was against this background that the 4th ITFL Meeting invited the Deputy Executive Secretary of the World Commission, Dr. Nat Colleta, to provide the meeting with information on the proposed World Bank-UNICEF-UNESCO-UNDP-sponsored conference to be held in Bangkok next March (1990) on Basic Education for All (BEFA) by the year 200. This dialogue was requested to enable ITFL get basic and background information, provide an opportunity for ITFL's articulation of their views on BEFA to the organisers of the Bangkok conference, as well as provide an opportunity for ITFL members, individually and collectively, to reflect on BEFA and to develop strategies to influence thought and action internally (within ITFL membership) and beyond, before, during and after Bangkok. The ITFL's interest in Bangkok also stemmed from the fact that it seemed clear that the World Bank and its co-opted co-sponsors intended to use the Bangkok conference to determine the world's education agenda and orientation for many years to come.
3. The briefing the 4th ITFL received on the proposed Bangkok conference on BEFA occasioned several concerns on the part of the ITFL NGOs. These included:
  - 3.1 The monopoly of education policy-making by a small, all-male group at the World Bank, UNESCO and UNICEF.
  - 3.2 The continued lack of sensitivity to realities, for example, the innuendo that to be illiterate is to be ignorant.
  - 3.3 There was no adequate time or strategy for wide consultations before March, 1990.
  - 3.4 NGOs are not delivery systems to be used by Governments, inter-governmental organisations or anybody else; and



nor are they a source of cheap labour.

- 3.5 NGOs are not waiting to be called upon, although they want their voice to be heard.

The Issues

4. The 4th ITFL Meeting welcomed the conference on BEFA because:
- 4.1 The international situation calls for an all-round review of educational policy.
- 4.2 It will provide an opportunity to strengthen international cooperation.
5. The 4th ITFL meeting calls upon the sponsors of the conference on BEFA to ensure as follows:
- 5.1 That the conference is linked to the ILY/Decade and the Plan of Action to eradicate illiteracy. ✓
- 5.2 That education is seen on the basis of a need-based totality for all, irrespective of race, colour, age, sex or other distinctions; and that in this context BEFA be linked to primary education, literacy and adult education.
6. ✓ The sponsors are called upon not to look at education in isolation of historical and social reality, but in the general international economic, political and social setting, as the only basis for the formulation of realistic goals and objectives. The sponsors are urged further to examine education in the context of past, existing and projected World Bank/IMF economic policies.
7. The 4th ITFL Meeting also calls upon the sponsors to imaginatively and flexibly encourage and support consultations and the generation of ideas on BEFA which go beyond the formalism of government and intergovernmental organisations; and that channels be established for them to receive a diversity of views, suggestions etc, without having to go through intermediaries.

Recommendations to ITFL Members

8. The 4th ITFL Meeting recommended to the members of the Task Force as follows:

- 8.1 To use the occasion of the conference on BEFA to bring to the attention of the sponsors, governments and the world at large the existence of NGOs as a force for social action and development.
- 8.2 To use the Bangkok conference and the process leading to it for an occasion to reflect on BEFA in the context of totality of education, and in the context of the political, economic and social reality.
- 8.3 That member organisations commit themselves to initiating a process within their organisations and constituency to articulate a position on BEFA; and that each position so arrived at be sent to the ITFL office which will prepare a common position paper reflecting the strength of unity of the diverse positions and issues. The ITFL position shall be circulated to the sponsors, governments, NGOs and other relevant organisations and individuals before the Bangkok conference.
- 8.4 That the ITFL initiates a process to enable the NGOs to hold a consultation meeting at Bangkok, side-by-side with the conference, to articulate their position on BEFA and to lobby for official support for the ITFL position.
- 8.5 To animate this process the ITFL therefore set up a Working Group consisting of Budd Hall, Lalita Ramdas, Joyce Kebathi, Cesar Picon, Anna Dourtcheva, Hashim Abuzeid El Safi and Paul Wangoola.
- 8.6 A letter be written to the conference sponsors (World Bank, UNESCO, etc) informing them of ITFL's support for the conference on BEFA, our plans for providing inputs; and further to request for their cooperation and support.
- 8.7 That members of ITFL be ready to participate in any consultations on BEFA called by the sponsors and their allies, it being understood that such participation will be in addition to the separate and independent articulation of an ITFL position.
- 8.8 That in this initiative every action undertaken should be to strengthen the literacy and adult education movement; to strengthen the structures and internal operations



of NGOs; as well as create an environment and capacity for cooperation and concerted action - before, during and after the conference on BEFA.

