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DEUTSCHE ZUSAMMENARBEIT

On the Eve of EFA and MDG - Shaping the Post 2015 Education and Development Agendas: Contributions to the Debate and a Collection of Documents

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ICAE



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Education Post-2015

Some milestones so far



Looking Ahead



Contents

Editorial

Documents

October 2014: Okoyama Commitment 2014 – Promoting ESD beyond DESD through Community-Based Learning. Kominkan-CLC International Conference on ESD. Okoyama	5
September 2014: CONFINTEA VI Follow-up National Conference. Adult Education in Uzbekistan: Reforms and Perspectives. Final Document	9
September 2014: International Conference on Girls’ and Women’s Literacy and Education “Foundations for Sustainable Development” on the occasion of International Literacy Day in support of Global Education First Initiative. Dhaka Declaration	12
August 2014: Asia-Pacific Regional Education Conference. Asia-Pacific Statement on Education Beyond 2015. Bangkok Statement. UNESCO, Bangkok	14
August 2014: UNESCO Draft Outline of the Framework for Action – Checklist of Key Elements	16
July 2014: Proposal of the Open Working Group for Sustainable Development Goals	20
July 2014: Post-2015 Education Indicators Technical Advisory Group of the EFA Steering Committee Towards indicators for a post-2015 framework	41
June 2014 : Joint Proposal of the EFA Steering Committee on Education Post-2015	60
May 2014: Collective Consultation of NGOs on Education for All: Realizing the Right to Education Beyond 2015. Final Declaration. Seventh Meeting of the CCNGO/EFA. UNESCO, Santiago	72
May 2014: Global Education for All Meeting: The Muscat Agreement. 2014 GEM Final Statement. UNESCO, Muscat	76
November 2013: Global Campaign for Education Equitable, inclusive & free: a collective vision for quality education	80
September 2013: Civil Society Joint Statement: The Human Right to Education in the Post-2015 Development Agenda	88
August 2013: Education International’s Proposed Goal, Targets and Indicators: Education in the Post-2015 Global Development Framework. Brussels	92
August 2013. Commonwealth Ministerial Working Group on the Post-2015 Development Framework for Education. Commonwealth Recommendations for the Post-2015 Development Framework for Education	93
July 2013: UN General Assembly. Report of the Secretary General: A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015. Sixty-eighth session. Item 118. New York	99

March 2013: Women’s Caucus Statement Bali High Level Panel Meeting	118
March 2013: Civil Society Communique: The Global CSO Forum on the Post-2015 Development Agenda. Bali	122
March 2013: UN Thematic Consultation on Education in the post-2015 development agenda: Global Meeting. Summary of Outcomes. Dakar	126
February / March 2013: Regional Thematic Consultation in the Asia-Pacific: Education in the Post-2015 Development Agenda. Outcomes and Recommendations. UNESCO, UNICEF, Bangkok	128
November 2012: Asia-Pacific Regional High-Level Expert Meeting: What Education for the Future? Beyond 2015. Rethinking Learning in a Changing World. Outcome Document. UNESCO, Bangkok	134
October 2012: CCNGO / EFA: Pushing EFA through 2015. Sixth meeting of UNESCO’s Collective Consultation of NGOs on Education for All. UNESCO, Paris	147
May 2012: Regional High-Level Expert Meeting: Towards EFA 2015 and Beyond – Shaping a new Vision of Education. Summary Outcomes. UNESCO, Bangkok	151
May 2012: UN System Task Team on the Post-2015 UN Development Agenda. Building on the MDGs to bring sustainable development to the post-2015 development agenda. Thematic Think Piece. ECE, ESCAP, UNDESA, UNEP, UNFCCC	162
May 2012: UN System Task Team on the Post-2015 UN Development Agenda. Education and skills for inclusive and sustainable development beyond 2015. Thematic Think Piece. UNESCO, with valuable contributions from DESA, ITU and UNITAR	173
April 2012: Sobhi Tawil: Beyond 2015: Perspectives for the Future of Education. Discussion Note. Draft. Education Research and Foresight. UNESCO, Paris	186

Debate

ICAE Virtual Seminar: “Adult Education and Development: Post 2015”, 10 - 24 March 2014

Detailed list of contributions at the beginning of this part	193
--	-----

Advocacy Guides

ICAE Post 2015 Education. The Right to education and lifelong learning

Part I: Supporting materials for advocacy in the post-2015 process	247
Part II: Where are we now and where are we going?	262
Part III: How do we address the influence of the OWG?	272
Part IV: What to do in your country?	280
Part V: Education for all, the SDGs and the education of young people and adults – the post 2015 challenges.	286
Part VI: New development education agendas post 2015: Final steps	297

Editorial

During recent years a number of highly interesting and important documents have been produced on the eve of the EFA and MDG deadline in 2015. They speak to the ‘unfinished’ work around international commitments made within these two policy frameworks, and offer what is now more popularly branded as a ‘Post-2015 agenda’.

Many organizations and institutions have been involved in the process of developing these documents: UN Agencies, Governments, Inter-Governmental, Civil Society, a really wide diversity of other stakeholders, all coming with special ideas and interests.

Those of us who have been around a little longer, and were in April of the year 2000 in Dakar for the World Education Forum on “Education for All” will remember the rich debates with an outcome document emerging which was quite acceptable: It covered early childhood, schooling, youth, skills, literacy, continuing education, gender, and quality. Unfortunately, the Millennium Development Goals which were agreed a few months soon after in September 2000 by the UN Summit, reduced this much richer EFA agenda to only one specific education goal – which in the implementation was narrowly oriented towards primary schooling only.

This was especially manifested later in the priorities Governments and Donors pursued: Hardly any financial or other support outside schooling became available.

A good number of evaluations and reports later showed that this was not good enough to really develop a human rights oriented education and learning agenda that is available for all children, youth and adult – lifelong, and everywhere. Additionally, with such a reduced view on education there was hardly any impact on the achievements of all the other MDGs related to the reduction of poverty, or the health and nutrition sector.

This became more and more obvious after a decade of implementation.

From 2012 onwards the number of events, working groups, websites, and documents appraising the achievements of the EFA and MDG processes over more than a decade scaled up widely and intensively – offering lessons and pointers for the priorities to be pursued, post 2015.

These processes have continued now through 2014, culminating so far in consensus built around two very important documents codifying the proposed agenda for education up to 2030:

- The Muscat Agreement as the final statement of the Global Education for All Meeting in May
- The Proposal of the Open Working Group for Sustainable Development Goals in July

Fortunately, there is already a high level of coherence between the Muscat Agreement, and the Education Goal for the SDGs. To quote the overarching goal in the words from Muscat:

- “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”

However, we are still half a year away from the next World Education Forum in May 2015 in Korea, and one year away from the UN Summit which will agree on the new set of SDGs.

This means there is still a lot of work ahead of us to engage further in the process. A major event of civil society preparing for this is just around the corner with the ASPBAE “Festival of Learning: Asia Pacific Civil Society Defining the Education for the Future” in Indonesia in November.

This collection is thus meant to serve several purposes: It should

- Provide guidance on the process and results so far
- Help in further advocacy work to come now and later
- Document the diversity of arguments and positions
- Support policy and stakeholder analysis for the future.

The preparation of this collection was a joint venture done in the context of three organizations that were involved in the process throughout the last fifteen years: The International Council for Adult Education (ICAE), a global network of civil society in existence from 1973; the Asia South Pacific Association for Basic and Adult Education (ASPBAE), celebrating its 50th birthday this year; and DVV International, whose parent body started in 1953. There is no doubt that they will go forward together in this process.

DVV International publishes, together with ICAE, the yearbook “Adult Education and Development” in English, French, and Spanish. The issue for 2013 was titled “Post 2015”; printed copies, and the e-version is still available from DVV International. This volume was the basis for a virtual seminar organized by ICAE in 2014. The many contributions from all over the world to this seminar are compiled here, offering rich input to ongoing advocacy efforts and to sharpening our arguments for the ongoing debates. ICAE developed and made available a series of six advocacy guides on “Post 2015 Education”; they are also featured here.

This selection is being released in the English language as most of the documents featured here were produced originally in English. Additionally, it should also be noted that the distribution envisaged will be focused mainly in the Asia Pacific region as this effort is financed from support DVV International is receiving from the German Federal Ministry for Economic Cooperation and Development (BMZ) for the Regional Office for South and Southeast Asia. We trust that the e-version on CD will help to disseminate the collection further.

We hope this offers a worthy contribution to our ongoing work and we thank everybody for their timely contribution and support in this initiative.

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Maria Lourdes Almazan Khan, Secretary General, ASPBAE, Mumbai, India

Okayama Commitment 2014

– Promoting ESD beyond DESD through Community-Based Learning –

We, over 650 participants representing learners, facilitators and managers of *Kominkan* (Community Learning Centres in Japan) and Community Learning Centres (CLCs) and other institutions that promote community-based learning, governments, civil society organisations, United Nations (UN) agencies, development partners, members of academia, the private sector and media from 29 countries, who have gathered in Okayama City, Japan from 9 to 12 October 2014 at the *Kominkan*-CLC International Conference on Education for Sustainable Development (ESD) – “Community-Based Human Development for Sustainable Society” – commit to continuing and expanding Education for Sustainable Development (ESD) through community-based learning.

Okayama City is a place where several exchanges have already taken place between *Kominkan* and Community Learning Centres during the United Nations Decade of Education for Sustainable Development (DESD), including the *Kominkan* Summit in Okayama in 2007; moreover, support for *Kominkan* and community-based learning has a long history in Japan.

In recognition of the principles of ESD, we have actively participated in an open and transparent process of drafting these commitments and share in the ownership of this outcome.

1. Our Commitments

Quality education and lifelong learning opportunities for all must have a central place in national education and development systems as part of the agendas of Education for All (EFA) and Sustainable Development Goals (SDGs).

Rethinking education to build inclusive and sustainable learning societies should give a key role to community-based learning. Community-based learning through *Kominkan*-CLCs and similar mechanisms needs to be carried out collaboratively with all providers and stakeholders in national learning and education systems to achieve ESD and the broader goals of sustainable development.

Therefore, in our respective individual and collective capacities, we commit to the following actions:

1. Develop greater awareness of and advocacy for the significance of ESD in *Kominkan*-CLCs and the roles of *Kominkan*-CLCs in promoting ESD;
2. Work together to improve and maintain strategic alliances between and among communities and stakeholders to develop a community of practice which addresses sustainable development challenges in local and global contexts;
3. Ensure the development of effective and functioning *Kominkan*-CLCs through ongoing professional and institutional capacity development in order to help build the confidence of communities as active participants in the development process;
4. Advance the innovative practices of ESD to ensure effective contributions to sustainable development through continuous documentation and research, acknowledging the need to be responsive to the changing needs of society;
5. Support and share good ESD practices through establishing resource centres and networks, especially with sister *Kominkan*-CLCs, in the context of lifelong learning for all (children, youth, adults, the elderly, the disadvantaged, etc.);
6. Empower communities to promote education on climate change, bio-diversity, food and nutrition security, resilience and disaster risk reduction management informed by the principles of ESD;
7. Nurture learning spaces which promote freedom of expression and develop skills in conflict resolution towards attaining a peaceful society;
8. Promote literacy by providing flexible and relevant learning opportunities for indigenous peoples, the differently abled, and other marginalised people in the community;

9. Develop the capacities of youth for employability, life skills and citizenship, and encourage youth leadership in *Kominkan*-CLC activities, providing greater sustainability and stability from generation to generation;
10. Give priority to girls and women to reduce gender gaps in literacy and build safe environments within families and the society and ensure equal participation of women and men in development processes;
11. Assist communities in securing material, financial and technical support to identify issues and develop solutions to create sustainable communities which value and respect diversity of culture and life;
12. Engage policy makers to contribute to the development of comprehensive and clear policies acknowledging bottom-up and top-down approaches which support *Kominkan*-CLC-based activities;
13. Mobilise funding and technical resources from communities, corporations and local, national and international sources;
14. Urge governments, policy makers, international agencies and private sectors to support *Kominkan* and CLC-based activities which tackle local, national, regional and global challenges through ESD; and
15. Continue to collaborate with existing and emerging networks, such as the UNESCO Global Network of Learning Cities (GNLC), the UNESCO Associated Schools Project Network (ASPnet), UNITWIN/UNESCO Chairs Programme etc., which share our commitment to ESD.

The job is not done with the adoption of the SDGs and new EFA goals and the related targets and indicators. We assert that we will continue to pursue our commitments in the post-2015 era with determination and vigour, uphold the principles and support the practices of learning for community-based sustainable human development through *Kominkan*-CLCs. The roles and contributions identified in this Commitment will guide our action.

We commit to continuing and advancing ESD beyond DESD.

2. Context

The United Nations Decade of Education for Sustainable Development (DESD) as a Response to the Crisis of Sustainability

We are facing an urgent crisis of sustainability. The DESD International Implementation Scheme has inspired people to actively participate in the creation of “a world where everyone has the opportunity to benefit from education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation.”

The realisation of a sustainable society requires that the interlocking elements of the social, economic, environmental and cultural dimensions be recognised and addressed. The recent increase in conflicts has significantly weakened the bonds of trust necessary to establish the foundations of a sustainable society.

Education for Sustainable Development (ESD)

ESD acknowledges and celebrates all forms of education and learning: formal, non-formal, informal and incidental in the context of life-long and life-wide learning for all. Non-formal education and community-based learning provides opportunities for children, youth and adults to transform themselves and their communities through their individual and collective actions.

Multi-faceted approaches are necessary in ESD, which responds to issues with complex causes and outcomes. ESD involves a holistic approach which embraces the dynamic interaction and complementarity of traditional wisdom and modern knowledge, the changes in urban and rural environments, and skills development and learning which value ownership, citizenship, participation and empowerment.

The Focus of the *Kominkan*-CLC International Conference on ESD

Community-based learning institutions provide opportunities for individuals and communities to develop literacy, numeracy, life skills and livelihood skills necessary to establish connections and responses to global and local issues.

Institutions which facilitate community-based learning, such as *Kominkan*-CLCs, provide the space to talk about their concerns, raise people's awareness, motivate them to respond and establish ownership of their responses, and support them in sharing their hopes for a more sustainable society.

Kominkan-CLCs are unique in their role as meaningful platforms to promote and achieve the vision of ESD through multi-stakeholder, collective and inclusive approaches.

3. Roles and Contributions of Institutions which Facilitate Community-Based Learning

Roles and Contributions in General

Institutions which facilitate community-based learning, such as *Kominkan*-CLCs and other similar organisations all over the world, have made significant contributions towards attaining the vision of sustainable societies during the DESD:

1. As a "PLACE" for advancing ESD by promoting Participation, Learning, Action, Creation and Empathy, where people acknowledge and recognise each other, helping community members transition from non-participation to full commitment;
2. As a bridge between formal, non-formal and informal education by engaging community networks, schools and higher education institutions, administrative bodies and corporate sectors;
3. As a provider of inclusive and flexible education for hard-to-reach and disadvantaged children, youth and adults, providing second chance-education opportunities;
4. As a facilitator of relevant and responsive learning approaches incorporating folk and indigenous knowledge and local history as a springboard for planning and action;
5. As a catalyst of innovative and effective learning which makes use of technologies including mass media, social media, Internet and other digital technologies;
6. As a weaver of intergenerational and multidisciplinary knowledge and cultural diversity contributing to peace and social cohesion, promoting mutual recognition of different positions and views;
7. As a capacity builder of community education professionals who can inspire learners to become lifelong learners; and
8. As a hub which engages and empowers individuals by changing their mindset from thinking and acting for themselves to working for the benefits of the wider community.

Roles and Contributions in Specific Fields

During the DESD, a number of critical cross-cutting issues such as peace, human rights and equity have influenced and will continue to inform our commitments. These include ensuring peaceful and harmonious communities by promoting understanding between diverse peoples; reducing inequalities; protecting and advancing human rights; and addressing the deprivation of communities by creating learning opportunities to respond to poverty alleviation, lack of employment, health, and food and nutrition security.

We have been actively engaged in the following fields and wish to underscore the important roles and contributions which have been achieved:

1. **Environmental Conservation**
We have supported citizens' learning informed by the history and wisdom of our ancestors and lessons learnt from responding to environmental destruction. Furthermore, a collaborative science-based process has empowered some communities to achieve environmental sustainability.
2. **Disaster Risk Reduction (DRR)**
We have developed and maintained communities' resilience against natural and human-induced disasters through relevant learning and cultivating human relationships anchored on selflessness, empathy and mutual-help.
3. **Income Generation, Entrepreneurship, Community Development**
We have played a crucial role in the economic development of communities by promoting social enterprises supportive of self-sufficiency.

We have served as a catalyst in harnessing human potential to participate in productive community enterprises, improving the well-being of families with greater ability to solve local issues and challenges.

4. Cultural Diversity and Dialogue, Intergenerational Exchange

We have facilitated empowerment of communities through intergenerational, inter-sectoral and intercultural learning for all.

We have supported communities in discovering, sustaining and creating culture for the public value, while respecting diversity in gender, age, ethnicity, religion and languages.

We have gathered local and indigenous wisdom and resources and utilised them for mutual learning.

5. Literacy

We have provided literacy learning opportunities as a human right to equip everyone with the basic knowledge and skills necessary for a productive livelihood and the improvement of community well-being.

We have opened spaces for creativity and at the same time pushed for new learning frontiers to make ESD universal. Technology, including the use of information and communication technology (ICT) in literacy, has added significant new momentum to *Kominkan*-CLCs.

6. Empowerment

We have realised that different communities have different needs. Therefore we have created a comprehensive network system of stakeholders to address the needs of vulnerable and marginalised groups, whose self-esteem is thus continuously built, making them active participants in the development process and ensuring their rights to decent life and gender equality.

7. Policy Making, Management and Capacity Development

Policy support for community-based learning has been ensured in some countries to develop a platform of community dialogues, networking and resource mobilisation. We have created learning communities which promote autonomous actions and reaffirm local values and practices from the ESD perspective and developed capacities of community-based learning professionals and learners.

We acknowledge the achievements of previous regional and global events, such as the Jakarta Statement: *Nurturing a Care, Fair and Share Society through CLCs* adopted in September 2014.

We will use this Commitment as an opportunity to engage learners, managers and governments in a dialogue towards developing concrete policies and actions.

We will engage with local, national and international forums which will contribute to the formulation of the Post-2015 Development and Education Agenda, to underscore the vital importance of community-based learning for sustainable human development. More specifically, we see the forthcoming global conferences as opportunities for advocacy and re-affirmation of our commitment to ESD: the World Conference on Education for Sustainable Development in Aichi-Nagoya, Japan in November 2014, the UN Conference on Disaster Risk Reduction in Sendai, Japan in March 2015, the World Education Forum in Incheon, Republic of Korea in May 2015 and the UN-facilitated discussions in the lead-up to the adoption of the Sustainable Development Goals (SDGs) in September 2015.

We would like to thank Okayama City, the Executive Committee for *Kominkan*-CLC Conference, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) as organisers and UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok), UNESCO Asia-Pacific Regional Bureau for Science (UNESCO Jakarta), UNESCO Institute for Lifelong Learning (UIL), National *Kominkan* Association as co-organisers and all the other institutions and people who worked to organise this Conference.

We would especially like to express our appreciation to the citizens and *Kominkan* of Okayama City for their warm hospitality.

Adopted on 11 October 2014, Okayama City, Japan
Participants of the *Kominkan*-CLC International Conference on ESD



O'ZBEKISTONDA KATTA YOSHLILAR TA'LIMI: ISLOHOTLAR VA ISTIQBOLLAR

2014 YIL 24 - 25 SENTABR, TOSHKENT

ADULT EDUCATION IN UZBEKISTAN: REFORMS AND PERSPECTIVES

TASHKENT, 24 - 25 SEPTEMBER 2014



Final Document of the National Conference "Adult Education: Reforms and Perspectives"

Tashkent, 24-25 September 2014.

Preamble

We, more than 100 representatives of government, public and private organisations in the Republic of Uzbekistan, as well as representatives of international partner organisations participating in the National Conference "Adult Education: Reform and Perspectives" highly appreciate the undertaken measures by the Government for strengthening the country's education sector for ensuring decent material and technical basis and conditions.

