

## **IBIS Global Education for Change Strategy 2012-2017**

*IBIS Education for Change Strategy will guide all IBIS education interventions. The strategy is an updated version of the original from 2005 in line with the main recommendations from the evaluation of the former strategy in 2011.*

### **1. Introduction**

IBIS considers the fulfilment of individual and collective rights to quality education for children, youth and adults, a cornerstone in the fight against poverty and in the development of social justice and sound democracies. Educated citizens constitute a pivotal prerequisite for an active and legitimate civil society capable of driving social change towards a more transparent and accountable democratic society and sustainable pro-poor economic growth.

#### ***Quality education is transformative***

Education is political, and has always been a powerful instrument in social exclusion, oppression and cultural, ethnic and gender discrimination both in the developed and developing countries. Therefore IBIS' Education for Change (EfC) strategy builds on transformative quality education<sup>1</sup>. Transformative education empowers learners and enables them to constructively consider multiple viewpoints and perspectives in dialogue with others and gives them the skills to engage in social actions. The main effort of the support of IBIS is thus to introduce and advocate for quality improvements in education – change and transformation instead of reproduction.

IBIS is aware that adequately addressing the challenge of quality and promoting education as a transformative action requires: 1) long-term engagement by IBIS and partners; 2) transformation of the pedagogical practices and a paradigm shift in education policies; 3) cultural, social and political changes at local, national and global level; 4) substantial and continuous economic investment by the national governments and the international donor community.

#### ***Education for Change is founded in the right to quality education***

IBIS works with education using a rights-based approach<sup>2</sup>. Free formal and non-formal quality education is the right for every child, young person and adult, and it is the obligation and task of the state to fulfil this right. Education is also a right during emergencies, in post-conflict situations and in fragile states, and should be considered an integrated part of any humanitarian intervention<sup>3</sup>. Education in emergencies and fragility is therefore an integrated part of IBIS' overall commitment to guarantee access to quality education.

#### ***Civil Society as main partner in achieving sustainable change***

IBIS' EfC strategy aims at strengthening civil society organisations, and networks<sup>4</sup>, to improve the quality and impact of their work and making them able to respond to their constituencies, by promoting, advocating and by holding governments and international institutions accountable to the fulfilment of the right to quality education. Also in post conflict/fragile contexts, where IBIS often is collaborating closely with the state, IBIS will strive to support civil society and their emerging organisations, no matter if they are considered mainly as service-providers in the education sector.

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<sup>1</sup> Refer to "The quality imperative" (2008) and "Transformative Education" (2012) - two IBIS concept papers

<sup>2</sup> Refer to "The rights based Approach" an IBIS concept paper

<sup>3</sup> UN General Assembly Resolution A/RES/64/290, 2010 states that education should be an inherent part of any humanitarian intervention

<sup>4</sup> Refer to IBIS Global Partnership Strategy

## 2. The Framework for IBIS Education for Change

### *Overall objective*

*'Poor and marginalized children, youth and adults are empowered through quality education, and civil society organisations are strengthened to promote, claim and achieve the individual and collective rights to formal and non-formal quality education, enabling structural, political and social change.'*

A key principle for IBIS' education work is based on an effort to achieve *quality* Education for All, with a special focus on overcoming the all encompassing gender inequalities. The learning outcomes developed through quality education are vital not just for the empowerment and for learners' participation in democratic processes, but also for increased health, livelihood choices, employment and economic gain.

IBIS sees education as a continuous and ongoing process that takes place during the course of an individual's and a community's life. Education is wider and more comprehensive than what goes on in the classrooms and in the formal education system. Therefore, IBIS works in relation to both the formal education system<sup>5</sup> and non-formal education<sup>6</sup>.

### *A rights-based approach*

A rights-based approach in education means understanding the economic, social, cultural and political process of achieving the realisation of individual and collective educational rights and commitments, and also the empowerment of people and their organisations in order to challenge and further develop these rights and commitments. IBIS' rights-based approach is clearly marked by a conscious use of the frame set by both legal binding instruments and political tools of commitment:

- The right to education is a fundamental human right in itself but also an indispensable means to unlock and protect other human rights. The right to free education of every child, youth and adult is first and foremost agreed upon in the Universal Declaration of Human Rights (Article 26) and has been reinforced in various international legally binding conventions and declarations (Annex 1).
- In 1990, the international community committed itself to provide basic education for all children, youth and adults globally<sup>7</sup>. As a consequence, the most important political commitment to the right to education was established 10 years later when almost all countries in the world signed the 6 goals of Education for All to be achieved by 2015. At the same time the UN member states adopted the Millennium Development Goals (MDGs) amongst others affirming the global promises on universal primary education and gender parity (Annex 2).

