



Associazione di Cooperazione Rurale
in Africa e America Latina
(ACRA)

Food and Agriculture Organisation
of the United Nations
Sustainable Development Department
Extension, Education and Communication Service
(SDRE)

Capacity Building Workshop

On

"Education for Rural People and Food Security"

A Partnership Project Co-Financed by The European Commission

Rome, FAO Headquarters
15th-17th November 2004
Canada Room A 356

In collaboration with UNESCO-IIPE
and the National Association of Italian NGOs



BACKGROUND

The Education for Rural People Partnership Flagship

About 70 per cent of the poor live in rural areas. Despite the fact that education is a basic right in itself and an essential prerequisite for reducing poverty, improving the living conditions of rural people and building a food-secure world, children's access to education in rural areas is still much lower than in urban areas, adult illiteracy is much higher and the quality of education is poorer.

During the World Summit on Sustainable Development (Johannesburg, 2002), the **Food and Agriculture Organization of the United Nations (FAO, Sustainable Development Department)** and the **United Nations Educational Scientific and Cultural Organization (UNESCO)** launched the *Education for rural people* (ERP) flagship partnership - within the International Alliance Against Hunger and the Education for All (EFA) initiatives. The partnership, led by FAO, is a call for a collaborative action among governments, United Nations agencies and civil society, to boost education in rural areas.

The partnership seeks to address rural-urban disparities, which are a serious concern to governments and the international community as a whole.

The partnership's **objectives** are to:

- Build awareness on the importance of *Education for rural people* as a crucial step to achieve the Millennium goals of eradicating extreme poverty and hunger and achieving universal primary education
- Increase access to basic *Education for rural people*
- Improve the quality of basic education in rural areas
- Foster the national capacity to plan and implement basic education plans to address the learning needs of rural people.

The flagship's **activities** are:

At the national level

- Technical support to countries willing to address the basic educational needs of the rural people by formulating specific plans of action as part of the national plans on *Education for all*.

At the international level

- Advocate and mobilize partnerships for *Education for rural people* by concentrating on strategic global, regional and international events, and encouraging the same within countries.
- Identify the capacity for different substantive components on *Education for rural people* within partner institutions
- Support the exchange of good practices and knowledge on *Education for rural people*.

Building partnerships with Civil Society: a European project

In January 2003 a group of Italian NGOs¹ - led by the Association of Rural Cooperation in Africa and Southern America (ACRA), in collaboration with the National Association of Italian NGOs, a group of European NGOs² and the Civil Society Organisations (CSOs) in Africa and Latin America³ - joined efforts with FAO and UNESCO-IIEP, to build a partnership in support of *Education For Rural People*. The objective was two-fold: to strengthen the ERP partnership through the participation of European civil society and to strengthen the impact of partners' work through networking.

The project "**Education for Rural People and Food Security. From land tenure to resources management: a participatory approach in fighting against poverty**" supported by the European Commission within Development Education programs⁴ aims at facilitating the development of advocacy campaigns and lobbying capacity among CSOs in Europe and in developing countries during the period October 2004 to October 2006.

The objectives of the advocacy campaign are:

- Building a partnership among FAO, UNESCO and European "development NGOs" to raise awareness among civil society, local and national institutions on the key role of ERP in achieving poverty reduction and food security
- Strengthening NGOs advocacy and lobbying capacity in support of ERP at local, national and European level
- Promoting NGOs' capacity to develop an ERP networking strategy in each country involved.

The campaign target groups are:

- Operators of European NGOs members of "CONCORD"⁵
- Aid and Development Agencies
- Institutions at local, National and European level (Local and Regional Administrations, Ministries of Education, Agriculture and Environment, The European Commission, Council and Parliament)
- European Schools and Universities
- Civil Society Organizations working in education, in rural development poverty reduction and food security and consumers organizations.
- Media operators and internet users

¹ The NGOs members of the Consortium are: ACRA, CAST, CELIM Bergamo and COCIS. Other Italian NGOs involved in the project as partners: ASIA, COOPI, COSPE, COSV, ICEI, ISCOS, NEXUS, Progetto Continenti, PROSVIL, Terra Nuova, Terre des Hommes.

² The European NGOs members of the Consortium are CFSI (France) and Global Connections (UK). Other European NGOs involved as partners: Coop'Dec (France) and Cyfanfyd (UK)

³ The Latin American NGOs involved are: Cejis (Bolivia) and Conapach (Chile); the Africa NGOs are: ACDAR (Chad), KDES (Senegal) and AIDNET (Tanzania).