We welcome the adoption of the Education Sector Plan of the Republic of Uzbekistan for 2013-2017, and we believe that this document will serve as a basis for further improvement of the adult education in the country.

Participants concur that the partnership among government institutions, civil society and the private sector is an essential factor for attracting extensive political support for adult education.

Participants noted that the dynamic socioeconomic reforms, processes of globalisation, global challenges pose new requirements for adult education.

Participants discussed the current trends in the development of adult education in the world, as well as global debates towards formulation of the Sustainable Development Goals after 2015, that are based on the concept of lifelong learning.

Taking into account the international experience, also considering the priorities of country's development, participants of the National Conference invite all stakeholders, including policy makers, decision makers, educators, NGOs and private sector and development partners active in Uzbekistan to pay special attention to the following development areas for provision of education for adults:

Policy and Legislation

- Strengthening the legislation, based on the research and evidence for further promoting the lifelong learning in order to expand opportunities for economic wellbeing, social and spiritual development of youth and adults, ensuring the inclusiveness at all stages.
- Acknowledgement of the integrative function of adult education and promotion of targeted policy making in development of core competencies and in meeting the interests of learners of any age.
- Raising awareness among wide population (right holders) on ideas of adult education to increase the motivation for learning, and among public and private education service providers, employers, trade unions and other stakeholders (duty bearers), to increase responsibility for the provision of quality education services.
- Society, which is based on knowledge, cannot be fully prepared to face the new challenges if members of this society are not active citizens alongside to their professional competencies. Acknowledgment of the importance of civic education of adults along with other types of education.
- Development and adoption of clarification prescribing precise boundaries of educational activities subject to compulsory licensing.

Governance and Funding

- Strengthen the financial policy in the area of implementation of the right of citizens to education; expand the use of public funds for development of the field of adult education and to ensure availability of these funds to non-state educational institutions and NGOs through open tenders and appropriation of targeted grants.
- Develop a multi-channel model of financing of adult education programmes. Funding should be implemented in fixed amounts from public sources with support on local, national and regional levels, as well as through contributions from different participants from the private sector and individuals. Underrepresented groups should receive separate financial support. Timely and effective investments in adult education and training can help avoid higher price that society will have to pay in the future due to various problems in the social area.

Social Partnership

- Exploit opportunities adopted by the Law of Uzbekistan "On social partnership" for development of cooperation between the governmental and non-governmental structures for further development of adult education, both at local and regional levels. It is proposed to systematically study and promote positive experience of the social partnership and cooperation to be distributed on the national scale.
- Initiate the development and implementation of programmes and activities, development of social partnership in relevant areas and search for practical forms of its implementation.
- Enhance exchange of information and cooperation between the various governmental, non-governmental, private and international organisations, including by means of establishment of public and advisory boards.

Quality

- Promote the establishment of a functioning quality management system for adult education and introduce monitoring and self-assessment mechanisms of the quality in the country (educational programmes and their accreditation, qualification of trainers, educational standards, teaching methods and assessment, learning environment, etc.).

- Develop and promote andragogy as a scientific discipline and profession. With this purpose, we encourage higher academic and educational institutions to take a more active role in it.
- Develop an information infrastructure, disseminate the results of best practices and develop a mechanism for their use.
- Create and put into practice requirements to competences of practitioners in adult education and training, use a systematic approach to their initial and continuing professional development.
- Direct the efforts of all sectors to improve the functional literacy of the population, including the transferrable or cross-cutting skills, orientation to the market economy, critical thinking, active citizenship, and human rights.

Information environment and statistics

- Support the development of information technology infrastructure, aid in strengthening the role of mass media and communications in the field of adult education.
- Create a single information and consulting system in adult education in the country, which, along with the existing services of career counselling and career planning, will provide adults with information and qualified advice in the field of formal and informal education.
- Include in all state programmes on development of information and communication technology a training component of computer literacy for elderly people.
- Include adult education in the statistics of the Republic, by developing indicators of participation and progress, which can be used to assess changes, as well as share best practices with other states. These indicators should reflect the level of participation in adult education and learning, target growth in underrepresented groups etc.

Accessibility

- Recognising the special importance of literacy, social skills, competence in ICT and vocational-oriented education, special emphasis should be given to support of people from socially vulnerable groups of the population with a view to their social adaptation and growth of their economic well-being.
- Maintain and implement an effective language policy that recognizes linguistic diversity and its importance to education and development.
- Maintain and develop inclusive education of adults.

Transparency

- Include in the current procedure for licensing of educational activities amendments to ensure transparency of the procedure and its simplification by engaging in this process representatives of NGO's and Non-state educational institutions.
- Include representatives of organisations working in the field of adult education, in working groups to develop national action plans and strategies.
- Create an inter-sectorial Council/Commission with engagement of representatives from non-governmental organisations with consultative voting rights for discussion and policy-making in the field of lifelong learning.
- Perform continuous lobbying and promotion of ideas for adult education and lifelong learning in the media.

*Participants of the National Conference
"Adult Education in Uzbekistan: Reforms and Perspectives"*

Tashkent, 25 September 2014



**International Conference on
Girls' and Women's Literacy and Education:
"Foundations for Sustainable Development"**
on the occasion of International Literacy Day
in support of



8 September 2014, Dhaka, Bangladesh



United Nations
Educational, Scientific and
Cultural Organization

Dhaka Declaration

Preamble

We, the Ministers, senior officials of various countries, representatives of United Nations Organizations, bilateral donors, regional organizations, civil society organizations, the private sector and individual experts, have gathered here in Dhaka, Bangladesh, for the International Conference on Girls' and Women's Literacy and Education: "Foundations for Sustainable Development" on 8 September 2014 on the occasion of International Literacy Day;

We acknowledge that in nearly five decades, since UNESCO proclaimed 8 September as International Literacy Day, the global literacy rate has increased from around 60 % (1960) to 84% (2012). However, the progress has been uneven across countries;

We are deeply concerned that 781 million adults, *and two thirds of these are women*, are excluded from fuller participation in the development activities of today's world because they cannot read and write.

We further want to note that 121 million children do not complete the full cycle of basic education and nearly 130 million children attending schools are not learning even the basics of reading, writing and mathematics.

We are more deeply concerned that women continue to constitute a major proportion of the total illiterate population. It is distressing that this proportion has remained unchanged for over more than two decades. They tend to be excluded from the development processes and with limited freedom to improve their lives.

A defining moment to set the education agenda

1. We urge that literacy and lifelong education should be integrated into the post-2015 development agenda, including the Sustainable Development Goals (SDGs).
2. Relevant, good quality, inclusive, equitable education must be at the centre of the sustainable, just, equitable and inclusive world we want to create. We, therefore, urge the world community to put literacy and education first, as key levers of sustainable development as we move into the reshaping of the development agenda in 2015.
3. We need to create an enabling policy and legal environment that effectively embeds literacy and education in the developmental context of the country and fosters quality learning opportunities across all age groups within a lifelong learning perspective;

4. We must ensure adequate, sustainable funding to implement the programmes through higher allocations from domestic budgets, external support and mobilizing private sector investments;
5. We have to facilitate inter-sectoral collaboration at various levels and translate policy intent into contextually-relevant, learner-centred programmes that specifically address the learning needs of the marginalized and disadvantaged populations, in particular girls and women, people in rural areas, indigenous peoples, ethnic minorities as well as persons with disabilities;
6. We shall have to develop a more holistic approach to literacy for sustainable development which promotes greater cross-sectoral interaction. It should prioritize gender equality by integrating literacy and education programmes with income-generating opportunities. This would be a system of learning that promotes social inclusion and heighten environmental awareness and connect with the Global Action Programme of Education for Sustainable Development;
7. We need to work towards instituting a credible, affordable, literacy assessment and monitoring system that helps deepen knowledge about learners' profiles and to enhance learner motivation, teaching and learning, and policy-making. Such a system will help, wherever possible, bridge pathways of informal, non-formal and formal learning through recognizing learners' prior and obtained knowledge;
8. We must ensure effective multi-stakeholder partnerships are in place at national and sub-national levels proactively involving the civil society partners, the private sector, academia and the local communities.

We need to act NOW to realize the future we want

9. We believe we have no time to lose. To create the sustainable world we look forward to, we have to lay a strong foundation with emphasis on quality education, literacy and effective learning at its core;
10. We must acknowledge the centrality of girls' and women's literacy and education to sustainable development, and it must be the non-negotiable priority for concrete action by all governments;
11. We call upon all Governments and development partners to reinforce their commitment through urgent action to make a difference in the lives of our people. We should work towards making our schools safer and enabling our girls to pursue their education without any fear and intimidation;
12. We further give a call to all Governments and partners to seek innovative solutions, using appropriate information and communication technology and adopt an effectively holistic approach to literacy for sustainable development by integrating literacy and education programmes;
13. We call upon UNESCO to step up its key role through initiatives like the Global Learning Cities Network, the Capacity Development for Education for All (Cap EFA) Programme as well as the Global Coalition for Literacy;
14. From this International Conference in Dhaka, we shall take these messages of commitment to international forums at Nagoya in November 2014, Incheon in 2015 and the UN General Assembly in late 2015.

Let us act together to make a difference where it matters most.

Let us write the future by putting learning, literacy and education first.



**Asia-Pacific Regional Education Conference
Bangkok, Thailand - 6-8 August 2014**

**Asia-Pacific Statement on Education Beyond 2015
(Bangkok Statement)**



1. We, Ministers of Education, high-level government officials and representatives of civil society organizations, teachers' organizations, United Nations (UN) agencies, development partners, and members of academia and the private sector, gathered in Bangkok, Thailand at the Asia-Pacific Regional Education Conference from 6 to 8 August 2014. We thank the Ministry of Education of Thailand for hosting this important event.
2. Having taken stock of the progress made in the region in achieving the six Education for All (EFA) goals, having examined the remaining challenges, and having reflected on future priorities and strategies for the Asia-Pacific region to achieve the emerging post-2015 education agenda, we adopt the present statement. Our deliberations were built on the national EFA reviews, the Muscat Agreement adopted at the Global Education for All Meeting (Muscat, Oman, 12-14 May 2014), and the Outcome Document of the UN General Assembly Open Working Group for Sustainable Development Goals.
3. We fully endorse the vision, principles and targets laid out in the Muscat Agreement, noting that the overarching goal to *'ensure equitable and inclusive quality education and lifelong learning for all by 2030'* reflects the aspiration of the region for education and development.

Asia-Pacific Perspectives on the Post-2015 Education Agenda

4. We reaffirm that education is a fundamental human right for all children, young people and adults, and an essential condition for peace and inclusive and sustainable development. We also reiterate the importance of education in promoting human rights, human development, gender equality, a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity. We agree that education is essential to inclusive growth, as well as happiness, well-being and prosperity for all in Asia and the Pacific.
5. Since the birth of the EFA movement 25 years ago in Jomtien, Thailand, the Asia-Pacific region has made remarkable progress towards achieving the EFA agenda. Investment and overall progress in education have contributed to rapid economic growth and social transformation. At the same time, we recognize that the agenda remains unfinished. This is the impetus for an expanded vision of Education for All and for meeting persisting and emerging challenges, including demographic changes, migration, climate change, environmental degradation and the technological divide.

Regional Priority Action Areas

6. Lifelong learning for all

Equitable and inclusive access to quality learning should be ensured for all – children, youth and adults – at all levels of education, from early childhood care and education (ECCE) to tertiary education, in both formal and non-formal settings. ECCE plays a crucial role in building strong foundations for learning and development. We strongly recommend the provision of 12 years of free and compulsory education for all by 2030. While every effort should be made to ensure that all children have access to quality learning opportunities in school, alternative learning pathways should also be supported and recognized. Given persistent low levels of adult literacy in some parts of the region, in particular among women, we are determined to ensure functional literacy for all from the perspective of lifelong learning.

7. Equity and equality

We commit ourselves to addressing all forms of marginalization, as well as disparities and inequalities, especially gender inequality, in access to education and learning processes and outcomes, including in conflict and crisis situations. The needs of people with disabilities should be addressed at all levels of education. Focused and effective actions including reform must be taken to make education pluralistic, to remove barriers to equal opportunities and to level the playing field for those who are disadvantaged and/or marginalized.

8. Skills and competencies for life and work

In light of socio-economic and demographic transformations, not least of which are shifting labour markets, all learners should acquire relevant skills including technical and vocational skills for decent work and entrepreneurship. In addition, they should acquire skills and competencies that allow them to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently, and to be able to adapt to and assimilate change. Such knowledge, skills, values and attitudes should be developed so as to enable all children, youth and adults to enjoy secure lives, participate actively and responsibly in their communities, embrace diversity, live and work together harmoniously, and contribute to peaceful and sustainable development through Global Citizenship Education (GCE) and Education for Sustainable Development (ESD).

9. Quality and teachers

Quality learning is a priority for the region and teachers are central to quality learning. Efforts must be made at all levels and in all educational settings to ensure that all learners are taught by qualified, professionally-trained, motivated, committed and well-supported teachers who use appropriate pedagogical approaches. Quality in education will be supported also by learning environments that are safe, healthy, gender-sensitive, inclusive and conducive to learning, mother tongue-based multilingual education, and comprehensive monitoring and quality assurance systems.

10. Information and communication technologies (ICTs) for education

The effective and responsible use of ICTs in education is crucial to enable learners and teachers to adequately respond to the world of change. We will develop and utilize innovative educational platforms that improve access to education, in particular in remote areas, enhance the quality of learning that is responsive to diverse needs at all levels, and strengthen education management. We will ensure that ICTs are fully utilized to achieve the post-2015 education agenda.

11. Governance and financing

We are determined to establish legal and policy frameworks that promote accountability and transparency, and enhance the participation of all stakeholders at all levels of the system. Government is the primary duty bearer for efficient, equitable and sustainable financing of education, but funding can also be drawn from multiple sources, and there should be an enhanced focus on innovative financing strategies that do not burden the poor and that support quality public education. Public investment should help address the equitable distribution of resources across education sub-sectors and geographic locations, and targeted programmes to support marginalized groups. We strongly recommend reaching the internationally recognized benchmarks of 6 percent of gross domestic product and/or 20 percent of total public expenditure for education. While emphasizing that strong domestic financing is the key to success, we also recommend wider development partners to increase and better target their aid to education including official development assistance (ODA). We ask that international financing mechanisms, Global Partnerships for Education (GPE) in particular, support the implementation of the post-2015 education agenda according to the needs and priorities of the respective countries.

Towards the World Education Forum 2015

12. We request UNESCO, along with UNICEF and with the support of the other EFA co-convening agencies, civil society, and other international and regional partners, to continue leading the coordination of the development of the post-2015 education agenda, and the development of the corresponding Framework for Action. We further recommend that UNESCO continue to lead, coordinate and provide technical support for the implementation and monitoring of the future education agenda.

13. We pledge to promote the future education agenda in the upcoming intergovernmental negotiations. We will also work to ensure that the outcomes of the UNESCO World Conference on Education for Sustainable Development to be held in Nagoya, Aichi, Japan, on 10-12 November 2014, are taken into account in the future education agenda. We will ensure that the education goal and targets of the global post-2015 development agenda to be adopted by the UN Summit in September 2015 are fully aligned with the education agenda that will be adopted at the World Education Forum to be held in Incheon, Republic of Korea on 19-22 May 2015. To this end, we will actively participate in future consultations, and will facilitate and coordinate the debates in our respective countries.

UNESCO

Draft Outline of the Framework for Action – Checklist of Key Elements

Content	Key questions to be considered (Examples, list not exhaustive)	Further research?
1. Introduction		
<ul style="list-style-type: none"> Purpose of Framework for Action Lessons from EFA New issues and challenges 		No
2. Vision		
<ul style="list-style-type: none"> Aim Guiding principles 	Peace, sustainability, rights, etc. Lifelong learning, equity and inclusion, quality, relevance, learning	No No
3. Global goal, targets and indicators		
3.1. Goal	Ensuring one universal goal	No
3.2. Target areas		
<ul style="list-style-type: none"> Readiness for school 	<ul style="list-style-type: none"> How is readiness for school understood? Is one year of free and compulsory pre-primary achievable and sufficient? 	Yes
<ul style="list-style-type: none"> Basic education 	<ul style="list-style-type: none"> What will be basic education in 2030? Lower or upper secondary? Do we need to prioritise particular learning areas and skills? Should constitutional/legal guarantee for free and compulsory basic education be enforced? 	Yes
<ul style="list-style-type: none"> Literacy and numeracy proficiency to participate in society 	<ul style="list-style-type: none"> How can levels of proficiency in literacy and numeracy be defined and measured? Who's primarily responsible for providing this proficiency? School, non-formal or both? 	
<ul style="list-style-type: none"> Skills for decent work and life (post-basic, including TVET and higher education) 	<ul style="list-style-type: none"> What types of skills and competencies are most critical across countries? What education levels and forms are best fit for such skills and competencies? 	Yes
<ul style="list-style-type: none"> Skills for peace, sustainability, 	<ul style="list-style-type: none"> How can related skills and values be better promoted in education systems? 	Yes

- citizenship
- Is a global measurement framework desirable and achievable?
- Teacher quality
- What are the best ingredients for a quality teacher? Yes
 - What motivates teachers and how to attract the best candidates?
- 3.3. Global Indicators per target
- Should indicators focus on outcomes only?
 - How to benchmark the progress (e.g. in terms of change or minimum target)?
- 3.4. Priority concerns
- Gender Equality
 - Vulnerable and marginalized groups
 - Education in emergencies
- What have we learned about the best way of addressing these concerns?

4. Implementation strategies

4.1. Global and regional

- a. Transnational governance
- What have we learned from the current global and regional coordination mechanisms? Yes
 - Is there need to strengthen transnational mechanisms to oversee and coordinate all or part of the post-2015 education agenda?
 - What can global and regional institutions level provide advice, guidance, and support to countries to achieve targets?
- b. Financing
- Are the international benchmarks for domestic resource mobilization required for education?
 - How can the Global Partnership for Education best adjust to the needs of the post-2015 education agenda?
 - What should be the role of development banks (including regional) and bilateral donors?
- c. Partnerships
- In light of the lessons from the convening agencies, which international agencies are key to the post-2015 education context?

d. Monitoring and accountability	<ul style="list-style-type: none"> • How can the active partnership with non-state actors be continued and further strengthened? • Are international programmes to assess and compare learning outcomes in all countries desirable (e.g. PIAAC, PISA, TIMSS)? • How can international partners be held to account for their commitments, whether financial or other? • What are the lessons from the GMR experience and how should global monitoring be organised post-2015? 	Yes
e. Communication and advocacy	<ul style="list-style-type: none"> • What is the experience from international advocacy efforts and what lessons do we derive for future endeavours? 	
<u>4.2. National</u>		
a. Policy and planning	<ul style="list-style-type: none"> • What is required to integrate the post-2015 education and targets in national planning? • Are there needs to reform policies and institutions to establish conditions conducive to the implementation of the post-2015 education agenda? • Is there need to review laws and policies to enforce free universal basic education and ensure rights to education? • What are good examples of aligning education sector planning and medium-term financial framework? • How do national policies and plans respond to the provision of education services by the non-state actors? 	
b. Coordination and partnerships	<ul style="list-style-type: none"> • What coordination mechanisms should be set up at national level between ministries, NGOs, the private sector, universities, etc.? • What needs to be considered in the future as regards government leadership, donor coordination and alignment? • What functions and capacities need to be 	

strengthened to better manage education systems?