IBIS considers the rights framework and EfA a foundation for all EfC work. The state is the primary duty-bearer in terms of fulfilment of the right to education, but also the international donor community should be held accountable. Civil society and its organisations mainly hold duties in protecting the right to education by identifying and pointing to violations of this right. In situations of emergency and fragility, where the performance of key state functions is low, and where the civil society is weak or emerging, international actors play a particularly important role in securing the right to education.

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<sup>5</sup> Formal education is the established education system from primary education through to university level and normally including technical, vocational skills development.

<sup>6</sup> Non-formal education is organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, children, youth and adults.

<sup>7</sup> Initial learning of children, primary education and the basic learning of youth and adults (e.g. functional literacy, life skills, and basic skills development).

The right to quality education can be concretised in practice in one collective and ten individual rights that are mutually reinforcing and inter-connected<sup>8</sup>:



**Figure 1:** The concretization of the right to quality education in one collective and ten individual rights.

### 3. Global education challenges and IBIS Strategic Lines of Action

While the EfA goalpost of 2015 is approaching, it is on one hand clear that results have been achieved. Amongst others the enrolment rate in primary education has raised by one-third<sup>9</sup>, there is progress towards gender parity, the number of out-of-school adolescents<sup>10</sup> is falling and in some Latin American countries Intercultural Bilingual Education (IBE) laws are approved and being implemented. On the other hand, it is obvious by now, that the EFA goals will not be met by 2015.

Globally 67 million primary-school age children were still out of school in 2008 and 42% of them in conflict-affected poor countries. Furthermore, 796 million adults still lack basic literacy skills of which, nearly two-thirds are women<sup>11</sup> and 74 million adolescents worldwide are out of school.

The EfA goal 3, concerning basic quality education and Technical Vocational Skills Development (TVSD)<sup>12</sup> of youth and adults has been the least prioritized in terms of commitment and financing. Gender parity, EfA goal 5, which should have been reached in 2005, will not even be reached in

<sup>8</sup> An interpretation of the right to education inspired by “Providing quality public education” Right to Education Project, 2011 <http://www.right-to-education.org/>

<sup>9</sup> 39 million children less out of school in 2008 than in 2000

<sup>10</sup> Adolescents are often defined as age-group 12-18 and youth as age-group 15-25