⁴ The European-Commission-supported Development Education programs implemented by civil society aim at informing and sensitizing public opinion about relevant problems of development at an international level; sensitizing institutions in order to mobilize and orient cooperation policies; and empowering civil society networking through training and capacity building

⁵ CONCORD is the European coordination mechanism of European Union's NGOs. It groups National Associations and Platforms of NGOs as well as NGOs Networks and Families from all Countries of the European Union.

The campaign foresees the following actions:

Africa and Latin America:

- ✓ A pilot study on ERP and NGOs projects in Senegal, Chad, Tanzania, Bolivia, Chile
- ✓ Civil Society participation in ERP “Regional Capacity-Building Workshops” in Latin America and Africa
- ✓ Participatory preparation of guidelines for NGOs’ ERP projects

Europe (Italy, France, UK):

- ✓ Production of information and communication tools on ERP
- ✓ Capacity-building of NGOs and National and Local staff of Ministries of Education and Agriculture on ERP strategies
- ✓ Joint planning of ERP development projects
- ✓ Organization of a European meeting with National Platforms of NGOs and European Institutions
- ✓ Local networking with Civil Society Organizations and Institutions, aimed to promote decentralized cooperation
- ✓ Production of ERP educational and training tools and organization of workshops for schools

The first step in the implementation of the campaign will be the implementation of a workshop on Capacity Building on Advocacy for Education for Rural People to take place at FAO Headquarters during 15th-17th November 2004.

THE CAPACITY BUILDING WORKSHOP

Objectives

1. Build the foundations for the development of cost-effective campaigns on ERP
2. Analyze how partner NGOs policies, strategies and priorities address ERP at present and, based on this information, develop specific strategies for advocacy and lobbying activities for ERP at local, national and European levels
3. Share criteria for implementation of ERP strategies in Developing Countries and identify good practices within projects run by NGOs at local and regional level
4. Develop a common understanding of ERP mission and vision which will be spread among European NGOs

Participants

The workshop will convene about 40 participants including

- * NGOs focal points in Italy, France, UK, Bruxelles.
- * Staff in Europe involved in the ERP project in charge of communication, education, local networking and administration
- * Researchers and focal points in Chad, Senegal, Tanzania, Bolivia, Chile
- * FAO and UNESCO officers involved
- * European NGOs members of the ERP partnership but not participating in the project.

Expected outputs

1. A two years project management plan indicating :
 - (i) management procedures
 - (ii) means and methods to ensure the participation of each partner involved and the coherence of each action with quality standards required
 - (iii) means of verifications of quality standards of outputs
2. An advocacy plan of action for each European country involved in the project, clearly identifying:
 - (i) the role of each NGO (individually and together)
 - (ii) communication and educational material to be produced
 - (iii) national actors and networks to be involved in each Country
 - (iv) timetable
3. Terms of Reference for a ERP study on NGOs' contribution to ERP strategies in Senegal, Chad, Tanzania, Bolivia and Chile defined.
4. Guidelines and principles for the implementation of ERP strategies by NGO partners published online and spread among European National Platforms of NGOs and their international cooperation programs.

Activities and methodology

The workshop will be implemented through plenary presentation and working groups.

- **The plenary** will focus on ERP issues and strategies as they are formulated within the FAO led programme, with a special attention to pilot experiences realized by FAO, UNESCO and NGOs. The plenary discussion will provide a platform for sharing among participants their analysis of the education context and needs of rural people.
- **The working groups** will be focusing on **(i) Advocacy and (ii) Cooperation**

WORKING GROUPS TERMS OF REFERENCE

(i) Advocacy: How shall we promote advocacy and networking on ERP within the current project?

Participants: Project staff involved in advocacy actions, coordination and management (focal points in Europe, educational and communication advisers, administrative coordinator); FAO Officers; project/program managers of observer NGOs.

Facilitation and introduction: Alessio Surian, (International Consultant, Education Specialist, Trainer)

1.1 Which specific outputs and activities shall we plan in each participating country, to sensitize and involve in ERP: national aid agencies, local administrations and decentralized cooperation, private sector and foundations, non profit associations, schools and universities, groups and associations of professional such as teachers, education specialists, development workers, trade unions, religious groups? (What to do? With whom? How? When? Where?)

1.2 Which ERP education and communication materials are we going to produce together to be used in campaigns with schools and media? (What to do? With whom? How? When? Where?)

1.3 How to administrate the funds of the project?

(ii) Cooperation: How to define common Terms of Reference for:

- a) a participatory study assessing - at national level - rural people's education needs and illustrating NGOs contribution;**
- b) a participatory strategy to foster ERP through NGOs contribution**
- c) a consolidate mechanism for elaboration of operational projects to be presented to potential donors**

Participants: Project staff (Researchers and Focal Points in Chad, Senegal, Tanzania, Bolivia, Chile, Study coordinator); FAO Officers; Project/program managers of observer NGOs.