- | | | |
|----------------------------------|---|--|
| c. Financing | <ul style="list-style-type: none"> • What are the key partners for the implementation of the agenda and in which way should they be involved? How can partnership with non-state actors, including CSOs be strengthened? • What is the optimum level of GDP or public expenditure to education? Yes • In what ways countries can better target groups in need and prioritise resources? • How can countries better address education issues by investing in health, social protection or infrastructure? • How to diversify and innovate funding, while maintaining the role of stake as primary duty bearer of education financing? | |
| d. Monitoring and accountability | <ul style="list-style-type: none"> • What is required to strengthen national data production systems? Yes • What are good examples of parliamentary oversight and other stakeholders' advocacy for education? • How to ensure improve accountability through monitoring and evaluation mechanisms? | |
| e. Other aspects | Further questions, including: Technology; Demographic challenges; School health and nutrition; Textbooks and learning materials | |

5. Regional and sub-regional specificities

To be further elaborated

INTRODUCTION TO THE PROPOSAL OF THE OPEN WORKING GROUP FOR SUSTAINABLE DEVELOPMENT GOALS

1. The Rio+ outcome document, *The future we want*, inter alia, set out a mandate to establish an Open Working Group to develop a set of sustainable development goals for consideration and appropriate action by the General Assembly at its 68th session. It also provided the basis for their conceptualization. The Rio outcome gave the mandate that the SDGs should be coherent with and integrated into the UN development agenda beyond 2015.
2. Poverty eradication is the greatest global challenge facing the world today and an indispensable requirement for sustainable development. The Rio+20 outcome reiterated the commitment to freeing humanity from poverty and hunger as a matter of urgency.
3. Poverty eradication, changing unsustainable and promoting sustainable patterns of consumption and production and protecting and managing the natural resource base of economic and social development are the overarching objectives of and essential requirements for sustainable development.
4. People are at the centre of sustainable development and, in this regard, Rio+20 promised to strive for a world that is just, equitable and inclusive, and committed to work together to promote sustained and inclusive economic growth, social development and environmental protection and thereby to benefit all, in particular the children of the world, youth and future generations of the world without distinction of any kind such as age, sex, disability, culture, race, ethnicity, origin, migratory status, religion, economic or other status.
5. The OWG also reaffirmed all the principles of the Rio Declaration on Environment and Development, including, inter alia, the principle of common but differentiated responsibilities, as set out in principle 7 thereof.
6. It also reaffirmed the commitment to fully implement the Rio Declaration, Agenda 21, the Programme for the Further Implementation of Agenda 21, the Plan of Implementation of the World Summit on Sustainable Development (Johannesburg Plan of Implementation) and the Johannesburg Declaration on Sustainable Development, the Programme of Action for the Sustainable Development of Small Island Developing States (Barbados Programme of Action) and the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States. It also reaffirmed the commitment to the full implementation of the Programme of Action for the Least Developed Countries for the Decade 2011–2020 (Istanbul Programme of Action), the Almaty Programme of Action: Addressing the Special Needs of Landlocked Developing Countries within a New Global Framework for Transit Transport Cooperation for Landlocked and Transit Developing Countries, the political declaration on Africa's development needs and the New Partnership for Africa's Development. It reaffirmed the commitments in the outcomes of all the major United

Nations conferences and summits in the economic, social and environmental fields, including the United Nations Millennium Declaration, the 2005 World Summit Outcome, the Monterrey Consensus of the International Conference on Financing for Development, the Doha Declaration on Financing for Development, the outcome document of the High-level Plenary Meeting of the General Assembly on the Millennium Development Goals, the Programme of Action of the International Conference on Population and Development, the key actions for the further implementation of the Programme of Action of the International Conference on Population and Development and the Beijing Declaration and Platform for Action, and the outcome documents of their review conferences. The Outcome document of the September 2013 special event to follow up efforts made towards achieving the Millennium Development Goals reaffirmed, inter alia, the determination to craft a strong post-2015 development agenda. The commitment to migration and development was reaffirmed in the Declaration of the High-Level Dialogue on International Migration and Development.

7. Rio+20 outcome reaffirmed the need to be guided by the purposes and principles of the Charter of the United Nations, with full respect for international law and its principles. It reaffirmed the importance of freedom, peace and security, respect for all human rights, including the right to development and the right to an adequate standard of living, including the right to food and water, the rule of law, good governance, gender equality, women's empowerment and the overall commitment to just and democratic societies for development. It also reaffirmed the importance of the Universal Declaration of Human Rights, as well as other international instruments relating to human rights and international law.
8. The OWG underscored that the global nature of climate change calls for the widest possible cooperation by all countries and their participation in an effective and appropriate international response, with a view to accelerating the reduction of global greenhouse gas emissions. It recalled that the United Nations Framework Convention on Climate Change provides that parties should protect the climate system for the benefit of present and future generations of humankind on the basis of equity and in accordance with their common but differentiated responsibilities and respective capabilities. It noted with grave concern the significant gap between the aggregate effect of mitigation pledges by parties in terms of global annual emissions of greenhouse gases by 2020 and aggregate emission pathways consistent with having a likely chance of holding the increase in global average temperature below 2° C, or 1.5° C above pre-industrial levels and it reaffirmed that the ultimate objective under the UNFCCC is to stabilize greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system.
9. Planet Earth and its ecosystems are our home and that "Mother Earth" is a common expression in a number of countries and regions, and we note that some countries recognize the rights of nature in the context of the promotion of sustainable development. Rio+20 affirmed the conviction that in order to achieve a just balance

among the economic, social and environmental needs of present and future generations, it is necessary to promote harmony with nature. It acknowledged the natural and cultural diversity of the world, and recognized that all cultures and civilizations can contribute to sustainable development.

10. Each country faces specific challenges to achieve sustainable development. The most vulnerable countries and, in particular, African countries, least developed countries, landlocked developing countries and small island developing States face special challenges. Countries in situations of conflict also need special attention.
11. Rio+20 reaffirmed the commitment to strengthen international cooperation to address the persistent challenges related to sustainable development for all, in particular in developing countries. In this regard, it reaffirmed the need to achieve economic stability, sustained economic growth, the promotion of social equity and the protection of the environment, while enhancing gender equality, women's empowerment and equal employment for all, and the protection, survival and development of children to their full potential, including through education.
12. Each country has primary responsibility for its own economic and social development and the role of national policies, domestic resources and development strategies cannot be overemphasized. Developing countries need additional resources for sustainable development. There is a need for significant mobilization of resources from a variety of sources and the effective use of financing, in order to promote sustainable development. Rio+20 affirms the commitment to reinvigorating the global partnership for sustainable development and to mobilizing the necessary resources for its implementation. The report of the Intergovernmental Committee of Experts on Sustainable Development Financing will propose options for a sustainable development financing strategy. The substantive outcome of the third International Conference on Financing for Development in July 2015 will assess the progress made in the implementation of the Monterrey Consensus and the Doha Declaration. Good governance and the rule of law at the national and international levels are essential for sustained, inclusive and equitable economic growth, sustainable development and the eradication of poverty and hunger.
13. Rio+20 reaffirmed that there are different approaches, visions, models and tools available to each country, in accordance with its national circumstances and priorities, to achieve sustainable development in its three dimensions which is our overarching goal.
14. The implementation of sustainable development goals will depend on a global partnership for sustainable development with the active engagement of governments, as well as civil society, the private sector, and the United Nations system. A robust mechanism of implementation review will be essential for the success of the SDGs. The General Assembly, the ECOSOC system and the High Level Political Forum will play a key role in this regard.

15. Rio+20 reiterated the commitment to take further effective measures and actions, in conformity with international law, to remove the obstacles to the full realization of the right of self-determination of peoples living under colonial and foreign occupation, which continue to adversely affect their economic and social development as well as their environment, are incompatible with the dignity and worth of the human person and must be combated and eliminated.
16. Rio+20 reaffirmed that, in accordance with the Charter, this shall not be construed as authorizing or encouraging any action against the territorial integrity or political independence of any State. It resolved to take further effective measures and actions, in conformity with international law, to remove obstacles and constraints, strengthen support and meet the special needs of people living in areas affected by complex humanitarian emergencies and in areas affected by terrorism.
17. In order to monitor the implementation of the SDGs, it will be important to improve the availability of and access to data and statistics disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts to support the support the monitoring of the implementation of the SDGs. There is a need to take urgent steps to improve the quality, coverage and availability of disaggregated data to ensure that no one is left behind.
18. Sustainable Development Goals are accompanied by targets and will be further elaborated through indicators focused on measurable outcomes. They are action oriented, global in nature and universally applicable. They take into account different national realities, capacities and levels of development and respect national policies and priorities. They build on the foundation laid by the MDGs, seek to complete the unfinished business of the MDGs, and respond to new challenges. These goals constitute an integrated, indivisible set of global priorities for sustainable development. Targets are defined as aspirational global targets, with each government setting its own national targets guided by the global level of ambition but taking into account national circumstances. The goals and targets integrate economic, social and environmental aspects and recognize their interlinkages in achieving sustainable development in all its dimensions.

Sustainable Development Goals

Proposed goal 1. End poverty in all its forms everywhere

- 1.1 by 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
 - 1.2 by 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
 - 1.3 implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
 - 1.4 by 2030 ensure that all men and women, particularly the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership, and control over land and other forms of property, inheritance, natural resources, appropriate new technology, and financial services including microfinance
 - 1.5 by 2030 build the resilience of the poor and those in vulnerable situations, and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
- 1.a. ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation to provide adequate and predictable means for developing countries, in particular LDCs, to implement programmes and policies to end poverty in all its dimensions
 - 1.b create sound policy frameworks, at national, regional and international levels, based on pro-poor and gender-sensitive development strategies to support accelerated investments in poverty eradication actions

Proposed goal 2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

- 2.1 by 2030 end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round
- 2.2 by 2030 end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under five years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons

- 2.3 by 2030 double the agricultural productivity and the incomes of small-scale food producers, particularly women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets, and opportunities for value addition and non-farm employment
 - 2.4 by 2030 ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters, and that progressively improve land and soil quality
 - 2.5 by 2020 maintain genetic diversity of seeds, cultivated plants, farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at national, regional and international levels, and ensure access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge as internationally agreed
- 2.a increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development, and plant and livestock gene banks to enhance agricultural productive capacity in developing countries, in particular in least developed countries
 - 2.b. correct and prevent trade restrictions and distortions in world agricultural markets, including the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect in accordance with the mandate of the Doha Development Round
 - 2.c. adopt measures to ensure the proper functioning of food commodity markets and their derivatives, and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility

Proposed goal 3. Ensure healthy lives and promote well-being for all at all ages

- 3.1 by 2030 reduce the global maternal mortality ratio to less than 70 per 100,000 live births
- 3.2 by 2030 end preventable deaths of newborns and under-five children
- 3.3 by 2030 end the epidemics of AIDS, tuberculosis, malaria, and neglected tropical diseases and combat hepatitis, water-borne diseases, and other communicable diseases

- 3.4 by 2030 reduce by one-third pre-mature mortality from non-communicable diseases (NCDs) through prevention and treatment, and promote mental health and wellbeing
- 3.5 strengthen prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
- 3.6 by 2020 halve global deaths and injuries from road traffic accidents
- 3.7 by 2030 ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
- 3.8 achieve universal health coverage (UHC), including financial risk protection, access to quality essential health care services, and access to safe, effective, quality, and affordable essential medicines and vaccines for all
- 3.9 by 2030 substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination
- 3.a strengthen implementation of the Framework Convention on Tobacco Control in all countries as appropriate
- 3.b support research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration which affirms the right of developing countries to use to the full the provisions in the TRIPS agreement regarding flexibilities to protect public health and, in particular, provide access to medicines for all
- 3.c increase substantially health financing and the recruitment, development and training and retention of the health workforce in developing countries, especially in LDCs and SIDS
- 3.d strengthen the capacity of all countries, particularly developing countries, for early warning, risk reduction, and management of national and global health risks

Proposed goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

- 4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

- 4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university
- 4.4 by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
- 4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy
- 4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development
- 4.a build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- 4.b by 2020 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries
- 4.c by 2030 increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS

Proposed goal 5. Achieve gender equality and empower all women and girls

- 5.1 end all forms of discrimination against all women and girls everywhere
- 5.2 eliminate all forms of violence against all women and girls in public and private spheres, including trafficking and sexual and other types of exploitation

- 5.3 eliminate all harmful practices, such as child, early and forced marriage and female genital mutilations
- 5.4 recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies, and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5 ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life
- 5.6 ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the ICPD and the Beijing Platform for Action and the outcome documents of their review conferences
- 5.a undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources in accordance with national laws
- 5.b enhance the use of enabling technologies, in particular ICT, to promote women's empowerment
- 5.c adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

Proposed goal 6. Ensure availability and sustainable management of water and sanitation for all

- 6.1 by 2030, achieve universal and equitable access to safe and affordable drinking water for all
- 6.2 by 2030, achieve access to adequate and equitable sanitation and hygiene for all, and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- 6.3 by 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater, and increasing recycling and safe reuse by x% globally
- 6.4 by 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water

scarcity, and substantially reduce the number of people suffering from water scarcity

- 6.5 by 2030 implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
- 6.6 by 2020 protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
- 6.a by 2030, expand international cooperation and capacity-building support to developing countries in water and sanitation related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies
- 6.b support and strengthen the participation of local communities for improving water and sanitation management

Proposed goal 7. Ensure access to affordable, reliable, sustainable, and modern energy for all

- 7.1 by 2030 ensure universal access to affordable, reliable, and modern energy services
- 7.2 increase substantially the share of renewable energy in the global energy mix by 2030
- 7.3 double the global rate of improvement in energy efficiency by 2030
- 7.a by 2030 enhance international cooperation to facilitate access to clean energy research and technologies, including renewable energy, energy efficiency, and advanced and cleaner fossil fuel technologies, and promote investment in energy infrastructure and clean energy technologies
- 7.b by 2030 expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, particularly LDCs and SIDS

Proposed goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- 8.1 sustain per capita economic growth in accordance with national circumstances, and in particular at least 7% per annum GDP growth in the least-developed countries

- 8.2 achieve higher levels of productivity of economies through diversification, technological upgrading and innovation, including through a focus on high value added and labour-intensive sectors
- 8.3 promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage formalization and growth of micro-, small- and medium-sized enterprises including through access to financial services
- 8.4 improve progressively through 2030 global resource efficiency in consumption and production, and endeavour to decouple economic growth from environmental degradation in accordance with the 10-year framework of programmes on sustainable consumption and production with developed countries taking the lead
- 8.5 by 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.6 by 2020 substantially reduce the proportion of youth not in employment, education or training
- 8.7 take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour, eradicate forced labour, and by 2025 end child labour in all its forms including recruitment and use of child soldiers
- 8.8 protect labour rights and promote safe and secure working environments of all workers, including migrant workers, particularly women migrants, and those in precarious employment
- 8.9 by 2030 devise and implement policies to promote sustainable tourism which creates jobs, promotes local culture and products
- 8.10 strengthen the capacity of domestic financial institutions to encourage to expand access to banking, insurance and financial services for all
- 8.a increase Aid for Trade support for developing countries, particularly LDCs, including through the Enhanced Integrated Framework for LDCs
- 8.b by 2020 develop and operationalize a global strategy for youth employment and implement the ILO Global Jobs Pact

Proposed goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

- 9.1 develop quality, reliable, sustainable and resilient infrastructure, including regional and trans-border infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all
- 9.2 promote inclusive and sustainable industrialization, and by 2030 raise significantly industry's share of employment and GDP in line with national circumstances, and double its share in LDCs
- 9.3 increase the access of small-scale industrial and other enterprises, particularly in developing countries, to financial services including affordable credit and their integration into value chains and markets
- 9.4 by 2030 upgrade infrastructure and retrofit industries to make them sustainable, with increased resource use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, all countries taking action in accordance with their respective capabilities
- 9.5 enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, particularly developing countries, including by 2030 encouraging innovation and increasing the number of R&D workers per one million people by x% and public and private R&D spending
- 9.a facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, LDCs, LLDCs and SIDS
- 9.b support domestic technology development, research and innovation in developing countries including by ensuring a conducive policy environment for inter alia industrial diversification and value addition to commodities
- 9.c significantly increase access to ICT and strive to provide universal and affordable access to internet in LDCs by 2020

Proposed goal 10. Reduce inequality within and among countries

- 10.1 by 2030 progressively achieve and sustain income growth of the bottom 40% of the population at a rate higher than the national average

- 10.2 by 2030 empower and promote the social, economic and political inclusion of all irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- 10.3 ensure equal opportunity and reduce inequalities of outcome, including through eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and actions in this regard
- 10.4 adopt policies especially fiscal, wage, and social protection policies and progressively achieve greater equality
- 10.5 improve regulation and monitoring of global financial markets and institutions and strengthen implementation of such regulations
- 10.6 ensure enhanced representation and voice of developing countries in decision making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
- 10.7 facilitate orderly, safe, regular and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies
- 10.a implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with WTO agreements
- 10.b encourage ODA and financial flows, including foreign direct investment, to states where the need is greatest, in particular LDCs, African countries, SIDS, and LLDCs, in accordance with their national plans and programmes
- 10.c by 2030, reduce to less than 3% the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5%

Proposed goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

- 11.1 by 2030, ensure access for all to adequate, safe and affordable housing and basic services, and upgrade slums
- 11.2 by 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

- 11.3 by 2030 enhance inclusive and sustainable urbanization and capacities for participatory, integrated and sustainable human settlement planning and management in all countries
- 11.4 strengthen efforts to protect and safeguard the world's cultural and natural heritage
- 11.5 by 2030 significantly reduce the number of deaths and the number of affected people and decrease by y% the economic losses relative to GDP caused by disasters, including water-related disasters, with the focus on protecting the poor and people in vulnerable situations
- 11.6 by 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality, municipal and other waste management
- 11.7 by 2030, provide universal access to safe, inclusive and accessible, green and public spaces, particularly for women and children, older persons and persons with disabilities
- 11.a support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
- 11.b by 2020, increase by x% the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, develop and implement in line with the forthcoming Hyogo Framework holistic disaster risk management at all levels
- 11.c support least developed countries, including through financial and technical assistance, for sustainable and resilient buildings utilizing local materials

Proposed goal 12. Ensure sustainable consumption and production patterns

- 12.1 implement the 10-Year Framework of Programmes on sustainable consumption and production (10YFP), all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
- 12.2 by 2030 achieve sustainable management and efficient use of natural resources
- 12.3 by 2030 halve per capita global food waste at the retail and consumer level, and reduce food losses along production and supply chains including post-harvest losses

- 12.4 by 2020 achieve environmentally sound management of chemicals and all wastes throughout their life cycle in accordance with agreed international frameworks and significantly reduce their release to air, water and soil to minimize their adverse impacts on human health and the environment
- 12.5 by 2030, substantially reduce waste generation through prevention, reduction, recycling, and reuse
- 12.6 encourage companies, especially large and trans-national companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
- 12.7 promote public procurement practices that are sustainable in accordance with national policies and priorities
- 12.8 by 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
- 12.a support developing countries to strengthen their scientific and technological capacities to move towards more sustainable patterns of consumption and production
- 12.b develop and implement tools to monitor sustainable development impacts for sustainable tourism which creates jobs, promotes local culture and products
- 12.c rationalize inefficient fossil fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

Proposed goal 13. Take urgent action to combat climate change and its impacts *

*Acknowledging that the UNFCCC is the primary international, intergovernmental forum for negotiating the global response to climate change.