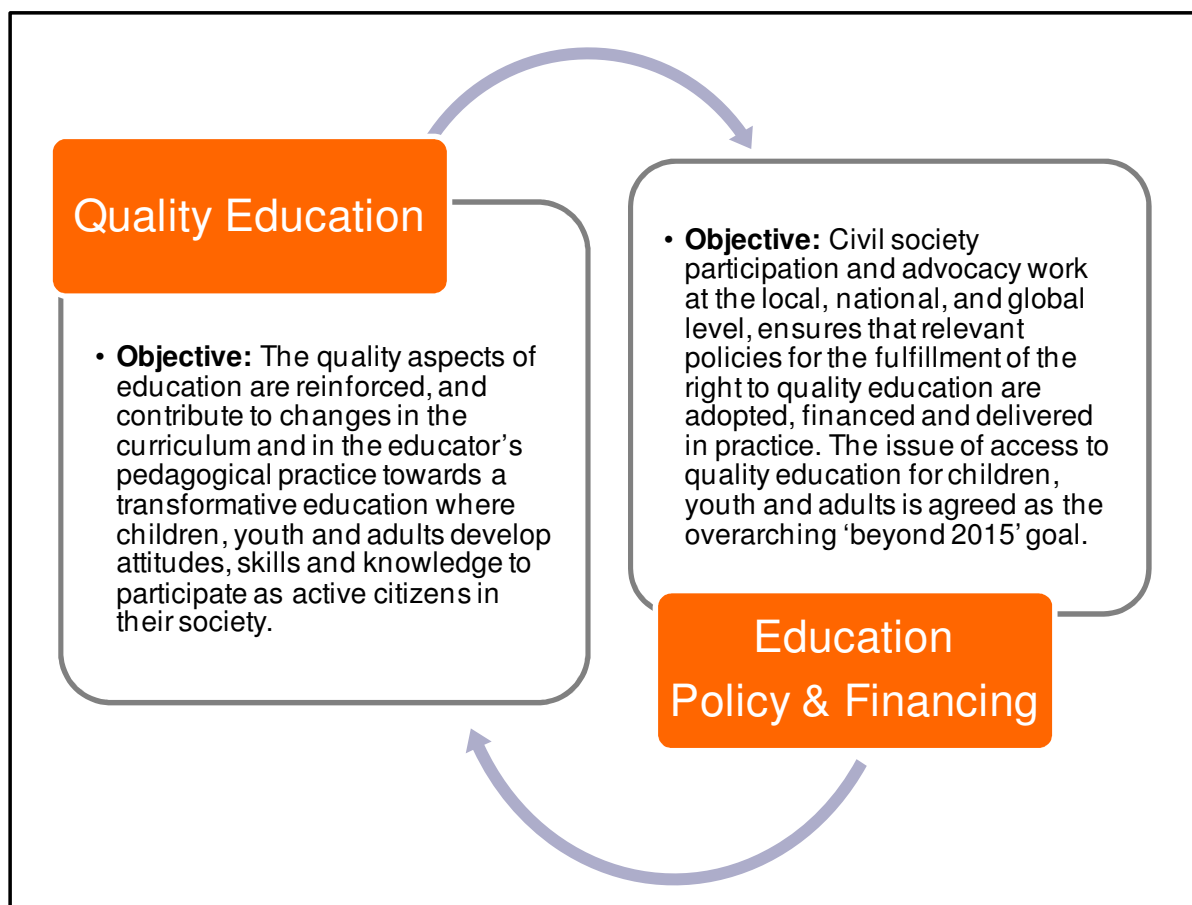
<sup>11</sup> EFA Global Monitoring Report 2011 - The hidden crisis: Armed conflict and education, UNESCO

<sup>12</sup> TVSD definition: those aspects of the educational process involving the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social lives, <http://unesdoc.unesco.org>

2015. Even worse, there is clear evidence that in many countries the progress on access to basic education has not been matched by quality, EfA goal 6.

### ***Strategic Lines of Action***

In the coming years IBIS will strive to achieve the objective of this strategy through focusing on two Strategic Lines of Action in all EfC programs in Africa and Latin America:



**Figure 2:** IBIS EfC two Strategic Lines of Action with objectives

The two Strategic Lines of Action are interdependent and mutually reinforcing. In relation to the two lines of action, the strategy defines specific areas of intervention<sup>13</sup>. Each EfC thematic program and project will build on the areas of intervention that are most applicable to their specific context and most likely to bring about the expected results in education practices, policy and financing. All areas of intervention under Strategic Line of Action 1 (Quality Education) should be used for evidence based advocacy to achieve quality education for all. Similarly achieved results under Strategic Line of Action 2 (Education policy and finance) should produce concrete changes in quality education practice and learning outcomes.

### **3.1. Strategic Line of Action 1: Quality Education**

In too many countries, the quality of the education provided remains very low or has even decreased. The “either access or quality” approach has been counterproductive so far and has meant that children, youth and adults have completed formal and non-formal basic education without acquiring relevant knowledge and skills.

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<sup>13</sup> IBIS EinE specific areas of intervention are an integrated part of these.

IBIS has therefore chosen to focus the EfC strategy on access to quality education. IBIS sees quality education as a right and a precondition for sustainable development, as IBIS' EfC strategy aims at active citizenship and transformation of people's lives. IBIS commitment to quality education is maintained in situations of emergency and fragility<sup>14</sup>. Education in emergency actions can be a driver for quality and thus serve as a window of opportunity and change within a situation of fragility.