Facilitation and introduction: Jill White (International Consultant, Educational Planning Specialist, ERP Kosovo project Team Leader)

2.1 Sharing previous ERP national studies (ex: Bosnia, Croatia, Kosovo)

2.2 Sharing draft proposals for the study prepared by participating NGOs

2.3 Define common TOR for studies aimed at identifying NGOs contribution to ERP in Senegal, Chad, Tanzania, Bolivia and Chile.

Attached documents

- Agenda
- List of Participants
- List of ERP documentation

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The flagship aims at building awareness on the importance of Education for Rural People (ERP) to achieve the sustainable development policies promoted by the 1996 Rome based **World Food Summit**, and by the 1990 Jomtien World Conference on **Education for All (EFA)**.

The new FAO/UNESCO flagship was officially launched during the World Summit on Sustainable Development in Johannesburg, South Africa, 3 September 2002 to achieve the [Plan of Implementation](#).



- **FAO constitution (article 1 paragraph 2,b) stresses the importance of Education for fulfilling its mandate**
- **Several commitments of the World Food Summit Plan of Action focus on Education.**
Commitment one focuses on the need to ensure and enabling environment conducive to poverty eradication, durable peace and food security and engages governments (objective 1.4) in collaboration with civil society to support investments in human resources such as education, literacy, and other skills training, which are essential to sustainable development. **Commitment two** refers to policies aimed at eradicating poverty and inequality and improving physical and economic access by all, at all times, to sufficient, nutritionally adequate and safe food and its effective utilization. It thus indicates - in objective 2.1 - the need to develop human skills and capacities through basic education and pre and on-the-job training. Objective 2.4 of Commitment two stresses the need **"to promoting access for all, especially the poor and members of vulnerable and disadvantaged groups to basic education"** in order to "strengthen their capacity for self-reliance". To this end governments, in partnership with all actors of civil society are called to **"promote access and support for complete primary education"** with particular attention to "children in rural areas and to girls".
- **The Education for Rural People flagship initiative is a key aspect of the International Alliance Against Hunger led by FAO.**
- **It is also the ninth of the flagships of the Education for All (EFA) initiative led by UNESCO.**

Article 3 of the EFA Declaration stressed that an active commitment must be made to removing educational disparities by focusing on underserved groups as specifically among them, the poor, working children and rural and remote populations. Article 5 of the same Declaration was focusing on the need for broadening the means and scope of Basic educational by also focusing on basic skills training for youth and adults including agriculture techniques.

The flagship programme is defined as a structured set of activities carried out by voluntary partners, under the leadership of one or more UN agency, to address specific challenges in achieving the Education for All (EFA) Dakar plan for action.

For further information on the Dakar plan for action see:
www.unesco.org/education/efa/ed_for_all/framework.shtm

For further information on the Education For ALL flagships see:
www.unesco.org/education/efa/know_sharing/flagship_initiatives/index.shtml

- **The ERP partnership contributes specifically to achieve the World Summit on Sustainable Development Plan of implementations (Johannesburg, September 2002) in relation to:**
 - Chapter II. Poverty Eradication by focusing on education and training and skills enhancement for rural communities: paragraphs 6(b),(c)(d) (e)(g)(i)(j);and 9(c);
 - Chapter IV Protecting and managing the natural resource base of economic and social development paragraph 38 (a) because of the direct impact of basic education on sustainable agriculture and rural development and because education is one of the commitments of the World Food Summit.
 - Chapter VIII Sustainable Development for Africa. Paragraph 56 (e) ERP contributes to Sustainable Development in Africa by supporting the development of national Programmes and strategies to promote education within the context of national strategies for poverty reduction in order to increase the capacity to achieve the internationally agreed development goals related to education. If by the year 2015 the international community is to ensure that children worldwide, rural and urban, have equal access to all levels of education relevant to national needs, there is a need to partner efforts to ensure a specific focus on rural people education.
 - Chapter IX, Means for implementation, ERP is relevant to paragraphs 113 on eliminating gender disparity in primary and secondary education by 2005, since the greatest disparities are in rural areas; 114 on integrating sustainable development into the education systems at all levels; 115 ERP contributes to review the education action plans and programs to ensure that they are responsive to local rural conditions and needs; 116, ERP focuses both on the educational needs of the rural communities through formal and non formal education; 117 (d) ERP is one of the key topics of the established decade on Education for sustainable development
 - Chapter X, Institutional framework for sustainable development 121 (g). ERP contributes to involvement of civil society and other relevant stakeholders in the implementation of Agenda 21 and contributes to the exchange of best practices in the context of sustainable development.