- 13.1 strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries

- 13.2 integrate climate change measures into national policies, strategies, and planning
- 13.3 improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning
- 13.a implement the commitment undertaken by developed country Parties to the UNFCCC to a goal of mobilizing jointly USD100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- 13.b Promote mechanisms for raising capacities for effective climate change related planning and management, in LDCs, including focusing on women, youth, local and marginalized communities

Proposed goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

- 14.1 by 2025, prevent and significantly reduce marine pollution of all kinds, particularly from land-based activities, including marine debris and nutrient pollution
- 14.2 by 2020, sustainably manage, and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience and take action for their restoration, to achieve healthy and productive oceans
- 14.3 minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
- 14.4 by 2020, effectively regulate harvesting, and end overfishing, illegal, unreported and unregulated (IUU) fishing and destructive fishing practices and implement science-based management plans, to restore fish stocks in the shortest time feasible at least to levels that can produce maximum sustainable yield as determined by their biological characteristics
- 14.5 by 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on best available scientific information
- 14.6 by 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, and eliminate subsidies that contribute to IUU fishing, and refrain from introducing new such subsidies, recognizing that

appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the WTO fisheries subsidies negotiation^{1*}

- 14.7 by 2030 increase the economic benefits to SIDS and LDCs from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
- 14.a increase scientific knowledge, develop research capacities and transfer marine technology taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular SIDS and LDCs
- 14.b provide access of small-scale artisanal fishers to marine resources and markets
- 14.c ensure the full implementation of international law, as reflected in UNCLOS for states parties to it, including, where applicable, existing regional and international regimes for the conservation and sustainable use of oceans and their resources by their parties

Proposed goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

- 15.1 by 2020 ensure conservation , restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
- 15.2 by 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests, and increase afforestation and reforestation by x% globally
- 15.3 by 2020, combat desertification, and restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land-degradation neutral world
- 15.4 by 2030 ensure the conservation of mountain ecosystems, including their biodiversity, to enhance their capacity to provide benefits which are essential for sustainable development

* taking into account ongoing WTO negotiations and WTO Doha Development Agenda and Hong Kong Ministerial Mandate

- 15.5 take urgent and significant action to reduce degradation of natural habitat, halt the loss of biodiversity, and by 2020 protect and prevent the extinction of threatened species
- 15.6 ensure fair and equitable sharing of the benefits arising from the utilization of genetic resources, and promote appropriate access to genetic resources
- 15.7 take urgent action to end poaching and trafficking of protected species of flora and fauna, and address both demand and supply of illegal wildlife products
- 15.8 by 2020 introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems, and control or eradicate the priority species
- 15.9 by 2020, integrate ecosystems and biodiversity values into national and local planning, development processes and poverty reduction strategies, and accounts
- 15.a mobilize and significantly increase from all sources financial resources to conserve and sustainably use biodiversity and ecosystems
- 15.b mobilize significantly resources from all sources and at all levels to finance sustainable forest management, and provide adequate incentives to developing countries to advance sustainable forest management, including for conservation and reforestation
- 15.c enhance global support to efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

Proposed Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

- 16.1 significantly reduce all forms of violence and related death rates everywhere
- 16.2 end abuse, exploitation, trafficking and all forms of violence and torture against children
- 16.3 promote the rule of law at the national and international levels, and ensure equal access to justice for all
- 16.4 by 2030 significantly reduce illicit financial and arms flows, strengthen recovery and return of stolen assets, and combat all forms of organized crime

- 16.5 substantially reduce corruption and bribery in all its forms
- 16.6 develop effective, accountable and transparent institutions at all levels
- 16.7 ensure responsive, inclusive, participatory and representative decision-making at all levels
- 16.8 broaden and strengthen the participation of developing countries in the institutions of global governance
- 16.9 by 2030 provide legal identity for all including birth registration
- 16.10 ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
- 16.a strengthen relevant national institutions, including through international cooperation, for building capacities at all levels, in particular in developing countries, for preventing violence and combating terrorism and crime
- 16.b promote and enforce non-discriminatory laws and policies for sustainable development

Proposed goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Finance

- 17.1 strengthen domestic resource mobilization, including through international support to developing countries to improve domestic capacity for tax and other revenue collection
- 17.2 developed countries to implement fully their ODA commitments, including to provide 0.7% of GNI in ODA to developing countries of which 0.15-0.20% to least-developed countries
- 17.3 mobilize additional financial resources for developing countries from multiple sources
- 17.4 assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries (HIPC) to reduce debt distress
- 17.5 adopt and implement investment promotion regimes for LDCs

Technology

- 17.6 enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation, and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, particularly at UN level, and through a global technology facilitation mechanism when agreed
- 17.7 promote development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed
- 17.8 fully operationalize the Technology Bank and STI (Science, Technology and Innovation) capacity building mechanism for LDCs by 2017, and enhance the use of enabling technologies in particular ICT

Capacity building

- 17.9 enhance international support for implementing effective and targeted capacity building in developing countries to support national plans to implement all sustainable development goals, including through North-South, South-South, and triangular cooperation

Trade

- 17.10 promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the WTO including through the conclusion of negotiations within its Doha Development Agenda
- 17.11 increase significantly the exports of developing countries, in particular with a view to doubling the LDC share of global exports by 2020
- 17.12 realize timely implementation of duty-free, quota-free market access on a lasting basis for all least developed countries consistent with WTO decisions, including through ensuring that preferential rules of origin applicable to imports from LDCs are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and institutional coherence

- 17.13 enhance global macroeconomic stability including through policy coordination and policy coherence

17.14 enhance policy coherence for sustainable development

17.15 respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

17.16 enhance the global partnership for sustainable development complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technologies and financial resources to support the achievement of sustainable development goals in all countries, particularly developing countries

17.17 encourage and promote effective public, public-private, and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

17.18 by 2020, enhance capacity building support to developing countries, including for LDCs and SIDS, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts

17.19 by 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement GDP, and support statistical capacity building in developing countries

Towards indicators for a post-2015 education framework

Post-2015 Education Indicators Technical
Advisory Group of the EFA Steering Committee

July 2014

Towards indicators for a post-2015 education framework

The Technical Advisory Group for post-2015 education indicators was established to provide technical guidance to the Education for All Steering Committee (EFA SC). It is composed of experts from the EFA Global Monitoring Report, the OECD, UNESCO Institute for Statistics, UNESCO, UNICEF and the World Bank. Its role is to provide feedback on the proposed post-2015 targets, to develop recommendations for indicators and to set out a measurement agenda that meets the demands of the new education and development frameworks.

1. Introduction

Building on the document “Monitoring the Post-2015 Education Targets: A Note on Indicators”, the purpose of this note is to provide background information on education indicators related to the seven education targets proposed by the Education for All (EFA) Steering Committee in its Joint Proposal and endorsed in the Muscat Agreement in May 2014. The note aims to inform discussions at regional EFA meetings in 2014 and early 2015, which will review proposed education targets in advance of the meeting in the Republic of Korea in May 2015 where the new post-2015 Global Education Agenda will be adopted.

Setting measurable, actionable targets is an important element of building the post-2015 global education agenda. Targets that are easily understood, clearly defined, and that can be tracked with existing indicators over time help to promote change at the national and global levels. In addition, targets can inspire action in new areas for which there are currently no indicators. This document: 1) sets out key issues for consideration in relation to the overall monitoring approach; 2) discusses the proposed education targets and highlights the aspects that can and should be measured; 3) identifies the relevant data currently available and key measurement challenges that must be addressed to measure the full intent of the proposed post-2015 education agenda.

2. Technically robust and globally comparable indicators

Data used to create the indicators needed to globally track the targets should ideally meet a range of standards that ensure technical strength, feasibility, frequency of reporting, cross-national comparability and availability over time. These standards entail a range of issues, notably:

- The construct to be measured must be valid and reliable across all countries, such that the indicator used for this purpose has the same meaning and significance in all settings, ideally measured by a similar question or item. The more specific and concrete the indicator, the more likely this will be the case. For example, it is relatively straightforward to track enrolment rates globally, but many indicators related to education outcomes, such as skills for work, might vary based on the country, cultural context or other factors. Measuring constructs that vary across settings pose challenges for global tracking, as the most effective measures may not be the same in all places. For complex constructs, it may be possible to measure some elements globally, while others may be best measured at the national or regional level, with freedom to adapt constructs to local contexts.
- The data must be collected frequently and in all or nearly all countries, representing the entire population. Global tracking is most effective when the data are collected on a regular basis (though not necessarily annually) and all or nearly all countries routinely collect the data in a manner that ensures representation across the population, including, for example, children and youth who are out of school. Low coverage of data constrains the ability to track changes over time.
- It must be feasible and cost-effective to collect data over time. For example, to produce indicators on the quality of early childhood programmes, it is possible to collect some basic underlying data but accurate measurement requires observations by trained staff. So it may be more feasible for countries to invest in this type of assessment as part of an on-going monitoring and evaluation system, rather than including quality observations as part of a system for global tracking.

While emphasis is often placed on data required for global monitoring, national and regional tracking are essential and play an important role in determining the extent to which a construct can be practically measured in a consistent way across countries. National and regional tracking serve as the basis for global tracking over time. The standards required for global tracking may not be met or feasible across all areas of the proposed targets.

3. Key issues and challenges

As part of the post-2015 global education agenda, the international community will need to address many *existing* measurement challenges. For example, while considerable progress has been made in extending the coverage of input indicators, such as pupil-teacher ratios, and output indicators, such as completion rates, there are still gaps. However, the post-2015 agenda also presents two *new* issues – in the areas of learning outcomes and equity that require careful attention and considerable investment.

Learning outcomes

The first five of the seven targets proposed by the Education for All Steering Committee focus on learning outcomes, i.e. the effect of education on individual children, young people and adults. This is a shift from previous global education targets, such as those in the Millennium Development Goals (MDGs), which narrowly focused on ensuring access, participation and completion in formal education systems. The proposed post-2015 education targets highlight that enrolment and participation (e.g. in early childhood development programmes, formal and non-formal schooling or adult education opportunities) are the *means* to attain *results* and learning outcomes at every stage (e.g. school preparedness for young children; academic competencies for children in basic education; functional literacy and numeracy skills and skills for work, global citizenship and sustainable development for youth and adults).

The emphasis on the measurement of learning outcomes at all levels of education will require global agreement on certain existing indicators and, in several cases, the development of new indicators. There are three immediate challenges:

- **First, there needs to be agreement on key concepts.**

To achieve global comparability of learning outcomes, a clearly-articulated and shared understanding of desirable results for children, young people and adults is required, as well as agreement on whether such learning results vary based on context:

- What does it mean for a young child to be ready for school?
- What is a minimum learning standard that should be achieved by the end of basic education?
- What level of literacy and numeracy is required to fully participate in society?
- What knowledge and skills are required for accessing decent work?
- What knowledge, skills, values and attitudes characterise global citizens?

- **Second, once a concept is clarified and agreed, measurement tools must be aligned, developed and approved by consensus.**

Various outcome measures are at different stages of development.

- Some are close to global comparability: all that is needed is a mapping of how concepts are already measured and how they could be made more consistent (as, for example, in the case of reading and mathematics outcomes in primary and lower secondary education).
- Others are very far from global comparability: for example, it is not clear what skills for work or global citizenship (other than basic cognitive skills of literacy and numeracy) are equally relevant for people around the world. Some measurement tools will therefore need to be developed and validated.

- **Third, there is the need for global consensus concerning the underlying components of a universal monitoring framework and mechanisms that facilitate regular reporting on the targets and indicators.**

In some cases, the most efficient path would be the development of fit-for-purpose tools, such as flexible modules that can be used in different ways. For example, instead of a potentially resource-intensive national literacy survey, it may be better to consider “lighter” tools to help establish minimum levels of competencies that can be used in national surveys.

- Alternatively, the international community could support expansion of existing surveys that are critical for global monitoring but currently only cover a minority of countries.
- An important challenge is that outcome measures are needed for all children, young people and adults – and not just those in educational institutions. This will require household surveys or other means for collecting data from individuals who are not in school.

Overall, it is possible to measure outputs and some outcomes for all of the proposed targets at the national level. However, further development work is needed to establish the foundations and baselines required for monitoring at regional and global levels. At present, there is little information on important learning outcomes in non-cognitive skills and other areas extending beyond reading and mathematics skills. Further effort is needed to refine definitions, develop tools and improve coverage for these outcomes.

Equity

The seven proposed targets call for an explicit focus on equity in the post-2015 global education agenda. In response, monitoring indicators should aim to capture not just average trends but also how these trends may differ between population groups defined by group and individual characteristics, such as sex, wealth, location, ethnicity, language, or disability (and combinations of these characteristics). The focus on equity raises the following issues:

- Global monitoring of inequalities has so far mainly captured differences *by sex*. This reflects the focus on gender inequalities in the MDGs, which was also driven by the availability of data for most countries (enrolment and literacy rate indicators based on administrative data and censuses are disaggregated by sex).
- Some of these sources allow other dimensions to be taken into account. However, looking systematically at other potential dimensions of disadvantage requires disaggregated data on individuals, which can be administrative but is often more feasible in developing countries through household or school-level surveys. The UIS, through its Data Centre and MDG reporting, and the EFA Global Monitoring Report have used these surveys to highlight inequalities between groups defined in terms of wealth, location, and ethnicity or language.
- The parameters of interest for measuring equity are generally country and context specific (e.g. comparing educational attainment between the majority and minority linguistic groups or between different provinces). But some individual characteristics can be compared across countries. Global monitoring of equity could therefore focus on these characteristics, with priority given to the disaggregation of indicators by sex, urban/rural location, and a measure of socioeconomic status.

Summary indicators, such as a relative indicator (parity, i.e. the ratio of an indicator’s value between two groups) or an absolute indicator (range, i.e. the gap in the indicator’s value between two groups) would be useful starting points to track changes over time.

Overall, it is possible in principle to introduce a distributional dimension for all targets and proposed indicators, provided that a number of challenges are addressed (see following section). Annex A shows how the proposed indicators could be potentially disaggregated by key individual and household characteristics. There is currently little information on other important individual characteristics of interest, notably persons with disabilities, migrants/refugees, linguistic minorities, etc. Further effort is needed to refine definitions, develop tools and improve coverage.

4. Next steps

A broader roadmap or strategy is needed to establish an agenda to work with national partners to raise demand for data use, improve data systems, strengthen technical expertise and invest in the longer-term methodological development required to implement national and cross-national standards and best practices. This will require a multi-stakeholder effort to help align and guide the activities and ambitions of a wide range of global, regional and national actors, as in the case of similar initiatives to support economic or health data. Coordinated, aligned efforts to improve data currently do not exist in the same way for the education sector as for other sectors.

Learning outcomes

As noted above, work is needed to further define many of the proposed outcome measures. The most immediate steps include the following:

- Coordination and syntheses of new indicator development, especially those that are relevant for children, youth or adults at a particular age. Certain outcomes related to global citizenship education, for example, could be potentially explored in assessments that capture literacy and acquisition of basic academic skills among youth.
- Using existing measures and items to create a common metric of reading and numeracy as a first fit-for-purpose mapping of learning outcomes that spans all education levels, to allow for global comparisons within the context of national systems. Work is underway by the UIS, the Australian Council for Education Research and other partners to create a common scale of learning outcomes in the domains of literacy and numeracy that would place items from a range of surveys within a single scale, which is a first step towards facilitating comparisons between countries. Ideally, this would lead to a global set of items that could be integrated into national assessments to facilitate more robust measurement. Such a metric would probably be less workable for other areas of learning, such as social-emotional development, which may depend more on context. However, the many commonalities in the pathways to competencies in reading and numeracy create a real opportunity for generating global comparisons using existing data.
- Although attention is often placed on global surveys, investment in national large-scale assessment systems and surveys can also help to build the necessary capacity for reliable tracking of learning outcomes by providing the basis for the development of comparable items to track at the regional and global levels.

Equity

Once the concepts have been defined and the tools to globally monitor education outputs and outcomes have been developed, the main challenges for the international community in ensuring that equity is captured are the following:

- Ensuring accurate data collection on equity also means expanding the coverage of existing surveys, identifying ways to locate hard-to-reach populations and capturing information on access, participation and equivalent learning in non-formal settings are essential to providing a full picture of the situation.
- Countries should have surveys that capture the relevant education inputs, outputs and outcomes on a regular basis and make the survey datasets accessible. While some indicators can be captured by existing international surveys, national surveys will also be needed to ensure sufficient levels of coverage. For that reason, a stocktaking exercise would help to assess how well different national surveys ask the relevant questions in comparable ways. Further methodological consensus would be required on defining socioeconomic status and other aspects of disadvantage for the purposes of globally-comparable measurement. Standards will need to be set as to how surveys can be used for global monitoring purposes.
- Consensus will be needed on how indicators will be estimated and reported and on how international statistical bodies and national statistical agencies can work together to create the mechanisms needed to ensure the use of common methodologies and definitions and the coordination of analysis and reporting.

5. Review of the proposed targets

5.1 Target 1

By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalised.

What should be measured?

Key concepts to measure in this target include:

- Percentage of children **ready for primary school**, defined by the achievement of age-appropriate learning and development across all domains, including health and nutrition, especially between the ages of 4 and 6 years but beginning at birth;
- **Participation** in early childhood care and education (ECCE), including access to (formal/informal) early childhood development programmes from birth to the start of formal schooling;
- **Quality** of ECCE programmes; and
- **Participation** in at least one year of free and compulsory pre-primary education.

There is general consensus that early childhood development should be measured across health, nutrition, education and social protection and reflect children's development across both cognitive and non-cognitive domains, as both contribute to children's long-term well-being and school success.

What is available now?

There are indicators available now to track inputs, outputs and outcomes related to Target 1, but the data are limited in scope and do not comprehensively align with the intent of Target 1. Available outcome indicators include reliable and widely-reported indicators of children's health (under-five mortality rates) and nutrition (under-five stunting), both of which are critical for children's school success. There is also some information available on children's development and learning before primary school, including a recent effort by UNICEF to collect data for an *Early Childhood Development Index*, including information on children's learning and development at ages 3 and 4 years. Such data were collected in about 60 countries to date. There are a number of technically-sound national and regional measures of school readiness.

Consistent information on access to ECCE is available for a limited range of ECCE settings, with the most reliable information available on access to formal pre-primary settings. Administrative data on enrolment in formal pre-primary settings are available for about 165 countries. More comprehensive but less precise data on participation in a range of different types of ECCE for 3- and 4-year-olds are estimated through MICS household surveys.

What are the main measurement challenges?

More consistent information on learning outcomes and participation in ECCE for children from birth to the start of formal schooling is needed.

- While important, formal pre-primary settings are just one form of ECCE; community-based preschools, home-visiting programmes, and parenting support have all been shown to be effective routes for improving children's learning and development, and therefore, access to a range of ECCE programmes should be included in tracking Target 1.
- While some access information exists, no data are presently available on the intensity of participation in ECCE, which makes it difficult to know whether children have had enough exposure to lead to positive effects on learning and development.
- Information on quality in ECCE is largely not available, with the exception of child-teacher ratios, which are collected in early childhood education programmes through administrative data but are not a consistent marker of quality in all countries.
- The presence of ECCE in legal frameworks of education is readily available for most countries, although it should be noted that the presence of a legal right to education provision does not guarantee its implementation.

To fully track Target 1, more consistently-collected and reliable information on both access and quality of ECCE and children’s development and learning is required. First and foremost, children’s development and learning from birth to 8 years of age should be tracked through a common module in national, regional and global surveys. Participation in quality ECCE will require a more thorough definition of the various types of ECCE programmes that should be tracked, information on how long and for how many hours a day children attend ECCE programmes, and agreement on a common set of indicators of quality in ECCE programmes that can be collected at the national level.

Indicator	Alignment with concept	Data availability
Readiness for primary school		
Early Childhood Development Index	Moderate: ECDI may not capture range of readiness in some contexts.	ECDI data collected through MICS for about 30 developing countries.
Under-five mortality rate (%)	High: Mortality rates are a reliable indicator of the overall health and well-being of young children.	U5MR data collected through household surveys (DHS, MICS, national household surveys etc.). Estimates for 2012 available for nearly all countries.
Under-five stunting rate (%)	High: Stunting is strongly associated with learning outcomes throughout the school years.	USSR data collected through household surveys (DHS, MICS, national household surveys etc.). Estimates available for about 85 developing countries (at least once in the period 2008-2012).
Participation in early childhood care and education		
Participation rate in organized learning (3- to 4-year-olds)	Moderate: Participation is relatively well-covered in pre-primary education but less so in other programmes. Even in household surveys participation in other ECCE programmes is not well-understood by respondents and may be mis-reported.	Data on enrolment by age collected through household surveys (e.g. MICS and some DHS, as well as national household surveys). Indicator currently available from MICS/DHS for approximately 60 developing countries (countries participating at least once in the period 2005-2012). DHS does not systematically collect data on pre-primary education.
Gross pre-primary enrolment ratio (%)	Moderate: Participation in pre-primary education is relatively well-covered.	Administrative data on enrolment in pre-primary by sex are collected annually in most countries. Indicator estimated to be available for at least 165 countries. (at least once in the period 2008-2012).
Quality of early childhood care and education		
Child-educator ratio / Pupil-teacher ratio	Low: Indicator not necessarily predictive of quality or child outcomes based on existing research.	Administrative data on teachers and pupils in pre-primary education are collected annually in most countries. Ratios may be over-estimated if children typically attend for less than the working day of educators. PTR in pre-primary education estimated to be available for at least 120 countries (at least once in the period 2008-2012). Data on staff in other ECCE programmes may not be available in many countries. It is difficult to distinguish teachers from other staff in such settings. The number of countries for which child-educator ratios for other types of ECCE are available is unknown.
One year of free and compulsory pre-primary		
Countries with one year of free and compulsory pre-primary education in legal/institutional frameworks	Moderate/Low: Legal frameworks are not always implemented in practice. Where they are, the degree of alignment would be higher.	A small but growing number of countries have made some or all pre-primary education compulsory and tuition-free. However, the actual number of countries is unknown. For the indicator, it may be necessary to separate ‘free’ and ‘compulsory’ components in order to better monitor changes.