**Quality education** is defined by IBIS as follows:

*Quality education, formal and non-formal, supports the cognitive (intellectual), creative, emotional and practical skills development of all learners. This is achieved through active participation in the learning processes. The objective of quality education is to empower the individual and the collective to apply the learnt as active and responsible citizens, to make his/her own choices and decisions, and to participate in democratic processes at local, national and global level. Quality education is based on the participants' own former knowledge, experiences, language, history and culture, but it is also broadening, sometimes challenging the existing structures and views.*

In all education work IBIS will work towards creating a conducive learning environment with emphasis on active learning oriented processes, where the contents and the methods strengthen the learners' competencies in critical analysis and reflection, guiding them into processes of cooperation and construction of their own knowledge is central. An important part is to base the education in the learners' own experiences and language and actively use their history, cultural and social context in the learning processes.

IBIS emphasizes that Intercultural Bilingual Education (IBE) is considered quality education, as it is regarded as an education based on cultural and linguistic plurality which meets the needs of indigenous peoples.

Important elements of relevant quality education is to allow influence and decisions of the learners in the daily education praxis and thereby promoting life skills, civic education, human rights, sexual reproductive rights with focus on HIV/AIDS and sustainable development.

Educators are at the heart of achieving quality education. They are the role models and the key to unlocking learners' potential. The relation between the learner and the educator is crucial in all education. Without well trained, committed and empathetic educators leading a process of inquiry and investigation, education will fail to be empowering and thus of quality. IBIS therefore prioritises the continuous professional development of educators' in all education interventions and where possible support relevant actors in improving the working conditions of educators<sup>15</sup>.

Quality education interventions are not disconnected from the rest of the surrounding community and what takes place in society in general. Therefore an important part of IBIS' EfC strategy is to enhance the dialogue between communities and all relevant stakeholders in education and to support participatory education governance e.g. through establishment of school boards. Another aspect is to develop ways of organising the learners in education e.g. via strengthening student councils, peer groups and associations.

### **Gender equality**

IBIS aims at minimizing gender differences and stereotypes of gender roles. IBIS and partners will work consciously to empower girls and women in order for them to gain equal access to and complete a basic education. This will be done through putting an end to gender stereotypes<sup>16</sup> in the curriculum contents, the pedagogical methods used, and in the educators' view of the learners, among learners themselves, and the wider community. A learning environment which secures the

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<sup>14</sup> IBIS is a member of INEE (Interagency Network for Education in Emergencies) and adhere to the INEE Minimum Standards.

<sup>15</sup> Refer to IBIS concept paper on professional development of educators (Draft 2008).

<sup>16</sup> Societal and cultural views about women and men, their roles, relations and participation in the society.

active participation of all and which challenges the standardized gender models for boys and girls, women and men, and which emphasizes that both genders are equal and equally valued is essential. Securing a safe environment for the learners with a special focus on eliminating education related gender based sexual abuse and violence is fundamental. IBIS sees all these aspects as a crucial part of transformative education.

### ***Quality education for children, youth and adults***

The quality of formal education systems for primary and lower secondary education is the basis for achieving the expected learning outcomes for children. Participation in formal quality education as a child or during adolescence is the most effective base for developing skills and values needed for life and future work. IBIS aims at partnering with youth and their organisations in order for them to be empowered and participate actively in society, advocating and demanding their rights to quality education. IBIS supports introducing and piloting quality improvements, related to TVSD as part of national education reforms. This includes a range of learning experiences that are relevant for the world of work and which may occur in a variety of learning contexts.

The effect of adult illiteracy on self-esteem, democratic participation and securing the education of your own children is vast, and especially prominent concerning women. IBIS therefore works with literacy approaches and other adult education methods with a view to empower the participants to become active citizens and take ownership of their own development.