Members of the Working Group

Paul Wangoola - Chairman  
Lalita Ramdas - Rapporteur  
Cesar Picon  
Maria Luise  
Anna Dourtcheva  
Agnetta Lind  
Adama Berthe  
Suzie Devins  
Marc Lalonde  
Roberto Armando  
Nteba Bakumba  
Rao Chelikani  
Budd Hall  
Mai Tra-Bach  
Willie Mdigo



# INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION

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March 20, 1990

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Mr. Nat Colleta  
Deputy Executive Secretary  
WCEFA Inter-Agency Commission  
UNICEF House  
Three, United Nations Plaza  
New York, N.Y. 10017  
U.S.A.

Dear Nat:

Congratulations on the successful WCEFA in Jomtien, Thailand, and thank you very much for making it possible for me to be there on behalf of IIRR.

I am sending you herewith a copy of the Statement which I issued in Jomtien on behalf of IIRR, just in case you did not get one during the conference itself (which will not surprise me as this Statement came out only on the last day, when people were hurrying to wind up and go home, which means that a number of documents, including this one, may not have been distributed to everybody). I am not sure what your plans are for documenting and publishing the conference proceedings, but if the documentation will include statements such as this, I hope you can help ensure that this one gets included.

I forgot to ask you if you will be in China in May for the conference on the rural reconstruction philosophy of Dr. Yen. I hope you will be there as I will also be there with Juan Flavier, Ping-sheng Chin, and others from IIRR.

Until then, keep well, and congratulations again for your masterful handling of the WCEFA!

Sincerely yours,

CONRADO "DING" NAVARRO  
Assistant to the President/  
Director, Field Operational  
Research Division (FORD)

Encl: a/s



STATEMENT OF THE  
INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION (IIRR)

AT THE

WORLD CONFERENCE ON EDUCATION FOR ALL (WCEFA)

Jomtien, Thailand

5-9 March 1990

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The INTERNATIONAL INSTITUTE OF RURAL RECONSTRUCTION (IIRR), a non-governmental organization (NGO) based in the Philippines, but dedicated to the promotion of the interest of the rural poor throughout the Third World, is honored to have been invited to participate in this historic first WORLD CONFERENCE ON EDUCATION FOR ALL (WCEFA).

IIRR takes this invitation as a recognition of its seventy years of involvement in the worldwide quest to provide basic education to all, particularly the rural poor. This involvement started when IIRR's founder, the late Dr. Y.C. James Yen (Yen Yang Chu), first taught his illiterate Chinese countrymen who were serving with the Allies in France during World War I how to read and write in Chinese, using a highly simplified yet very effective method of teaching literacy, which eventually served as one of the bases for the teaching of literacy throughout China. For his pioneering work in this field, Dr. Yen was honored with the Copernican Citation in 1943 as one of the "outstanding revolutionaries of the world", alongside such other great men as Albert Einstein, John Dewey, Walt Disney, Igor Sikorsky and the Wright Brothers.

Upon returning to China in 1923, Dr. Yen organized what was to become the predecessor of IIRR, namely, the Chinese Mass Education Movement (CMEM), through which he and his colleagues carried to many parts of China the simplified literacy teaching method that he developed in France. It was estimated that the CMEM reached about 60 million Chinese at its peak.

In 1926, the CMEM branched out from simply teaching the rural people of China how to read and write. Recognizing the interlocking nature of the problems of illiteracy, poverty, disease and civic inertia, the CMEM evolved a Fourfold Program of Rural Reconstruction in its first "social laboratory" in Ding Xian (formerly Ting Hsien) in Hopei Province of North China. This Fourfold Program was an integrated development model consisting of interrelated activities in education (to fight illiteracy), livelihood (to address poverty), primary health care (to combat disease), and self-government (to promote people's participation in civic affairs).



Today, seventy years after Dr. Yen taught his first class of illiterate Chinese coolies the rudiments of the Chinese language in a tent in the battlefields of France, the IIRR carries on his crusade to release the peasants of the Third World from the shackles of illiteracy, poverty, disease and civic inertia through the Fourfold Program. Aside from the Philippines, where IIRR operates its own "social laboratories" in three provinces, the Fourfold Program is now being implemented in many other countries of the world, particularly in those where IIRR has affiliated national rural reconstruction movements, namely, Thailand, India, Guatemala, Colombia, Ghana, and the Philippines itself. Facets of this Program are also being implemented by IIRR's almost 1,000 training alumni in over 50 countries of the world, representing more than 100 NGOs and government development organizations.

As IIRR enters its eight decade of service to the rural poor of the Third World, it re-dedicating itself to the cause of mass education, which remains as the foundation of its Fourfold Program of Rural Reconstruction, and joins the rest of the participants in the WCEFA in endorsing the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs.

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IIRR's headquarters and world center is located in Silang, Cavite, the Philippines. It also has offices in the following locations:

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<b>Document Date</b> April 10, 1990	<b>Document Type</b> Letter	
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