5.2 Target 2

By 2030, all girls and boys complete free and compulsory quality basic education of at least nine years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalised.

What should be measured?

The key concepts covered by this target are:

- **Achievement of relevant learning outcomes** for primary and lower secondary education;
- **Access to and participation** in primary and lower secondary education;
- **Completion of primary and lower secondary education** of at least nine years’ duration;
- **Quality** of basic education; and
- **Guarantee of free and compulsory** education of at least nine years’ duration.

What is available now?

In the last 20 years, considerable efforts have been made to develop and expand assessments of student learning, and many countries are now measuring aspects of the achievement of relevant learning outcomes by girls and boys, including those in marginalised groups, from primary and lower secondary education. In particular, some countries are directly assessing reading and mathematics at the end of Grade 2, although most are doing so at the end of primary education through national systems and regional surveys, such as PIRLS LLECE¹, PASEC² and SACMEQ³. These two domains of learning, as well as science, are also being assessed at the end of lower secondary education through national systems and international surveys, such as TIMSS⁴,⁵ and PISA⁶.

Countries are generally already well-placed to measure the access, participation and, at least according to national definitions, completion concepts of Target 2. Such indicators are often seen as indirect measures of learning outcomes but are easier and cheaper to measure both nationally and internationally and are therefore more widely and frequently available in countries.

Most countries already collect sufficient administrative data on an annual basis (via school censuses and similar surveys) to measure **access** to and **participation** in the relevant levels of education for both girls and boys. Such indicators – gross and net intake and enrolment rates – also require up-to-date estimates of the population of the relevant age groups for a given level of education or age of entry, data which are also available annually for many countries with the exception of small states or those in situations of crisis. In addition to disaggregation by sex, administrative sources often allow for data by regions or districts within countries, provided the relevant population estimates are available at the sub-national level.

Many countries also conduct periodic household surveys – at least once every three to five years – from which access and participation rates can be measured directly both by sex and, usually, by region within countries. Sample sizes or sampling methods/structures may not always be sufficient to allow for disaggregation to lower levels (e.g. districts, municipalities) within countries. However, household surveys, unlike administrative sources, can also provide estimates of inequities in these measures between different population sub-groups – in particular by levels of household wealth (based on information on household assets) and location (urban/rural). Some national household surveys allow for the measurement of inequities between ethnic or linguistic groups or amongst other marginalised sub-groups such as those with disabilities – but this is generally not the norm.

Where countries are able to measure access to and participation in education, they can also turn the focus on those who are excluded from education or are at risk of being excluded. This is particularly important from a policy point of view as the magnitude of exclusion and the reasons for lack of access or participation will determine the most appropriate policies to reverse the situation. It is also increasingly important to focus on those who are excluded the closer a country comes to attaining a given target, in order to reach children often facing the greatest disadvantage.

Both sources – administrative data and surveys – can usually provide estimates of **completion** rates of relevant cycles of education (e.g. primary, lower secondary) in a given country based on similar breakdowns for access and participation indicators. The measurement of completion rates for given grades or years of education is often more complex.

¹ *Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación* (Latin American Laboratory for the Assessment of the Quality of Education).

² *Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN* (Programme of Analysis of Education Systems of the CONFEMEN).

³ The Southern and Eastern Africa Consortium for Monitoring Educational Quality.

⁴ Trends in International Mathematics and Science Study.

⁵ Progress in International Reading Literacy Study.

⁶ Programme for International Student Assessment.

It is also important to consider the quality and duration of the education provided. Nearly all countries in the world have laws specifying a certain number of **years of education** (measured in terms of the ages of pupils or the grades or years of education, or both) as “compulsory” for children and young people. In more than two-thirds of countries, compulsory education lasts at least nine years (after pre-primary). Countries at all stages of development are introducing or extending the duration of compulsory education. At the same time, countries are increasingly ensuring that compulsory education is free from tuition fees (at least in public schools), although globally the number of countries that provide both free and compulsory education is not yet fully known. Nevertheless, all countries are theoretically able to report on their national – and where appropriate sub-national – laws regarding access to education and on the actions being taken to ensure that these laws are implemented in practice.

What are the main measurement challenges?

While access and participation are relatively easy concepts to measure in cross-nationally comparable ways, the measurement of completion can be problematic as it is much more dependent on the actual curricula taught in schools and, often, on the processes for transferring between levels of education, which can vary greatly across countries. Therefore, cross-nationally comparable indicators of completion are usually based on proxy measures (e.g. first-time participation in a given grade or year of education or educational attainment rates of children and young people in a given age range) than direct measures of successful completion.

While **quality of education** is a more difficult concept to measure, indicators such as pupil-teacher ratios, teacher qualifications, and access to learning materials can provide a perspective on the extent to which students are experiencing the necessary inputs for learning. While some have proposed that quality is synonymous with outcomes – meaning that the quality of education can be inferred based on the extent to which learning outcomes are achieved – equating quality with learning can provide misleading views on classroom environments and also provides little information on which elements of the education system are amenable to policy changes to improve learning. Instead of relying solely on learning outcomes as a judge of quality, groups of indicators with relevance at the national, regional or global level may be useful in providing an indication of quality. For example, resources – in particular teaching resources devoted to education or measures of pupils’ progression through the education system – have been used as proxy measures of quality. Most countries collect annually the necessary administrative data on teacher and pupil numbers from schools to calculate pupil-teacher ratios or average class sizes. An important next step is to analyse these indicators in relation to classroom observations and student learning and to begin clarifying which indicators of quality are most valuable to track over time.

As noted above, for reading and mathematics at primary and secondary education levels, a considerable amount of effort has already been invested in defining the key constructs and creating assessments. Yet despite the notable steps forward in recent years, a major limitation is the absence of global scales or learning metrics that describe the learning trajectories of all students in reading and mathematics, including those at the lower end of the achievement distribution. This gap can be filled in the case of the learning domains of reading, mathematics and, to a lesser extent, science. To achieve a set of global scales in these domains, considerable technical work will be required to draft learning metrics on the basis of existing national, regional and international assessment programmes at primary and secondary education levels. The next steps entail calibrating these metrics through an empirical equating exercise and then aligning national assessment activities with the metrics to facilitate reporting against the internationally-accepted common learning metrics. This work is technically feasible for primary and lower secondary education in the learning domains of reading and mathematics and, additionally, at the lower secondary level only for science, and can be completed within the time available before the UN General Assembly in September 2015. The TAG recommends that this work is completed as it is vital for ensuring the availability of indicators for measuring at least a minimum core of learning outcomes from 2015 onward.

Indicator	Alignment with concept	Data availability
Achievement of relevant learning outcomes		
Percentage of children who achieve minimum proficiency standards in reading and mathematics at the end of: - Grade 2 - primary school - lower secondary school	High: Direct assessment of reading and mathematics skills.	Indicators of learning outcomes in reading and mathematics are available from national, regional and international assessments for: Ca. 35 countries from regional assessments Ca. 60 countries from EGRA/EGMA Ca. 50 countries from PIRLS Ca. 70 countries from PISA, ca. 65 from TIMSS
Completion of basic education		
Primary education attainment rate (% of cohort aged 3-7 years above official primary school age)	High: Indicators measure the percentage of a cohort of children/young people who have completed the relevant cycles of education.	Over a five-year period, the indicator is available for at least 95 out of 137 low- and middle-income countries (or 70%). Requires data from household surveys and is therefore not available annually. Attainment indicators are collected for children above the official school age so there are time lags relative to policy changes (i.e. they do not reflect the current situation).
Lower secondary education attainment rate (% of cohort aged 3-7 years above official primary school age)	High: Indicators measure the percentage of a cohort of children/young people who have completed the relevant cycles of education.	Requires data from household surveys and are therefore not available annually. Attainment indicators are collected for young people above the official school age so there are time lags relative to policy changes (i.e. do not reflect current situation).
Gross intake ratio to the last grade of primary education	Moderate: Indicator is a measure of first-time entry to the last grade of primary education.	Available for at least 150 countries (at least once from 2008-2012). Indicator is presented as a percentage of the population at the official age for entry into the last grade. It is a gross measure and can exceed 100%.
Gross intake ratio to the last grade of lower secondary education	Moderate: Indicator is a measure of first-time entry to the last grade of lower secondary general education.	Available for at least 150 countries (at least once from 2008-2012). Indicator is presented as a percentage of the population at the official age for entry into the last grade. It is a gross measure and can exceed 100%.
Access and participation in basic education		
Children who were never in school (% of cohort aged 3-6 years above official school age)	High: Indicator highlights older children who did not go to school.	Over a five-year period, the indicator is available for at least 95 out of 137 low- and middle-income countries (or 70%). Most high-income countries collect this information.
Number of out-of-school children and adolescents	High: Indicators focus on the primary and lower secondary age groups who are not <u>at least</u> in primary education.	Numbers of OOS children and OOS adolescents are estimated on the basis of administrative data on enrolment by age and sex reported annually by some 160 countries at the primary and 125 at the lower secondary level (at least once from 2008-2012).
Primary adjusted net enrolment rate	Moderate: Indicator measures participation in education of relevant age groups.	Requires same data as for out-of-school children.
Lower secondary total net enrolment rate	Moderate: Indicator measures participation in education of relevant age groups.	Requires same data as for out-of-school adolescents.
Quality of basic education		
Pupil-teacher ratio (by level of education)	Low: Indicators not necessarily predictive of quality.	Administrative data on teachers and pupils by level of education are collected annually by most countries. PTRs are estimated to be available for at least 175 countries at the primary level and 130 at the lower secondary level (at least once from 2008-2012).
Nine years year of free and compulsory basic education		
Countries with nine years of free and compulsory basic education in legal/institutional frameworks	Moderate: Legal frameworks are not always implemented in practice. Where they are, the degree of alignment would be higher.	All countries have information on national (where appropriate sub-national) laws on education provision. Currently ca. 145 countries have laws providing at least nine years of compulsory education (after pre-primary) to children and young people.

5.3 Target 3

By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalised.

What should be measured?

Key concepts to measure in this target include:

- **Functional literacy and numeracy;** and
- **Access to and participation** in literacy and numeracy programmes.

What is available now?

The shift in the definition of literacy from the ability to “read and write, with understanding, a short simple statement about everyday life” to functional literacy has implications for measurement. Functional literacy is the ability to “engage in all those activities in which literacy is required for effective function of an individual, group or community”. It implies a higher skill level than that required to read or write a simple

statement. Youth and adult literacy rates, derived from data collected in reference to the previous concept of basic literacy, are available for about 155 countries and territories for the most recent census cycle (2005-2014). Some of these literacy rates are projections based on data collected in previous years. Yet to measure progress towards Target 3, the youth and adult literacy rates based on previous definitions are limited in their ability to capture actual skills and may overestimate the true percentage of the youth or adult population who can read. In recent years there have been attempts to assess literacy (and to a lesser extent numeracy) directly. For example, simple reading tests in Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS) demonstrate that the percentage of persons who claim to be able to read and write is usually higher than the percentage of persons who can read a simple sentence such as, “the child is reading a book”. Moreover, even directly assessed measures give higher estimates of literacy compared with those that try to assess whether individuals are able to read with comprehension.

What are the main measurement challenges?

The outcome-oriented concept of a “proficiency level in literacy and numeracy sufficient to fully participate in society” is new and poses distinct challenges for indicator development. In the past, the focus was on basic literacy only, which in most cases was self-reported and not directly assessed. Numeracy was not covered. The new target shifts attention to functional literacy and numeracy – seen as a continuum of skills – and acknowledges that the ability to read or count is not a sufficient skill level to prevent exclusion.

The direct measurement of literacy and numeracy skills, have been collected in some household surveys, is not enough to assess whether adults have achieved sufficient proficiency in these areas to participate fully in society. And, because the ability to “read and write, with understanding, a short simple statement about everyday life” is very different from “proficiency in literacy and numeracy sufficient to fully participate in society,” there is no straightforward relationship between these two concepts. It is therefore not possible to use the existing data on basic literacy rates to estimate functional literacy or numeracy rates.

Data collection for functional literacy and numeracy requires thorough assessments of skills and is consequently more challenging and expensive. For this reason, there is relatively little data available on tested literacy or numeracy skills.

The Programme for the International Assessment of Adult Competencies (PIAAC) by the OECD collects data on functional literacy and numeracy that could be used to measure progress towards this target, but this survey has been carried out in 33 countries. Similar data could also, in principle, be collected through the Literacy Assessment and Monitoring Programme (LAMP), which has been conducted in a few countries.

Both surveys can be used to assess gender equity in literacy and numeracy skills. However, because they are sample surveys, their ability to provide representative data for small sub-groups of the population is limited. Thorough assessments of functional literacy or numeracy cannot be added to the questionnaires used in population censuses (which would provide data on small sub-groups of the population) because of the added complexity of data collection.

It should also be noted that these types of assessment surveys are very expensive and impractical to run on a frequent basis in most countries. However, both LAMP and PIAAC surveys have modules that assess low-level literacy skills as filters: these might be used as a basis for developing a less expensive module that could be implemented in other surveys. For example, the World Bank Skills Toward Employment and Productivity (STEP) survey employed a subset of questions from PIAAC and could be used as a basis for such an approach.

The output-oriented concept of participation in literacy and numeracy programmes is also new in the sense that this information has not been previously collected on a systematic basis. This will require administrative systems to report on second chance and adult education programmes. Alternatively, more use could be made of household surveys. To monitor this target, the question should focus on a specific and recent time period.

Indicator	Alignment with concept	Data availability
Proficiency in literacy/numeracy to fully participate in society		
Percentage of youth/adults proficient in literacy skills	High	The OECD PIAAC assesses the proficiency of youth and adults in literacy and numeracy in 33 mostly high-income countries. The World Bank STEP has collected similar information in (urban areas only) 13 low- and middle-income countries.
Youth/adult literacy rate	Low: The indicator does not measure skills in terms of proficiency or ability to participate fully in society.	A simple measure of literacy, i.e. the ability to read and write a simple sentence, usually self-reported, is collected regularly (but not annually) by about 155 countries in household surveys and censuses and reported to the UIS. Few developed countries collect similar information.
Percentage of youth/adults proficient in numeracy skills	High	The OECD PIAAC assesses the proficiency of youth and adults in literacy and numeracy in 33 mostly high-income countries. The World Bank STEP has collected similar information in (urban areas only) 13 low- and middle-income countries.
Participation in literacy/numeracy programmes		
Participation rate in literacy programmes over the past 12 months (as % of illiterate 25- to 64-year-olds)	High	Not currently available at the international level. Administrative data on participants in literacy and numeracy programmes are not collected regularly at the international level. Demographic and Health Surveys include a question on participation in adult literacy programmes.

5.4 Target 4

By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalised.

What should be measured?

Key concepts to measure in this target include:

- **Knowledge** and **skills** for decent work and life; and
- **Participation** in technical and vocational, upper secondary and tertiary education and training.

What is available now?

It is relatively straightforward to measure participation in upper secondary and tertiary education, including technical and vocational education (TVET), at least at the upper secondary level. Most countries collect administrative data annually on participation in different types of programmes which can be used to calculate relevant enrolment ratios.

What are the main measurement challenges?

The two main concepts in the target pose distinct challenges for indicator development. First, the outcome-oriented concept of “knowledge and skills for decent work and life” is new to the education agenda, which was previously focused on “access to skills programmes”. However, there is as yet no clear measure of knowledge and skills that can be applied across countries:

- Most attempts at cross-country comparable measures of skills have focused on literacy (and to a lesser extent numeracy) as a cognitive skill. However, literacy and numeracy skills, which also have a non-cognitive aspect, are covered under Target 3.
- Therefore, the challenge is to develop skill concept(s) that are comparable and universally-relevant, whether for farmers in rural areas of low-income countries or office workers in urban areas of high-income countries.
- Surveys such as the OECD Programme for the International Assessment of Adult Competencies (PIAAC) or the World Bank framework Skills Toward Employment and Productivity (STEP) have mainly focused on demand for skills rather than whether different workers possess particular skills.

Two indicators are proposed below. Neither is fully aligned with the concept of decent work and they partly depend on skills related to information technology. Nevertheless, these indicators offer an avenue to explore especially in light of the increasing importance of these skills in the labour markets of countries at all income levels.

Second, the output-oriented concept of participation in “technical and vocational, upper secondary and tertiary education and training” is also new in the sense that there was previously no explicit focus on these levels. More work is needed on three proposed indicators:

- Youth participation in TVET programmes is currently measured mainly at the secondary and post-secondary non-tertiary education levels. While it is possible to calculate enrolment ratios for TVET, this can be difficult due to varying duration of programmes.
- Adult participation in education and training is currently only measured systematically in European Union countries and some standardisation work will be required for this to be tracked globally.
- The rate of youth not in education, employment or training (NEET) is measured in high-income countries but may not be as relevant in poorer countries with greater levels of under-employment or informal employment.

Indicator	Alignment with concept	Data availability
Knowledge and skills for decent work and life		
Percentage of youth / adults with problem-solving skills	Low/Moderate: The concept of problem-solving skills as currently measured may not be equally applicable across different country contexts in terms of its application to decent work and life: <ul style="list-style-type: none"> - PIAAC measures skills in ‘technology-rich environments’ - PISA measures students’ cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious 	The OECD PIAAC assesses the proficiency of youth and adults in problem solving in 33 countries. The OECD PISA from 2012 onwards assessed creative problem-solving skills, openness to novelty, tolerance of doubt and uncertainty, and ability to use intuition to initiate a solution in 44 countries.
Percentage of youth / adults who are computer and information literate	Low/Moderate: The concept of computer and information literacy is neither necessary nor sufficient for access to decent work in many parts of the world.	The IEA International Computer and Information Literacy Study (ICILS) will assess these skills in 20 countries.
Participation in technical and vocational, upper secondary and tertiary education and training		
Upper secondary education gross enrolment ratio	Moderate: measures participation of relevant cycle of education but is not closely linked to the acquisition of skills for decent work and life which can also be acquired at lower levels of education.	Available for ca. 160 countries.
Tertiary education gross enrolment ratio		Available for ca. 145 countries.
Participation rate in technical and vocational programmes (15- to 24-year-olds)	Moderate: As above. In addition, the concept of employment varies considerably across countries.	Not currently calculated in this way. Data on the share of technical and vocational enrolment in upper secondary education is available for ca. 135 countries.
Percentage of youth not in education, employment or training (18- to 24-year-olds)		ILO reports on the indicator mainly for high-income countries.
Participation rate in education and training over the past 12 months (25- to 64-year-olds)		The European Union’s Adult Education Survey collects relevant data in a consistent way across 30 countries.

5.5 Target 5

By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development

What should be measured?

Key concepts to measure in this target include:

- Knowledge, skills, values and attitudes required to establish sustainable and peaceful societies; and
- Participation in global citizenship education and education for sustainable development.

Global citizenship education and education for sustainable development (GCE/ESD) refers to a broad range of skills, competencies and knowledge that equip students for addressing the challenges and opportunities of complex societies, relevant to promotion of environmental sustainability, global awareness, and appreciation and respect for diversity. Learning outcomes stemming from GCE/ESD include knowledge, attitudes, values and behaviours, and encompass cognitive (e.g. creativity and critical thinking); interpersonal (e.g. collaboration and leadership); and intrapersonal (e.g. motivation and self-reflection) domains. Learning outcomes resulting from GCE/ESD are considered relevant across all countries, although

there is agreement that the cultural and country context will influence both the acquisition and the manifestation of GCE/ESD. The ways in which GCE/ESD is taught, and the process by which students acquire the desired learning outcomes, vary considerably from one context to the next, which limits the potential for global tracking.