### ***Specific areas of intervention for Quality Education***

- Develop and introduce effective approaches and/or piloting alternative improvements regarding access to quality education e.g.:
  - Inclusion of marginalized persons and groups in basic education (e.g. girls & women; disabled learners; child labourers; out of reach children; youth and adults; ethnic, political and religious groups; stateless, refugees and Internally Displaced Persons);
  - Support development of relevant, unbiased and conflict sensitive curriculum, materials as well as securing supportive, non-discriminatory learning environments;
  - Mother tongue/bilingual education and Intercultural Bilingual Education (IBE) in formal and non-formal education curriculum and in the curriculum of educator training programs;<sup>17</sup>
  - Gender sensitive pedagogy with focus on gender equity and equality and reducing education-related gender-based violence;
  - Youth education that aims at broadening young peoples democratic influence and livelihood choices, including interventions aiming at TVSD;
  - Functional literacy, accelerated learning, life skills and citizenship education.
- Educator's continuous professional development related to both formal and non-formal education, including support to pedagogic supervision, practical training based in the reality of educators, peer learning and introducing learning methods aiming at educators as reflective practitioners;
- Education governance – strengthening community participation in education through support to children, youth and adult learners, as well as parents and other community members in organising as emerging civil society in committees, students councils, associations and school boards at local and national level; and their interfacing with relevant stakeholders.

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<sup>17</sup> Refer to “Promoting and advocating for the right to Mother Tongue - Bilingual Education” (2007), IBIS concept paper

### **3.2. Strategic Line of Action 2: Education Policy and Financing**

The next years, up to 2015, decisions need to be taken globally on what revised or new commitments, strategies and actions will be needed for the fulfilment of the right to quality Education for All. Many national governments and international donors still do not give sufficient priority to the education sector<sup>18</sup>. For example, the former Fast Track Initiative (FTI), now The Global Partnership for Education (GPE), has still not lived up to its promises made in the Dakar Framework for Action concerning additional support to education. Some governments are due to fragility not able to live up to their responsibility to Education for All. Although many countries scaled up their national education financing the last 10 years, especially in low income countries<sup>19</sup>, too many education policies or strategic plans leading to delivery in practice, still do not pay sufficient attention to the quality aspect of education, for example by not securing the inclusion of female, out of reach, minority and ethnic groups at all levels of the education system.

Financial crises, climate challenges, corruption and shifting focus in the aid agendas mean that the financing of education is under pressure. The structural causes of poverty constitute a serious impediment to what can be achieved by working exclusively at the local and national levels. Therefore linking the work at local and national level, with work at global level is imperative. Global trade is skewed in favour of the rich countries and the absence of tax-income also from multinationals operating in developing countries impedes social sector spending for national governments. The macroeconomic policies and conditionalities of the Bretton Woods institutions, International Monetary Fund (IMF) and the World Bank, also continue to put pressure on national governments to limit public spending on the social sectors (e.g. education) in order to obtain loans and grants.

#### ***To achieve quality the education sector needs policy prioritisation and increased financing***

IBIS and partners will<sup>20</sup> advocate that both governments and donors allocate 10% of their budgets/aid to basic education. Moreover that these funds are to be spent on quality improvements, making progress on e.g. inclusion, teacher training, leading to enhanced learning outcomes for the most disadvantaged communities. IBIS will join forces with others in demanding increased transparency and accountability of governments in education.

Another priority is the expansion of the Education for All agenda through recognizing the inter-dependence of the 6 EfA goals and the indivisibility of education rights; hereby putting more emphasis on the need for increased financing of youth and adult basic education initiatives, including functional literacy, life skills, and basic skills development (EfA Goal 3).

While emergencies disrupt everything normal in a society, it is even more so important to maintain focus on education as it is a stabilizing factor that allows populations affected by conflict to gain access to opportunities for growth and development. If this foundation is lost, the future of a society will be affected many years to come, through a generation of citizens without a relevant education. IBIS will therefore continue to advocate for the imperative of guaranteeing policies and sufficient funding for quality education in fragility.

Strengthening the inter-face and information flow between different actors at local, national and global level is key to IBIS and partners' advocacy work. Influencing national policies, that determine the extent of civil society participation in developing and monitoring education strategic plans and budgets, are vital to achieving change.

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<sup>18</sup> Global aid commitments to basic education fell by 22% in 2007 (EFA Global Monitoring Report, UNESCO, 2010)

<sup>19</sup> For example Ghana and Mozambique increased education spending faster than economic growth by strengthening revenue collection and increasing the share of the budget allocated to education – EFA Monitoring Report 2011.