What's available now?

To serve as the basis for global tracking of learning outcomes of GCE/ESD, cross-national assessments of student learning in secondary education currently capture some relevant items, especially for measurement of the cognitive elements of GCE/ESD related to knowledge, attitudes, values and behaviours. There are two major assessments to consider:

- the International Civic and Citizenship Education Study (ICCS) of the International Association for the Evaluation of Educational Achievement (IEA), which will be repeated and enriched in 2016; and
- the Programme for International Student Assessment (PISA), which contains items on environmental awareness and critical thinking, will be expanded in 2018 to include an assessment of global competencies, which may cover knowledge and skills, attitudes, and dispositions towards global issues, as well as aspects of global employability and mobility of young people.

With very few exceptions, neither of these surveys is consistently undertaken in developing countries, and items therefore need to be further validated to ensure applicability and comparability across settings. The scope and complexity of this task should not be underestimated, as outlined in greater detail below.

The World Values Survey, conducted once every five to six years, which included about 54 countries in the most recent wave, also contains items relevant to sustainability and global citizenship, such as attitudes toward democracy or the environment.

What are the main measurement challenges?

At present, there is no single agreed-upon definition of global citizenship, which makes it considerably more challenging to devise accurate and feasible approaches to measurement. While there is widespread consensus on the importance of GCE/ESD learning outcomes, the diverse range of skills and competencies, and the complexity of measurement, present challenges for tracking global progress. As well, GCE/ESD should begin at the start of school and extend through the education cycle, which will require selecting one or two age points at which it should be measured. At present, there is not one survey or set of items that aligns well with the concept of GCE/ESD; instead, more comprehensive tracking may require several different types of items from more than one survey. Because global tracking requires use of the same measures or items, there is a tension between the uniformity necessary for global tracking and the sensitivity to context. Yet despite these challenges, there is both an empirical basis for measurement and a constituency committed to moving the measurement agenda forward.

Beyond the cognitive elements of GCE/ESD, intrapersonal and interpersonal knowledge, attitudes, values and behaviours are not as frequently measured on a global or regional basis, but several research studies have proposed and tested measures of creativity, collaboration and empathy. These studies can be mined to develop a proposed set of items or a module that could then be included in global, regional or national surveys. Solutions could include the designation of a small set of items for global tracking (perhaps those specifically focused on cognitive knowledge, attitudes or values), whereas some of the other elements, especially interpersonal and intrapersonal, may be more suitable for national or regional tracking to allow more flexibility and sensitivity to context. The IEA survey, for example, has both a global component and regional modules, to better capture the contextual dimensions relevant to GCE/ESD.

It also may be possible to design and collect indicators of GCE/ESD inputs and outputs, including the presence of curricula and teacher training for GCE/ESD, and students' participation in GCE/ESD throughout the school years, which could provide information on progress towards implementation of GCE/ESD and the likelihood that desired student outcomes will be achieved. However, the difficulties of comparing curricular content across countries should be carefully considered.

Indicator	Alignment with concept	Data availability
Knowledge and skills for sustainable peaceful societies		
Percentage of 15-year-old students showing proficiency in knowledge of global issues including knowledge of environmental science and geoscience	Moderate: Knowledge is seen as important component but does not cover the full concept of GCE/ESD	PISA 2006, administered in 57 countries, estimated an “environmental science performance index.” ICCS 2009, which included 38 countries, contains workable items for larger-scale tracking that will require validation in developing world settings. ICCS 2016 will provide globally-comparable data on civic knowledge and engagement, and students’ roles in peaceful functioning of schools.
Values and attitudes for sustainable peaceful societies		
Percentage of 13-year-old students endorsing values and attitudes promoting equality, trust and participation in governance	Moderate: Covers important values and attitudes but is not comprehensive	ICCS 2009; see notes above.
Percentage of adults who respond positively to the statement: “Protecting the environment should be given priority even if it causes slower economic growth and some loss of jobs”	Moderate: Covers important values and attitudes but is not comprehensive.	World Values Survey 2012, which has included over 100 countries in various survey waves, contains items on values and attitudes on environmental protection, views on citizenship, freedom of information, and global awareness. These items will also require further validation and testing for youth and in developing world settings.
Global citizenship education (GCE)		
Percentage of 13-year-old students participating in citizenship education	Moderate: Participation in citizenship education is only one component of GCE/ESD	ICCS 2009; see notes above. The inclusion of classroom characteristics relevant to GCE/ESD (i.e. openness of classroom dialogue) can also be considered. PISA 2018 will incorporate an assessment of global competence, which may cover knowledge and skills, attitudes, and dispositions towards global issues as well as aspects of global employability and mobility of young people

5.6 Target 6

By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers

What should be measured?

Key concepts to measure in this target include:

- Characteristics of teachers such as **qualifications** and **professional training**;
- Teacher **motivation**; and
- Provision of **support for teachers**.

The core assumption underlying this target is that supported, qualified, motivated and professionally-trained teachers will deliver higher-quality instruction. It is important to note that the key concepts underlying this target are all assumed to contribute to the quality of instruction within the classroom. The investigation of which factors are most strongly associated with quality instruction is beyond the scope of this target but should be noted as an area in need of further investigation.

What is available now?

Most countries collect data annually on teachers’ working modality (part-time/full-time) and sex by education level.

From an international monitoring perspective, the available teacher-related indicators are not extensive but do cover some form of teacher qualifications and training. However, these are typically reported by national teaching standards (e.g. higher education qualification), which can vary markedly from country to country. Thus, observed performance on this target can be “improved” by lowering standards or “worsened” by setting a higher standard (although the latter will eventually have a positive effect on the knowledge and skills of the teaching force), neither of which would meaningfully indicate shifts in the quality of instruction received by students.

More detailed indicators related to teaching work conditions – which could perhaps provide some basis for indicators of teacher motivation and support for teachers – have been developed in the Indicators of National Education Systems (INES) programme for OECD countries and have been applied by the UIS in about 15 additional middle-income countries.

Cross-national surveys of student achievement (such as PIRLS, TIMSS, PISA, SACMEQ, PASEC and LLECE) provide additional information on teachers, reported by teachers themselves as well as head teachers and students on different aspects of teaching, including teacher knowledge. The UIS, with the OECD and partner countries, have fielded a similar school-based survey in 11 middle-income countries which provides lessons to take forward this kind of approach. Partly based on this experience, the OECD Teaching and Learning International Survey (TALIS) also incorporates teacher perspectives in 33 developed countries. TALIS is an international survey of teachers and teaching based on questionnaire responses by individual teachers and their school principals. The 2013 TALIS survey covered 107,000 lower secondary school teachers in 34 countries and provides policy information regarding the conditions of teaching and learning environments.

What are the main measurement challenges?

The use of data on statutory salaries and working time collected by the UIS, the OECD and Eurostat, and tools such as the World Bank's SABER diagnostic, represent a helpful step towards better understanding the design of policies related to teachers, teaching and education quality. However, there are still measurement issues to address. For example, statutory salary scales do not fully reflect the benefits that accrue to teachers, as in some countries non-salary benefits can account for up to 60% of income. It is very difficult to quantify and therefore compare these benefits across countries or over time. Most importantly, this information does not capture their implementation. Nonetheless, labour force surveys could be explored as a source of information to assess the income of teachers relative to other professionals.

Next steps

The emphasis on teachers as instrumental to education quality and positive education progress has been widely recognised, however, there are still significant gaps in information, which will require new indicator frameworks:

- To achieve global comparability of concepts related to teachers and teaching, there should be agreement on standards for teacher qualifications and training. This could be facilitated by the development of a taxonomy to help to set standards and benchmarks for comparison.
- Further efforts are needed to define concepts that describe teacher motivation and support. Once these concepts of motivation and support have been clarified and agreed upon, measurement tools must be developed and gain consensus among stakeholders. There are some indicators based on statutory information (e.g. salary scales, working conditions) that are readily available and come close to achieving the standards required for global comparability. However they may not be reliable markers of actual implementation or practices within classrooms.
- Better use of existing data, whether in administrative databases or through assessment and other initiatives, can help guide further efforts to identify indicators that capture the key concepts set out by the target and are globally comparable.

Indicator	Alignment with concept	Data availability
Qualified teachers		
Percentage of teachers qualified according to national standards (by level)	Moderate to high: Concept is very well-aligned but cross-national comparisons can be weak as national standards can vary widely between countries.	Not currently at the international level. Countries to report on the number of qualified teachers by sex and level of teaching on an annual basis from 2014.
Pupil-qualified teacher ratio	Moderate: Indicator measures the availability of qualified teachers to learners but does not assess the quality of teaching delivered.	PQTR is not available currently at the international level. Administrative data on teachers and pupils by level of education are reported annually by countries to the UIS. Countries report numbers of qualified teachers by sex and level of teaching on an annual basis from 2014.
Professionally-trained teachers		
Percentage of teachers trained according to national standards (by level)	Moderate to high: Concept is very well-aligned but cross-national comparisons can be weak as national standards can vary widely between countries.	The indicators are available for ca. 105 countries at the primary level and ca. 50 countries at the upper secondary level. Administrative data on trained teachers by level of education (pre-primary to post-secondary non-tertiary) are reported annually by countries to the UIS.
Pupil-trained teacher ratio	Moderate: Indicator measures the availability of trained teachers to learners but does not assess the quality of teaching delivered.	Not currently at the international level but can be calculated from the reported data. Administrative data on pupils and trained teachers by level of education (pre-primary to post-secondary non-tertiary) are reported annually by countries to the UIS.
Motivated teachers		
Average teacher salary relative to other professionals	Low: The financial return is one element of teacher motivation but does not guarantee motivated teachers.	Not currently at the international level. Data on actual salaries of teachers and those in other professions are not readily available. Indicators comparing two different professions will be affected by (a) differences in qualifications/experience required by each profession and (b) differences in typical working time or contract types. It may be necessary to limit the comparison to full-time staff. Data on statutory salaries are easier to collect, though it can be difficult to identify comparable professions which also have statutory salary scales. Teachers' statutory salaries can also be standardised by expressing as a % of GDP per capita.
Status of school climate and other learning environment factors associated with teacher motivation	Moderate to low	School climate and other learning environment factors associated with teacher motivation monitored by TALIS in 34 countries.
Well-supported teachers		
Incidence of in-service training	Moderate to low: Professional development could be considered one part of support	Not currently available at the international level.

5.7 Target 7

By 2030, all countries allocate at least 4%-6% of their gross domestic product (GDP) or at least 15%-20% of their public expenditure to education, prioritising groups most in need; and strengthen financial cooperation for education, prioritising countries most in need.

What should be measured?

Key concepts to measure in this target include:

- Public education expenditure;
- Aid to education;
- Groups most in need; and
- Countries most in need.

What is available now?

This target refers to concepts that are well established: public financial data are available through the UIS database, and the EFA Global Monitoring Report has been reporting on aid to education based on the OECD Development Assistance Committee (DAC) database.

What are the main measurement challenges?

However, the target also includes an explicit reference to equity, which presents new challenges:

- In the case of public education expenditure, "groups most in need" should be prioritised. There is currently no systematic approach to monitor how public education resources are shared across population groups. One approach would be to identify the share of public education expenditure that accrues to the poorest (and richest) quintiles through benefit incidence analyses. The

advantage of the approach is that it is standardised and comparable. The disadvantage is that the share of resources accruing to poor households will be mainly driven by characteristics of the education system (e.g. percentage of rich children attending private schools, percentage of poor children attending secondary and tertiary education) and will not capture explicit government efforts to target poor children. However, the information requirements for the latter are very high.

- In the case of expenditure on aid to education, “countries most in need” must be prioritised. A definition based on either the country’s income level and/or the country’s percentage of out-of-school children (or not acquiring basic skills) would be needed to use as a basis for monitoring the share of aid that is received specifically by that group of countries.

Indicator	Alignment with concept	Data availability
Public expenditure on education		
Public expenditure on education as percentage of GDP	High: In relation to target, but weak as an indicator of government commitment to education.	Available for 145 countries.
Public expenditure on education as percentage of total public expenditure	High: A robust indicator of government commitment to education.	Available for 145 countries.
Prioritisation of groups most in need		
Share of public expenditure on education received by poorest quintile	Low/Moderate: The share is determined by the percentage of children attending different levels of education and does not take into account attempts to target resources to the poorest households.	The indicator would be derived from household surveys (identifying participation by level of education and by sector) and public expenditure data (by level).
Financial cooperation for education		
Total aid to education	High: Directly measures one of the elements of the target.	Available for ca. 145 countries.
Total aid to basic education	High: Directly measures one of the elements of the target.	Available for ca. 145 countries.
Countries most in need		
Percentage of total aid to education in low-income countries	Moderate: The percentage does not capture whether aid reaches countries most in need.	Available for most low-income countries.
Percentage of total aid to basic education in low-income countries	Moderate: The percentage does not capture whether aid reaches those populations most in need within the countries.	Available for some low-income countries.

6. Conclusions and next steps for the development of post-2015 education indicators

Overall, while all of the proposed targets have some indicators that are currently available for measurement, substantial investment in new indicator development will be required to more fully track the proposed targets. In addition to indicators of learning and equity, it will also be necessary to develop new input and output indicators on access to early childhood education; financing for education, especially for the most vulnerable populations; education for global citizenship and sustainable development; and the extent to which teachers are motivated, paid sufficiently and trained.

To move efficiently towards the development and validation of new indicators, international organizations and national governments must coordinate their efforts by agreeing on common definitions for new indicators and investing in testing and validation; and in sharing data, participating in joint efforts for data analyses, and reporting results with perspectives from multiple organizations and governments. While we have a good basis for reliable tracking of the proposed targets, additional investment coupled with more efficient use of existing resources will lead to notable improvements in our understanding of the ways and extent to which we are making progress towards proposed education targets.

The TAG will continue its work in 2014 and 2015. There will be opportunities for public consultation on the recommendations for proposed indicators, approaches to measurement and the data development agenda outlined in this paper at upcoming regional EFA meetings, to be held in late 2014 and early 2015. The TAG will also prepare more detailed technical papers on key areas of measurement, especially related to education quality and learning outcomes, and the distribution of learning opportunities, which will be prepared for the EFA meeting to be held in the Republic of Korea in May 2015.

Annex A. Post-2015 education indicators by potential data source and disaggregation

Target	Level	Indicator	Source	Sex	Wealth	Location	Other
1	A. Input	1. Child-educator ratio 2. Countries with 1 year free and compulsory pre-primary education	Administrative Administrative	– –	– –	– –	Country
	B. Output	1. Participation rate in organised learning (3- to 4-year-olds) 2. Gross pre-primary enrolment ratio	Survey Administrative	X X	X –	X X	
	C. Outcome	1. Early Childhood Development Index 2. Under-5 mortality rate 3. Under-5 stunting rate	Survey Mixed Mixed	X X –	X – –	X – –	
2	A. Input	1. Countries with nine years of free and compulsory basic education	Administrative	–	–	–	Country
	B. Output	1. Percentage of children who were never in school 2. Number of out-of-school children 3. Primary adjusted net enrolment rate 4. Primary attainment rate 5. Gross intake ratio to the last grade of primary education 6. Gross intake ratio to the last grade of lower secondary education 7. Number of out-of-school adolescents 8. Lower secondary total net enrolment rate 9. Lower secondary attainment rate	Administrative/Survey Administrative/Survey Administrative Survey Administrative/Survey Administrative/Survey Administrative Administrative Survey	X X X X X X X X X	X X – X X X – – X	X X X X X X – – X	
	C. Outcome	Percentage of children who achieve minimum proficiency standards in: 1. Reading/mathematics at the end of grade 2 2. Reading/mathematics at the end of primary school 3. Reading/mathematics at the end of lower secondary school	Survey Administrative/ Survey Administrative/Survey	X X X	X X X	X X X	
3	A. Input	–					
	B. Output	1. Participation rate in literacy programmes (illiterate 25- to 64-year-olds)	Administrative	X	–	–	
	C. Outcome	1. Youth literacy rate/Adult literacy rate 2. Percentage of youth/adults proficient in literacy skills 3. Percentage of youth/adults proficient in numeracy skills	Census/survey Survey Survey	X X X	– X X	– X X	
4	A. Input	–					
	B. Output	1. Upper secondary gross enrolment ratio 2. Tertiary gross enrolment ratio 3. Participation rate in technical and vocational programmes (15- to 24-year-olds) 4. Participation rate in education and training (25- to 64-year-olds) 5. Percentage of youth not in education, training or employment (18- to 24-year-olds)	Administrative Administrative Administrative/Survey Survey Survey	X X X X X	– – X X –	– – X X –	
	C. Outcome	1. Percentage of youth/adults with problem-solving skills 2. Percentage of youth/adults who are computer and information literate	Survey Survey	X X	X X	X X	
5	A. Input	–					
	B. Output	1. Percentage of 13-year-old students participating in citizenship education	Administrative	X	–	–	
	C. Outcome	1. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience. 2. Percentage of 13-year-old students endorsing values and attitudes promoting equality, trust and participation in governance 3. Percentage of adults who respond positively to the question 'Protecting the environment should be given priority even if it causes slower economic growth and some loss of jobs'.	Survey Survey Survey	X X X	X X X	X X X	
6	A. Input	1. Percentage of teachers qualified according to national standards (level) 2. Percentage of teachers trained according to national standards (level) 3. Percentage of teachers receiving in-service training 4. Average teacher salary relative to other professionals	Administrative Administrative Administrative Survey	X X X X	– – – –	– – – –	
	B. Output	1. Pupil-teacher ratio 2. Pupil-qualified teacher ratio	Administrative Administrative	– –	– –	– –	School School
	C. Outcome	–					
7	A. Input	1. Public expenditure on education as percentage of GDP 2. Public expenditure on education as percentage of total public expenditure 3. Share of public expenditure on education received by poorest quintile 4. Total aid to education 5. Total aid to basic education	Administrative Administrative Mixed Administrative Administrative	– – – – –	– – X – –	– – – – –	Country Country
	B. Output	–					
	C. Outcome	–					

Joint Proposal of the EFA Steering Committee on Education Post-2015

Introduction

The Education for All (EFA) Steering Committee– a representative body of key education stakeholders¹ convened by UNESCO – developed this Joint Proposal on Education beyond 2015, which was presented and discussed at the Global EFA Meeting (GEM) in Oman (12-14 May 2014). This Joint Proposal is based on UNESCO’s Position Paper on Education beyond 2015, which was discussed and strongly supported by the 194th session of UNESCO’s Executive Board in April 2014. The GEM adopted a Final Statement– the ‘Muscat Agreement’–that outlines the proposed overarching goal and global targets of the post-2015 education agenda. The aim of this Statement, together with the Joint Proposal, is to facilitate Member States’ discussions and negotiations on the global post-2015 development agenda in New York and form the core of the Framework of Action to be adopted at the World Education Forum 2015 in the Republic of Korea in May 2015.

Vision and principles of the post-2015 global education agenda

Education is a fundamental human right¹ and a foundation for human fulfilment, peace, sustainable development, economic growth, decent work, gender equality and responsible global citizenship. Furthermore, it is a key contributor to the reduction of inequalities and the eradication of poverty, by bequeathing the conditions and generating the opportunities for just, inclusive and sustainable societies. As such, **education must be a stand-alone goal in the broader post-2015 development agenda and should be framed by a comprehensive overarching goal, with measurable global targets and related indicators.** In addition, education must be integrated into other development goals in order to highlight their mutual interdependence and catalyze more synergistic action across sectors.

The post-2015 global education agenda should be rights-based and adopt a perspective based on equity and inclusion, expanding the vision of access to reflect relevant learning outcomes through the provision of quality education at all levels. It should take a holistic and lifelong learning approach, and ensure that no one is left behind. Moreover, the agenda should be of universal relevance and mobilize all countries and stakeholders, regardless of their development status. While the state is the custodian of education as a public good, the role of civil society, communities, parents, learners and other stakeholders is crucial in the provision of quality education.