<sup>20</sup> Global Partnership for Education, Fund the Future, Education Rights Now: A ten point plan for transforming aid to education 2011

An important first step to mobilize emerging civil society participation in budget tracing, campaign and advocacy is to work for increased access to and understanding of education policies, budgets and their relation to quality education at local level. By doing this, civil society actors gain insight into government priorities and the factors that influence spending and at the same time collect information that can strengthen national level advocacy work.

IBIS and partners are, where possible, pro-active in promoting progressive macro-economic policies and promoting just domestic taxation e.g. strengthening domestic taxation, limiting tax havens for multinational companies, increasing taxation of extractive industries, and lobbying for an international financial transaction tax. IBIS will strive to make the education sector a major beneficiary of innovative financing models and support civil society to demand and advocate for this financing to benefit pro-poor policies in the area of quality education.

### *Specific areas of intervention*

- Influence national education reform, content and implementation, using evidence based and research based advocacy for achieving quality education;
- Active engagement at local and national level in advocating new and stronger commitments, strategies and actions for the fulfilment of the right to quality Education for All beyond 2015, feeding into global level advocacy in line with the priorities of the Global Campaign for Education (GCE), as well as those of the INEE;
- Support partners in their advocacy processes (capacity development, strategic planning or organizing campaigns) at local and national levels with clear short and long term objectives, expected results and including analysis of power relations:
  - Sensitization of the general population about their rights (e.g. girls education);
  - Support awareness raising of citizens on the implication of education budget on quality and capacity building in budget tracing;
  - Conduct studies on specific education issues and analysis of gaps in national policies/laws in relation to the fulfilment of the right to education;
  - Link local level analysis and evidence based research about education financing and policy practice with national/global level advocacy processes e.g. to demonstrate a specific problem and to demand changes in order to solve that problem;
  - Implementing campaigns e.g. Global Action Week for education and linking this with national policy/financing issues.
- Strengthen the internal structures and functioning of national and regional education coalitions/networks so that they can better represent their constituencies in e.g. monitoring government spending and implementation of education strategic plans;
- Hold local and national government, international donors and the Bretton Woods institutions accountable for delivering quality education and education in emergencies by tracing e.g. budgets, policy implementation, number of out-of-reach children and youth, education leavers, teacher absenteeism, and education material provision.



## 4. Partnership and Program Approach

To achieve sustainable results IBIS will work with civil society organisations<sup>21</sup> as main partners and will apply the Change Triangle<sup>22</sup> as an overall approach. This approach emphasizes strengthening civil society partners' thematic competences and organisational capacity, and supporting development and implementation of innovative education practices and models, all leading to desirable changes through advocacy processes at different levels. When relevant, IBIS will also collaborate closely with decentralised government institutions within the Ministries responsible for education.

In fragile contexts IBIS will work directly with and through government actors at different levels to implement program activities, but also to influence decision-making processes. IBIS works with a sustainability perspective, also when working in emergencies and fragility, and with a long term perspective in mind the programs support a transition to increased local civil society involvement in education.

The concrete advocacy activities will be based on the social reality demands and needs around which civil society mobilize and the internal competence of the partners. In each of IBIS programs the national policies and laws constitute an important frame set by both legal binding instruments and political tools of commitment.

Public-private partnerships risk reducing governments' investment in education, and may promote privatisation, social injustice and commercialisation of public education. However, there are opportunities in public-private-civic partnerships where civil society is included in developing locally sustainable and relevant responses. Therefore IBIS considers that public-private-civic partnerships may be initiated as a means of supplementing scarce or non-existent public financial resources, when set within clearly defined national educational goals.

IBIS and partners will develop relevant capacity building and advocacy approaches as part of each thematic program. The EfC strategy should serve as a framework for IBIS' support to partners in defining specific education advocacy goals at the local and national levels. The strategy puts emphasis on that the partners and their constituencies have the ownership of the processes that lead to definition of these advocacy goals.

With regards to achieving global and regional level impact IBIS Global Education Group (GEG) will work with partners and other relevant actors to define joint global policy goals. IBIS will work with The Global Campaign for Education (GCE) and regional education umbrella networks (such as ANCEFA<sup>23</sup> in Africa and CLADE<sup>24</sup> in Latin America).

***The role and responsibilities of IBIS staff*** will, depending on the context, include a combination of the following elements:

- Support the organisational and thematic capacity development processes of civil society partners;
- Support to CSOs, and Education for All coalitions in strategic planning and implementation of priority advocacy processes for achievement of quality education;
- Support local educational authorities and institutions in planning, budgeting, implementing and monitoring relevant education initiatives;

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<sup>21</sup> Including NGOs, independent research institutions, networks, parents' organisations, student councils, community based organisations, school boards, teachers and their unions and traditional structures.

<sup>22</sup> An approach developed by IBIS – refer to Concept Note: The Change Triangle

<sup>23</sup> Africa Network Campaign on Education For All and

<sup>24</sup> Campaña Latinoamericana por el Derecho a la Educación

- Carry out participatory monitoring and documentation of results and learning from innovative development practices. Results and learning are shared, disseminated and communicated to all relevant actors (e.g. educators, CSOs, authorities, the international community, donors, GEG, IBIS communication department);
- Follow up and progressive supervision of educators, organisations and authorities in practice and using reflections to improve and further develop the used approaches;
- Initiate concrete initiatives to increase dialogue, reflection and learning in between thematic program partners and relevant stakeholders that lead to improved results and efficiency.
- Develop concrete initiatives to harmonize and collaborate closely with other international or national actors around the support to relevant education initiatives for achieving the expected results.

***IBIS Global Education Group (GEG)***<sup>25</sup> is the primary platform responsible for translating the strategy to practice and for monitoring the concrete results of the strategy<sup>26</sup>. Together with IBIS country offices GEG country members will allocate resources, develop action plans and carry out the monitoring and evaluation of the strategy.

IBIS education programs will work closely with IBIS governance programs, the Africa Against Poverty project (AAP) and Latin America against Poverty and Inequality (LAPI) on capacity development of CSOs and education governance issues. IBIS will increasingly work to link advocacy efforts between AAP, LAPI and the governance and education thematic programs to influence and support common policy goals.

#### ***Learning, documentation and communication***

IBIS will, in coordination with partners in the thematic programs, strengthen its profile as a professional knowledge producing and learning development organisation. This will happen through cross regional documentation, interchange and learning of experiences and specific educational methods related to Education for Change. The IBIS GEG is an important platform for this.

IBIS already has experience from working with youth and their organisations related to participation, education and skills development<sup>27</sup>. IBIS will start a process of defining the priority areas of working with youth and education, and its relation to sustainable growth and employment, and the link to cooperate social responsibility<sup>28</sup>.

In Denmark and internationally, IBIS will communicate to the public and to important stakeholders on the EfC Strategic Lines of Action with a triple purpose: to raise funds and public support to IBIS' work; to influence political agendas to enable the achievement of IBIS strategic objectives and results in Africa and Latin America; and to promote learning and knowledge production<sup>29</sup>.

To this end, documentation of results achieved and development challenges addressed must be communicated to the Danish and international stakeholders in a clear and engaging way, enabling them to follow the progress of IBIS' education activities. Planning of the necessary documentation is required to engage and convince the different stakeholders and achieve the desired changes and support. This communication needs will be integrated into the strategic lines of action and concrete programme activities.

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<sup>25</sup> Refer to ToR for IBIS Global Education Group.

<sup>26</sup> In the annual OPS reports results related to the EfC strategy indicators will be reported.

<sup>27</sup> Refer to IBIS GEG Summary of experiences in youth education and skills development 03-01-2012

<sup>28</sup> IBIS Board work plan 2011-2012

<sup>29</sup> Refer to IBIS Communication Strategy 2010-2013

## 5. Context diversity

IBIS works in a range of different context that are all specific and must be analysed thoroughly when developing thematic education programs.

### *Education contexts*

The situation with regards to meeting the EfA goals by 2015 is worst in Africa where only three countries, namely Seychelles, Cape Verde and Mauritius are on track. With the current pace more than 26 African countries may not achieve EfA even by 2025. While access to basic education still is a huge problem in Sub-Saharan Africa this is not to the same extent the case in Latin America. However, in both continents, quality basic education still lacks political commitment, financial and technical resources.