The global education agenda should be complemented by a **‘Framework for Action’** to guide countries in operationalizing the global education agenda at country/national level, including setting their targets and indicators, and reflecting the diverse social, political, economic and cultural contexts. The Framework for Action should include an implementation strategy in which necessary operational mechanisms, supporting actions and enabling conditions for the implementation of global targets at national level –including partnerships, financial requirements, governance and accountability and monitoring –are spelled out.

¹The EFA Steering Committee is composed of Member States representing all six regional groups of UNESCO, the E-9 initiative, and the host country of the World Education Forum 2015; the five EFA convening agencies (the United Nations Educational, Scientific and Cultural Organization, the United Nations Children’s Fund, the United Nations Development Programme, the United Nations Population Fund and the World Bank); the Organisation for Economic Co-operation and Development; the Global Partnership for Education, civil society, the teaching profession and the private sector.

Overarching goal

“**Ensure equitable and inclusive quality education and lifelong learning for all by 2030**” is proposed as the overarching education goal. This goal may not be measured as such, but must be translated into specific global **targets** and corresponding **indicators**. The targets are specific and measurable, and contribute directly to the achievement of the goal. Countries are expected to commit to the goal and targets, against which they can be held accountable.

Targets

The proposed seven targets can be classified into two types: outcome and input targets. Five are outcome and two are input targets, the latter being considered crucial for the realization of the former. **Minimum global benchmarks** for these will be developed, based on which countries may wish to set **more ambitious national benchmarks**. All targets have been identified through extensive consultations and take into account the following imperatives for education:

- the right to **free education** should be promoted in accordance with the International Covenant on Economic, Social and Cultural Rights, which affirms that education shall be compulsory and free at the primary education level, and be progressively free at the secondary and higher education levels;ⁱⁱ
- a special focus on **equity** and **inclusion**ⁱⁱⁱ is required. Therefore, the future agenda must pay particular attention to marginalized groups and to those affected by conflict and disaster. This should be reflected in the targets and/or through indicators that measure and monitor inequalities; where possible, data should be disaggregated, for example by age, sex, location, ethnic/linguistic identification, and disability and socio-economic status, in order to enable effective measurement of equity gaps. Targets should only be considered achieved if they are met for all relevant income and social groups;
- **gender equality** to, in and through education remains a key concern requiring continued and central attention. Gender equality should be explicitly included either directly in the target or in the indicators, with a renewed focus on enhanced access and transition to and completion of basic, secondary and higher education for both girls and women in gender-sensitive, -responsive and -transformative learning environments that are safe and supportive;
- **quality** education and learning at all levels and in all settings should be at the heart of the post-2015 education agenda. The World Education Forum (Dakar, Senegal, April 2000) identified the key elements of quality education^{iv}, which include, among others, inputs, processes, content, outcomes and systems. The role of teachers in this regard is of importance;
- **lifelong learning**^v is a central principle of the post-2015 education agenda, and flexible lifelong and life-wide learning opportunities should be provided through formal and non-formal pathways and stimulate informal learning;
- approaches such as **global citizenship education**^{vi} and **education for sustainable development**^{vii}, which foster attitudes and behaviours that promote peace, conflict resolution and mutual understanding, tolerance, critical thinking and respect for cultural diversity and for the environment, must be a key component of the future education agenda and should thus be reinforced; and
- **information and communication technologies** (ICTs) are important and innovative enablers for education that, if used appropriately, can significantly increase its quality.

It should be noted that in order to be holistic and aspirational, the post-2015 education agenda will comprise targets in areas that may not (yet) be measurable in a quantitative or qualitative way. The

setting of the global education agenda should start from the broad aspirations of the global community, and not merely reflect indicators that currently exist. Policy imperatives should drive measurement, not vice-versa.

I. OUTCOME TARGETS

Target 1: *By 2030, at least x%* of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.*

**Minimum global benchmarks will be developed*

Early childhood care and education (ECCE) lays the foundation for children's long-term well-being and educational achievement. Beginning at birth, the years before children start school are critical for building the competencies and skills that affect learning across all areas, as well as health and well-being throughout life. Despite a clear recognition of the importance of ECCE and progress made in addressing young children's needs, in many parts of the world young children do not receive adequate care or participate in pre-primary education. This target, which takes a holistic approach, is required because of its immediate and long-term positive impact not only on the development of children, but also on the social and economic development of societies. It specifies that at the very least, one year of good quality compulsory and free pre-primary education, which is understood as part of basic education, should be provided.

ECCE refers to the range of inputs required to reach children's developmental potential, including adequate health, nutrition, stimulation within the home and school environments, protection from violence, and attention to all domains of development. The point at which children begin school is an important transition, often accompanied by increasing expectations as to what children should know and be able to do. 'Readiness for school' refers to the achievement of developmental milestones across a range of domains, including the adequate health, nutritional status and age-appropriate language, cognitive and social/emotional development of a child at the start of primary school.

Target 2: *By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.*

Despite significant progress since 2000, 57 million children of primary school-age and 69 million children of lower secondary school age –of whom girls remain the majority –are still out of school.^{viii} In addition, too often those in school are not acquiring basic knowledge and skills, with at least 250 million primary school-age children around the world, more than 50% of whom have spent at least four years in school, not able to read, write or count well enough to meet minimum learning standards.^{ix} Therefore, this target responds to the expressed need of countries to expand the participation of all children in education to at least a full cycle of basic education, and to improve learning outcomes.

Basic education should include a full cycle of at least 9 years of free and compulsory primary and lower secondary education, acknowledging that the definition of basic education varies according to the country context and can progress beyond.^x Basic education should be provided to all without discrimination based on gender, ethnicity, disability, income level, language or geographical

location. While the key objective is to ensure that all children enter and complete a full cycle of formal basic education at the appropriate age, every effort should be made to provide equivalency basic education for out-of-school children and adolescents who did not have the opportunity to receive or complete formal basic education.

It is expected that upon completion of the full cycle, all children will have achieved at least basic learning outcomes as defined by and measured against recognized learning standards. These learning outcomes, to be measured at the end of primary and/or lower secondary education, should include cognitive and foundational as well as non-cognitive/transversal/'21st century' skills.^{xi}

While learning outcomes are increasingly highlighted as the ultimate indicator for quality education, it is important that the necessary inputs and processes be in place in order to lead to these outcomes. These include: providing content that is relevant to all learners and the context in which they live; being taught by well-qualified teachers using appropriate pedagogical approaches; and establishing learning environments that are safe, healthy, gender-responsive, inclusive and conducive to learning, provide comprehensive sexuality education^{xii}, encompass mother tongue-based multilingual education, and harness the potential of ICTs to support teaching and learning.

Target 3: *By 2030, all youth and at least x%* of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.*

**Minimum global benchmarks will be developed*

Youth and adult literacy remains a key global challenge. Worldwide, some 774 million adults (aged 15 and over), of whom two-thirds are women, are reported to be unable to read and write.^{xiii} Low literacy skills are a concern globally, including in middle and high income countries. For example, in Europe, an estimated 20% of adults lack the literacy skills they need to function fully in society.^{xiv} Adults with poor literacy skills face multiple sources of disadvantage. They are more likely to be unemployed, and those who are employed receive lower wages. They also find it more difficult to participate in society and exercise their rights. Finally, they are more likely to be in poor health. The development benefits of literacy, in particular for women, are well-documented and include, among others, higher participation in the labour market, delayed marriage and improved child and family health and nutrition; these, in turn, contribute to poverty reduction, greater life opportunities for girls and women, and a positive impact on learning, among other benefits. In general, literacy is considered a prerequisite for personal, social, economic and political empowerment and an essential means of building people's capabilities to cope with the evolving challenges and complexities of life, culture, economy and society.^{xv}

Consequently, it is key to ensure that all youth (15–24 years) and adults across the world acquire relevant and recognized **functionalliteracyand numeracy** skills^{xvi} and continue as lifelong learners. It is important to note that the definition of literacy has evolved from a narrow divide between literate and illiterate and is rather understood as a continuum. As such, literacy is defined as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with diverse contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and society.^{xvii} ICTs can play an important role in supporting and sustaining literacy learning.

Target 4: *By 2030, at least x%* of youth and y%* of adults have the knowledge and skills for decent work^{xviii} and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.*

**Minimum global benchmarks will be developed*

In the light of socio-economic and demographic transformations including shifting labour markets, growing youth unemployment, migration trends and technological advancements, and the demand for a more knowledgeable and skilled workforce, transformed and intensified approaches to **knowledge and skills for decent work and life** are required. These are challenges that all countries must meet and which require the identification of policy options that effectively enlarge the relevant skill sets of youth, improve education to work transitions, and enhance adult up-skilling and reskilling.

Knowledge and skills for work and life can be acquired through different streams and forms of post-basic education and training including upper secondary and tertiary education and technical and vocational education and training as well as adult education and non-formal skills training in a life-long learning perspective. Education systems should facilitate pathways between different education streams and the transition between school and work. Work-based learning is also a key path to skills development for many young people and adults. Enterprises should provide opportunities for work-based learning and lifelong learning.

In addition, there is growing evidence that beyond mastering work-specific skills, there is an increasing demand for information-processing skills and other high-level cognitive and interpersonal skills^{xix}. Therefore, learners will increasingly be required to acquire those knowledge, skills and competences needed to be creative and innovative, able to adapt to and assimilate change and to continue learning, and navigate a technology-intensive world.

Today, policies for skills development should speak not only to the challenges of youth employability and unemployment, but also address the consequences of ageing labour forces and rapidly-changing skill needs. Well-designed education systems can enable adult workers to keep their skills current and improve their productivity, and thereby contribute to extended careers of productive employment in a life-long learning perspective.

Target 5: *By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.*

Strengthening the ways in which education contributes to the fulfilment of human rights, peace, responsible citizenship, gender equality, sustainable development, health, respect for cultural diversity and intercultural dialogue deserves a central place in the post-2015 education agenda. The **knowledge, skills, values and attitudes** required by citizens to take informed decisions and assume active roles both locally and globally in facing and resolving global challenges can be acquired through global citizenship education (GCE) and education for sustainable development (ESD).

GCE and ESD aim at empowering learners of all ages to contribute to sustainable development and take responsible actions for environmental integrity, economic viability and a just society for present and future generations, and to ultimately become proactive contributors to a more just,

peaceful, tolerant, inclusive, secure and sustainable world. They promote skills such as critical thinking, understanding complex systems, imagining future scenarios, and making decisions in a participatory and collaborative way. In addition, culture plays a key role in achieving sustainability, and therefore education should take into account local conditions and culture as well as build awareness of cultural expressions and heritage. Building on existing tools^{xx}, it will be important to develop additional measures that can help monitor progress at the global level in these areas.

II. INPUT TARGETS

Target 6: *By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers*.*

**National benchmarks and/or targets and scaled timeline should be developed*

Ensuring quality and relevant teaching and learning is central to the post-2015 education agenda. One of the key conditions to ensuring quality education is ensuring that every learner is taught by a qualified and professionally-supported **teacher**. Education quality is presently undermined by the urgent need for additional teachers in classrooms: 1.6 million are required to achieve universal primary education by 2015 and 5.1 million to achieve universal lower secondary education by 2030. Moreover, recruiting teachers to fill vacant posts is not enough. Young people entering the profession must have received at least secondary schooling of appropriate quality and relevance; they also require rigorous initial teacher education which, among other qualities, prepares trainees to instruct students from diverse backgrounds using a wide array of teaching methodologies and to support those who need the greatest attention.

All teachers require continuing professional development and support to enable them to reflect on their teaching practices and adapt to changing conditions. They also need decent working conditions and adequate and timely remuneration. The uneven allocation of trained teachers is a key contributing factor to wide equity gaps in learning. Governments must therefore devise strategies and provide appropriate incentives, including competitive remuneration, clear career paths and professional development. Finally, teachers themselves are also responsible for improving the learning outcomes of students. This target, as one of the most important enablers of achieving all of the other targets, will require a shorter and/or scaled timeline.

Target 7: *By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education,^{xxi} prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.*

The full realization of the education agenda beyond 2015 requires innovative, increased and well-targeted **financing** and efficient implementation arrangements. There must be a clear, renewed commitment by governments to provide equitable financing commensurate with national educational priorities. Although domestic allocation to education should be based on each country's needs and capacities as well as demographic trends (i.e. some countries have an ageing population and fewer children, impacting on the financial requirements for education), it is proposed that countries either choose one of the two following minimum global benchmarks or use both: the allocation of at least 4-6% of their Gross Domestic Product (GDP); and/or the allocation at least (15-20%) of their public expenditure to education– using funds effectively and prioritizing groups most in need.

At the same time, strengthened financial cooperation for education from all stakeholders is also required; this includes support from multilateral and bilateral support to education for committed but

under-resourced countries, funding from the private sector and innovative financing towards nationally-set targets. This support should be clearly expressed in the implementation strategy of the new agenda. Furthermore, coordination, monitoring and evaluation are required at the global and country levels in order to ensure that all funding, including from external sources, are used effectively and efficiently and with measurable outcomes and impacts for individuals and societies. As adequate financing is critical to the implementation of the future education agenda, immediate measures should be taken to increase both domestic and international commitment to funding education.

Operationalization of the post-2015 global education agenda

The post-2015 global education agenda should enable all countries to realize their own vision and ambitions for education, while holding them accountable to an internationally-agreed goal and targets. As countries differ in their educational priorities and the ways in which they structure responsibility, the post-2015 education agenda must be flexible enough to address this diversity. It should therefore strike a balance between global targets and their adaptations at country level, aligning the former to common indicators that can be measured and compared across countries and over time, while providing for specific target setting and indicator development at the country level that reflect specific priorities and contexts.

A possible approach could be for some targets to be phrased in terms of ensuring that basic minimum standards are met by all, irrespective of context, while others could be phrased in terms of a 'global ambition' for improvement, with more specific and tailored targets defined at the national level. Each government could set an appropriate level of ambition for each target, taking account of its starting point, its capacity and the resources it can expect to command. The indicators that track the targets should be disaggregated in different ways to ensure equality, non-discrimination and the overcoming of different forms of exclusion.

The implementation of the new education agenda will require adequate and effective financing, through domestic government resources, public-private partnerships, innovative financing and international aid, as mentioned above. Effective financing must be accompanied by strengthened participatory governance and accountability mechanisms at the global, national and local levels, as well as improved planning, monitoring and reporting mechanisms and processes. It will also require partnerships at country level, involving a multiplicity of stakeholders who can contribute to the common goal of quality education for all.

Education beyond 2015 should build on existing alliances and networks, including the regional and global EFA structures and mechanisms, and forge a broader and stronger coalition of partners at the regional and global levels. This coalition – an integral part of the overall development framework and related mechanisms – should include governments, multilateral and bilateral organizations, civil society, academia and the private sector, and encompass expertise from sectors related to education such as labour, welfare and health.

Monitoring and accountability mechanisms should be based on initiatives at the country level, with UNESCO and other relevant partners supporting Member States to develop institutional capacities towards that purpose, and in such a way that country-level systems develop and provide comparable information and indicators, fostering greater accountability in education governance. At the same time, regular and independent monitoring to track progress at global level is fundamental; therefore mechanisms such as the current EFA Global Monitoring Report should be maintained, with regular opportunities to discuss results at a high political level.

ANNEX I

OVERARCHING GOAL

Ensure equitable and inclusive quality education and lifelong learning for all by 2030

I. OUTCOME TARGETS

Target 1:

By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.

Target 2:

By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.

Target 3:

By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.

Target 4:

By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.

Target 5:

By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.

II. INPUT TARGETS

Target 6:

By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers.

Target 7:

By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.

Notes

- i Article 26, Universal Declaration of Human Rights (1948), the UNESCO Convention against Discrimination in Education (1960), and the Convention of the Rights of the Child (1990).
- ii The International Covenant on Economic, Social and Cultural Rights (1966) states that '(a) Primary education shall be compulsory and available free to all; (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education; (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education.' Available at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>.
- iii 'Equity requires securing all children's rights to education, and their rights within and through education to realize their potential and aspirations. It also requires implementing and institutionalizing arrangements that help ensure all children can achieve these aims.'
'Inclusion requires responding to the diversity of needs among all learners, through increasing participation in learning, cultures, and communities, and reducing exclusion from and within education. It involves changes in content, approaches, structures, and strategies, driven by a common vision that covers all children and the conviction that it is the responsibility of the regular system to educate all of them.'
See: UNGEI, UNAIDS and FTI Secretariat. 2010. *Equity and Inclusion in Education: A guide to support education sector plan preparation, revision, and appraisal Fast Track initiative*. UNGEI. First edition, April 2010, p.3. Available at: http://www.unicef.org/education/files/Equity_and_Inclusion_Guide.pdf
- iv EFA Goal 6: Quality Education: 'Governments and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin. Successful education programmes require: i) healthy, well-nourished and motivated students; ii) well-trained teachers and active learning techniques; iii) adequate facilities and learning materials; iv) a relevant curriculum that can be taught and learned in a local language and that builds upon the knowledge and experience of the teachers and learners; v) an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe; vi) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values; vii) participatory governance and management; and viii) respect for and engagement with local communities and cultures.'
UNESCO. (2000). *Dakar Framework for Action*, paragraph 44. Available at: <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>
- v 'Lifelong learning is founded in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, whether girls or boys, women or men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) that together meet a wide range of learning needs and demands. Education systems that promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals.'
UNESCO Education Sector Technical Notes, Lifelong Learning, February 2014, p.2. Available at: <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/>
- vi Global citizenship education aims to equip learners with the following core competencies:
- A deep knowledge of global issues and universal values such as justice, equality, dignity and respect;
 - Cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues;
 - Non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives;
 - Behavioural capacities to act collaboratively and responsibly, and to strive for collective good.
- See the outcome document of the Technical Consultation on Global Citizenship Education: UNESCO. 2013. *Global Citizenship Education: An Emerging Perspective*". Available at: <http://unesdoc.unesco.org/images/0022/002241/224115E.pdf>

- vii See: UNESCO's 37th General Conference approved Global Action Programme on ESD. Available at: <http://unesdoc.unesco.org/images/0022/002243/224368e.pdf>
- viii UNESCO. 2014. *EFA Global Monitoring Report 2013/4: Teaching and Learning –Achieving quality for all*. Paris: UNESCO Publishing.
- ix UNESCO. 2012. *Education for All Global Monitoring Report: Youth and Skills –Putting education to work*. Paris: UNESCO Publishing.
- x Basic education is defined here as corresponding to the first 9 years of (formal) schooling/education, which is the accumulative duration of ISCED 1 and 2, ISCED 1 being the primary level typically lasting 6 years (with variation between 4 to 7 years) and ISCED 2 referring to the lower secondary, typically lasting for 3 years (with variation across countries). Basic education is also central to the right to education, and it is recognized in every international and regional text as a fundamental human right. The 1960 UNESCO Convention against Discrimination in Education (Available at: <http://unesdoc.unesco.org/images/0011/001145/114583e.pdf#page=118>) advocates for free and compulsory primary education as a right and recommends this right to be extended to (lower) secondary as much as possible. Most countries today refer to 9 years of compulsory basic education in their education laws or constitutions. Based on these rationales, basic education is defined in this document as 9 years of continuous schooling. UNESCO .2007.Experts' Consultation on the Operational Definition of Basic Education.17-18 December 2007 –Conclusion. Available at: <http://unesdoc.unesco.org/images/0018/001802/180253e.pdf>
- xi Non-cognitive/transversal skills, competencies and values may be defined as:
- Critical and innovative thinking: Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
 - Interpersonal skills: Presentation and communication skills, leadership, organizational skills, teamwork, collaboration, initiative, sociability, collegiality
 - Intrapersonal skills: Self-discipline, enthusiasm, perseverance, self-motivation, compassion, integrity, commitment
 - Global citizenship: Awareness, tolerance, openness, respect for diversity, intercultural understanding, ability to resolve conflicts, civic/political participation, conflict resolution, respect for the environment
 - Physical and psychological health Healthy lifestyle, healthy feeding, physical fitness, empathy, self-respect
- Adapted from: ERI-Net. 2013.*Research Programme Research Framework for 'Integrating Non-cognitive Skills in Education Policy and Practice (Phase I)'*, Bangkok: UNESCO Bangkok.
- xii UNESCO.2009. *International Technical Guidance on Sexuality Education,An evidence informed approach for schools, teachers and health educators, volumes I and II*.Paris: UNESCO.
- xiii UNESCO. 2014.*EFA Global Monitoring Report 2013/4: Teaching and Learning –Achieving quality for all*. Paris: UNESCO Publishing.
- xiv European Commission.2012. *Final Report: EU High Level Group of Experts on Literacy 2012*. Luxembourg: Publications Office of the European Union.
- xv UIL. 2010.*CONFINTEA VI sixth international conference on adult education - Final report*. Hamburg: UNESCO Institute for Lifelong Learning.
- xvi A person is defined as “functionally literate who can engage in all those activities in which literacy is required for effective functioning of his [or her] group and community and also for enabling him [or her] to continue to use reading, writing and calculation for his [or her] own and the community's development” (Education for All Global Monitoring Report 2006, p. 30).
- xvii UNESCO. 2005. *Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting*, 10 – 12 June, 2003. Paris: UNESCO.