### *Political and social contexts*

Some of the African and Latin American countries, in which IBIS is working, are relatively stable democracies<sup>30</sup> with a relatively strong and organised civil society able to influence the implementation of government education reforms and education strategic plans. In these countries the space, platforms and openness for public participation exist to a larger degree. Other countries such as Mozambique and Nicaragua are experiencing shrinking space for civil society, which causes growing problems for the individual citizen and for CSOs to participate in public decision making processes.

Being multicultural societies and plurinational states are characteristics for several IBIS countries, presenting a challenging reality. The coexistence of different social and political cultures and systems of authority creates a need for Intercultural Bilingual Education to support indigenous children, youth and adults and those of ethnic minorities, to become strong individuals, being able to advocate for and defend their individual and collective rights.

Some African countries have recently come out of long, exhausting civil wars as fragile states, where civil society is only starting to organise, where the governance system is not functioning and the state not able to meet its responsibilities<sup>31</sup>. IBIS acknowledges along with the international community that the context of emergency and development exists in a continuum from the acute emergency over early recovery to reconstruction and development with no clear cut fences.

A specific demographic issue that severely influence the strategic choices of relevant education interventions is the fact that children and young people (under 15) constitute around 30% of the population in Latin America, and over 40% in Africa.<sup>32</sup> For example, in Liberia children less than 10 years old constitute more than 30% of the population. Lack of relevant quality education and employment opportunities for young people contribute as an aggravating factor in all contexts, not least in unstable situations.

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<sup>30</sup> E.g. Ghana and Bolivia

<sup>31</sup> Fragility definition by INEE: Lack of capacity and/or willingness of a government to perform key state functions for the benefit of all.

<sup>32</sup> Unstats/unsd/demographic/products/dyb/dyb2009-2010/Table02/pdf

## **Annex 1 – IBIS EfC Strategy 2012-2017**

### **An overview of some of the most central declarations and conventions reinforcing the Right to Education**

The right to free education is a universal and fundamental right of every child, young person and adult is first and foremost agreed upon in the **Universal Declaration of Human Rights (Article 26)**. Later many different conventions and declarations have reinforced the right to free education, for example:

- **The International Convention on Economic Social and Cultural Rights (ICESCR) (Article 13)** is more specific as it provides for free or inexpensive, egalitarian and comprehensive education accessible to all. It introduces the concept of progression in the introduction of free education and refers to the right to technical and vocational secondary education and fundamental education for youth and adults. Moreover, as far as the aims are concerned, it adds the effective participation of all persons in a free society.
- The right to education for children and women has later been reinforced in **the Convention of the Right of the Child (CRC) (Article 28, 29)** and **the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), (Article 10)**.
- The collective right to a Bilingual Intercultural Education (IBE) is addressed in **the Declaration on the Rights of Indigenous Peoples (Article 14)** and in **the ILO Convention 169 – Indigenous and Tribal Peoples' Rights**.

## **Annex 2 – IBIS EfC Strategy 2012-2017**

### **Global Commitments to Education for All**

#### **1. The Dakar Framework for Action - Education for All (EfA)<sup>33</sup>**

*Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000*

Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency<sup>34</sup>.

#### **The 6 EfA Goals<sup>35</sup>:**

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
4. Achieving a 50 % improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

#### **2. The Millennium Development Goals 2&3<sup>36</sup>**

The Millennium Development Goals (MDGs) consist of 8 goals that together constitute an overall 'political commitment umbrella' directed to combat poverty at the global level. The goals are all measurable and relate to other political commitments e.g. the goal 2 of the MDGs relates to the EfA framework. But unlike the holistic EfA framework, the MDGs for education are mainly concerned with access to universal primary education and not with the quality of the education that the children access. Furthermore, different from EfA which is Rights Based, the MDGs are not. IBIS adhere to the MDGs as the overarching global commitment, but embrace the EfA goals in all policy and advocacy work.

#### **Target 2.A:**

Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

- 2.1 Net enrolment ratio in primary education
- 2.2 Proportion of pupils starting grade 1 who reach last grade of primary
- 2.3 Literacy rate of 15-24 year-olds, women and men

#### **Target 3.A:**

Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

- 3.1 Ratios of girls to boys in primary, secondary and tertiary education

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<sup>33</sup> <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

<sup>34</sup> Commitment 6

<sup>35</sup> Commitment 7

<sup>36</sup> <http://www.un.org/millenniumgoals/index.shtml>