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- ^{xviii} See: <http://www.ilo.org/global/about-the-ilo/decent-work-agenda/lang--en/index.htm>.
- ^{xix} OECD. 2013. *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*. Paris: OECD Publishing. Available at: http://skills.oecd.org/documents/SkillsOutlook_2013_Chapter1.pdf
- ^{xx} Existing tools for the measurement of citizenship and sustainability skills include: measuring civic knowledge and engagement through the International Civic and Citizenship Education Study, tolerance and trust through the World Values Survey or knowledge of environmental issues through PISA.
- ^{xxi} See also: *Communique* of the Seventh Meeting of the High Level Group on EFA(Dakar, 2007)
Available at: <http://unesdoc.unesco.org/images/0015/001560/156099e.pdf>
and *Communique* of the Sixth Meeting of the High Level Group on EFA (Cairo, 2006).
Available at: <http://www.unesco.org/education/HLG2006/Communique22Nov.pdf>



Collective Consultation of NGOs
ON EDUCATION FOR ALL

Consultation Collective des ONG
SUR L'EDUCATION POUR TOUS

Consultación Colectiva de las ONG
EN EDUCACIÓN PARA TODOS

المشاوراة الجماعية للمنظمات غير الحكومية
بشأن التعليم للجميع



Seventh Meeting of the CCNGO/EFA **Santiago, Chile, 21-23 May 2014**

Final Declaration **REALIZING THE RIGHT TO EDUCATION BEYOND 2015**

Preamble

1. This document represents the views of national, regional and international non-government organisations and networks from all parts of the world who gathered at the Seventh Meeting of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA) in Santiago, Chile, from 21 to 23 May 2014.
2. The objectives of our gathering included taking stock of progress towards the six EFA goals, identifying key bottlenecks and looking into the future. Our core purpose was to strategize on civil society engagement in the definition of the post-2015 education agenda, to be approved at the World Education Forum in the Republic of Korea in May 2015, as well as in its promotion as an integral part of the global development agenda to be adopted at the United Nation Summit in New York in September 2015.
3. In our deliberations, we noted the status of EFA; examined civil society participation in related policy making; reviewed processes regarding the development of the post-2015 education agenda, including outcomes of the 2014 Global Education for All Meeting (GEM) in Oman; and identified opportunities as well as developed strategies for promoting the right to education up to 2015 and beyond.
4. We recall that education is a fundamental human right and is key to promoting social, economic, environmental and gender justice, and that States have the duty to secure free public quality education for all. We reaffirm the need for continuity of the EFA agenda after 2015 and agree that this agenda should reflect rights-based, universal, holistic and lifelong learning perspectives.
5. We remain fundamentally committed to civil society's active participation in effective policy dialogue, design and monitoring as a means for refining and legitimising public policy. We believe deepening democratic engagement promotes the development of more sustainable public policy.

Stocktaking

6. At the Sixth CCNGO/EFA meeting in 2012, we deplored the negative impact on education of the global financial, economic and climate crises, increased inequalities and worsened conditions for migrants and indigenous people as well as the continued incidence of HIV and AIDs. We note with disappointment that little has changed.

7. In 2014, we note with concern the growth in violence against children and education personnel. We strongly condemn education being under attack. The recent abduction of over 200 girls from their school in Nigeria by terrorists is but one of numerous cases around the world. We reaffirm the right of every child, youth and adult to have protected access to schools and to learn in a safe and health-enhancing environment.
8. We recognise that war, conflict and natural disasters can deprive whole generations of access to education. Of the 57 million primary-school-aged children currently out of school, half live in countries affected by crisis. We acknowledge the disruptive influence of emergencies and the forced migration of populations on the full realization of the right to education.
9. We acknowledge that progress in access to early childhood and primary education has been made, as well as improvements in gender parity. We also acknowledge multilateralism and an EFA architecture with financing and civil society participation mechanisms as positive developments.
10. We express our deep concern that there are still 57 million children out of school, of which 17 million girls and 11 million boys are expected to never gain access to schooling; and that there are 69 million adolescents without access to effective basic education. Extremely low literacy levels among youth and adults are of serious concern to us, with still an estimated 774 million adults not being able to read or write, two thirds of whom are women. Despite the lack of specific data, we want to draw attention to the fact that children, youth and adults with disabilities and from ethnic minorities are particularly disadvantaged and often excluded from education opportunities.
11. We note that many countries have failed to allocate at least 6% of their GDP or 20% of their national budget to education, while aid to education has declined by 6.3% between 2010 and 2011, leaving an annual financing gap of US\$26 billion. Humanitarian aid for education has declined since 2010, leaving a funding gap of US\$229 million. Education remains one of the most under-funded sectors in humanitarian response, constituting just 1.9% of humanitarian appeals in 2013.

Bottlenecks

12. *Financial:* We consider regressive tax systems, tax avoidance and evasion, corruption as well as spending on militarization as core obstacles to addressing the US\$26 billion financing gap in education. Developing countries lose US\$189 billion to tax havens every year while amounts given away as tax exemptions approach US\$3 billion per week. Estimates show that the cost of corruption exceeds US\$2.6 trillion annually. In 2013, addressing the financing gap within education could have been addressed by redirecting 1.5% of global military expenditure to education.
13. *Social structures:* We identify all forms of discrimination as factors that impede the realization of the human right to education and the development of just societies. We acknowledge the lack of awareness of discrimination based on ethnicity and against people with disabilities as a core barrier to education for all, and we emphasize the right to inclusive education. Additionally, we identify patriarchy as a major impediment for reaching gender equality in education and beyond.
14. *Teacher status:* We are deeply concerned over the widespread scale of trained teacher shortages, aggravated by less than favourable initial and continued teacher training, inadequate working conditions and salaries and low teacher status. We consider that these constitute major obstacles to the provision of quality education for all.
15. *Privatization:* We recognise increasing trends in privatization and profit making in and through education as serious threats to free and universal education as a fundamental human right, by weakening public education systems, fostering narrow perceptions of quality, reducing democratic governance and increasing social segmentation.

16. *Criminalization*: While we have noticed some progress in civil society participation in policy making at the different levels, we remain deeply concerned with the rise in criminalization of social movements, the closure of participatory spaces and the approval of legislation that reduces the freedom of expression.

The post-2015 education agenda

17. Since the Sixth Meeting of the CCNGO/EFA, various initiatives contributed to the shaping of the post-2015 education agenda, including the Global Thematic Consultation on Education, the debates at the 37th session of UNESCO's General Conference, EFA Steering Committee meetings and the Global EFA Meetings. Other processes were put forward which informed the overall post 2015 Development Agenda and the place of education within it, notably the report from the High-Level Panel of Eminent Persons and the Open Working Group on Sustainable Development Goals.
18. We consider that the way the post-2015 education agenda is being established to be a challenging and complex process that created difficulty for civil society engagement at all levels. Nevertheless, the existence of institutionalised mechanisms of civil society participation in the EFA architecture has enabled us to actively participate in shaping the post-2015 education agenda.
19. We also acknowledge that until recently the participation of Member States was insufficient. We welcome increased involvement of Member States through the Open Working Group, the EFA architecture and processes which promote increased engagement and facilitate civic involvement and ownership.
20. We support the overarching goal: "Ensure equitable and inclusive quality education and lifelong learning for all by 2030" as the overall goal of the post-2015 education agenda. We also welcome the Joint Proposal of the EFA Steering Committee on Education Post-2015, especially its understanding of education as a fundamental human right, the vision and principles it sets out and the priority areas identified.
21. We furthermore support the Muscat Agreement adopted at the 2014 GEM and its reference to the need for improvement of the language of targets. We especially endorse the confirmation that the post-2015 education agenda will be approved at the World Education Forum 2015 in the Republic of Korea, and call for the continuation of a revitalised EFA process and structure up to 2030. We furthermore endorse that the global post-2015 development agenda, especially the central role of education in it, be strongly shaped by the post-2015 education agenda.
22. Considering the 2014 GEM Statement and its call for refinement of targets, we request that:
- Early Childhood Care and Education (ECCE) be reinstated within target one, to be consistent with the Dakar Framework for Action and the 2010 Moscow Declaration, thus explicitly recognising this as the first stage of education;
 - The Youth and Adult literacy target reflect the current ambitious proposal put forward by the Open Working Group, which calls for 100% literacy by 2030;
 - Upper secondary and higher education be explicitly named in target 4, and the percentages not be different for youth and for adults;
 - A financing target be maintained as it is essential to the delivery of the education for all agenda. This includes introducing a clear commitment from donor countries to reverse the decline in aid and humanitarian relief towards education.
23. We call for increased transparency and commitment to democratic governance linked to decision making processes within the EFA architecture, to ensure that decisions resulting from such processes be fully respected.

24. We acknowledge that the development of indicators that will take place in the coming months is a political process that requires technical advice. Consequently, we believe the final decision-making on global indicators must lie with the governing bodies of the EFA architecture whereas every country can define additional context specific indicators. We recommend that indicators in the post-2015 education agenda be carefully designed to promote equity and reduce disparities. We suggest that countries adopt interim targets designed to reduce gaps between advantaged and disadvantaged groups in their national implementation plans.
25. We recognise that the Global Monitoring Report has played a key role in the independent monitoring of EFA goals. We recommend that it be maintained in the post-2015 scenario and used to further inform national level policies. We acknowledge the need for robust data that can be disaggregated, and for training in data interpretation, to foster sound policy making, implementation and analysis.
26. We regard the Global Partnership for Education (GPE) as a key financing mechanism for EFA and call on it to provide the necessary financial support for policy development and implementation that is aligned to the post-2015 education agenda.
27. We call upon UNESCO to secure funding for the sustained participation of the CCNGO/EFA in the global EFA architecture, the regional and global consultations on the post-2015 education agenda, the World Education Forum 2015 in the Republic of Korea, and the period up to 2030.
28. Considering the recent developments and our involvement in the EFA process, we commit to:
 - a. Maintaining the momentum of contributions towards the consolidation of the post-2015 education agenda and Framework for Action, especially through UNESCO-led regional conferences in all six regions scheduled to take place between August and December 2014;
 - b. Continuing engagement and dialogue with UNESCO and other key stakeholders around the development of the post-2015 education agenda, and its articulation with the UN post-2015 development agenda;
 - c. Mobilizing all governments at local, regional and central level to engage and commit to active participation in the development of the post-2015 education agenda and its subsequent implementation;
 - d. Fostering the active engagement of families, children, young people, teachers and communities, especially those most marginalised, so that their voices are heard in agenda-setting and policy-making;
 - e. Increasing our advocacy for education both within and outside of the education community and holding States and donors accountable for meeting their obligations;
 - f. Disseminating this outcome document throughout the CCNGO/EFA membership and the broader civil society at national, regional and international levels;
 - g. Engaging with UNESCO in the preparations for the World Education Forum 2015 and the related Civil Society Forum.
29. We thank UNESCO for organising the Seventh CCNGO/EFA Meeting in Santiago. We also congratulate and express our gratitude to our hosts, the Chilean Forum for the Right to Education and the Latin American Campaign for the Right to Education. Finally, we recognise and appreciate the contributions of all participants to the exchange and dialogue throughout the conference.



Global Education for All Meeting

UNESCO, Muscat, Oman
12 – 14 May 2014



2014 GEM Final Statement *The Muscat Agreement*

Preamble

1. We, Ministers, heads of delegations, leading officials of multilateral and bilateral organizations, and senior representatives of civil society and private sector organizations, have gathered at the invitation of the Director-General of UNESCO in Muscat, Oman, from 12 - 14 May 2014, for the Global Education for All (EFA) Meeting. We thank the Sultanate of Oman for having hosted this important event.
2. Recalling the GEM 2012 Final Statement, we take note of the 2013/14 EFA Global Monitoring Report, the regional EFA reports, the Resolution of the 37th session of UNESCO's General Conference on Education Beyond 2015, the Decision of the Executive Board of UNESCO at its 194th session and the Joint Proposal of the EFA Steering Committee on Education Post-2015.

Status of EFA

3. We acknowledge that the worldwide movement for Education for All, initiated in Jomtien in 1990 and reaffirmed in Dakar in 2000, has been the most important commitment to education in recent decades and has helped to drive significant progress in education. Yet we recognize that the Education for All (EFA) agenda and the education-related Millennium Development Goals (MDGs) are unlikely to be achieved by 2015, and acknowledge the continued relevance of the EFA agenda. More than 57 million children and 69 million adolescents still do not have access to effective basic education. In 2011, an estimated 774 million adults, of whom almost two-thirds were women, were illiterate. Non-completion of formal schooling, insufficient levels of basic skills acquisition, and the quality and relevance of education are of key concern. At least 250 million children are not able to read, write or count well even after having spent at least four years in school. We note with concern that there are persistent inequalities in access, participation and learning outcomes at all levels of education, particularly for the most vulnerable groups and minorities. Gender inequality is of particular concern, as only 60% of countries had achieved gender parity at the primary level and 38% at the secondary level by 2011. We also note that the inadequacy of financial resources has seriously undermined progress towards providing quality education for all.

4. We further note with concern the increasing violence and attacks against children and personnel within the education institutions. Therefore, protecting education from attack must be an integral part of the post-2015 education agenda.
5. We acknowledge that future education development priorities must reflect the significant socio-economic and demographic transformations that have occurred since the adoption of the EFA goals and the MDGs, and the changing requirements in the type and level of knowledge, skills and competencies for knowledge-based economies. Therefore, we recognize that there is a strong need for a new and forward-looking education agenda that completes unfinished business while going beyond the current goals in terms of depth and scope, as well as to provide people with the understanding, competencies and values they require to address the many challenges that our societies and economies are facing.

Vision, principles and scope of the post-2015 education agenda

6. We reaffirm that education is a fundamental human right for every person. It is an essential condition for human fulfilment, peace, sustainable development, economic growth, decent work, gender equality and responsible global citizenship. Furthermore, it contributes to the reduction of inequalities and the eradication of poverty by bequeathing the conditions and generating the opportunities for just, inclusive and sustainable societies. Therefore, education must be placed at the heart of the global development agenda.
7. The post-2015 education agenda should be clearly defined, aspirational, transformative, balanced and holistic, and an integral part of the broader international development framework. It should be of universal relevance and mobilize all stakeholders in all countries. Education must be a stand-alone goal in the broader post-2015 development agenda and should be framed by a comprehensive overarching goal, with measurable global targets and related indicators. In addition, education must be integrated into other development goals.
8. We affirm that the post-2015 education agenda should be rights-based and reflect a perspective based on equity and inclusion, with particular attention to gender equality and to overcoming all forms of discrimination in and through education. It must support free and compulsory basic education. It should expand the vision of access for all to reflect relevant learning outcomes through the provision of quality education at all levels, from early childhood to higher education, in safe and healthy environments. It should take a holistic and lifelong learning approach, and provide multiple pathways of learning using innovative methods and information and communication technologies. Through governments, the state is the custodian of quality education as a public good, recognizing the contribution of civil society, communities, families, learners and other stakeholders to education. The post-2015 education agenda must be flexible enough to allow for diversity in governance structures. It must continue to promote sustainable development and active and effective global and local citizenship, contribute to strengthening democracy and peace, and foster respect for cultural and linguistic diversity.
9. We stress that the full realization of the post-2015 education agenda will require a strong commitment by both governments and donors to allocate adequate, equitable and efficient financing to education. This must be accompanied by strengthened participatory governance, civil society participation and accountability mechanisms at the global, national and local levels, as well as improved planning, monitoring and reporting mechanisms and processes. It will also require coordinated partnerships at country level.

Overarching Goal and Global Targets

10. We support “Ensure equitable and inclusive quality education and lifelong learning for all by 2030” as the overarching goal of the post-2015 education agenda.
11. We further support the translation of this goal into the following global targets, for which minimum global benchmarks and relevant indicators will be identified/developed:

Target 1: By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.

Target 2: By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.

Target 3: By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.

Target 4: By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.

Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.

Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers.

Target 7: By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.

Next steps

12. We strongly support UNESCO’s leadership and coordination in facilitating the development of the post-2015 education agenda in collaboration with the EFA partners. We encourage UNESCO to continue facilitating the debate and to consult Member States and key stakeholders in the further development and refinement of the overarching goal and global targets and the identification of corresponding indicators, as well as the development of a Framework for Action to guide the implementation of the future agenda. In addition to global targets, country-specific targets and indicators should also be developed, reflecting the diverse social, political, economic and cultural contexts.
13. We commit to using this Statement as a reference for the negotiations in the global consultations on the post-2015 development agenda, in order to ensure that this latter has a strong education component. To this end, we ask the Director-General of UNESCO to share this document with all Member States of UNESCO, the Secretary-General of the United Nations (UN), the co-chairs of the Open Working Group, the Committee on Sustainable Development Finance as well as key stakeholders.

14. We further commit to using this Statement for ongoing national, regional and global consultations on the post-2015 education agenda, to be approved at the World Education Forum 2015, which will be hosted by the Republic of Korea in May 2015. Our expectation is that this will be an integral part of the global development agenda to be adopted at the UN Summit in New York City in September 2015.
15. Today, we reaffirm our commitment to achieve the EFA goals and ensure education for all citizens. We commit to promoting, advocating for and supporting the development of a strong future education agenda, and urge all UNESCO Member States and stakeholders to actively participate in the process leading to its establishment and implementation.
16. Every effort will be made to ensure coherence between what is agreed in September 2015 at the High-level UN Summit as part of the global development agenda with the post-2015 education agenda approved at the WEF 2015 in the Republic of Korea in May 2015.

Equitable, inclusive
& free:

a collective vision for quality
education beyond 2015

GLOBAL CAMPAIGN FOR

EDUCATION

www.campaignforeducation.org

An education goal for the post-2015 sustainable development framework

The Global Campaign for Education consists of a diverse and extensive group of stakeholders from around the world, and our members in more than 100 countries together represent hundreds of thousands of individuals. We share a common vision and belief in the right to and the power of education. As such, we have been advocating for a broad, rights-based, overarching education goal within the post-2015 development agenda and the continuation of an aligned, revitalised Education For All framework, fully integrated with this goal.

Over the last 18 months, our members have been sharing and discussing their views on current education goals and future priorities. This consultation process has included surveys, debates, and a discussion paper, building up to a draft proposal for education goals post-2015, shared for consultation (in five languages) with the whole GCE membership in March 2014. The diversity of rich and helpful feedback received from GCE members around the world has informed the new and fully articulated proposal below.

An education goal is fundamental

Education is a fundamental human right and a public good, key to ending poverty and building an equitable and sustainable future. As such, education has a unique role within the new development agenda: it has the power to underpin transformative change, providing opportunity, hope and protection to the lives of hundreds of millions of people worldwide. Quality, rights-based education empowers individuals, strengthens communities and helps fuel development. It is transformative and provides people with the critical knowledge, abilities and skills that are needed to question, conceptualise and solve problems that occur both locally and globally, and to contribute actively to the sustainable and democratic development of society. Quality education is also fundamental to the achievement of all other development objectives, including gender equality, health, nutrition, peace, the strengthening of democracy and environmental sustainability. Therefore, a credible global development framework must have the right to education at its core.

Time for change

While there has been welcome progress in increasing access to education since the MDG and EFA goals, for millions of children and adults the promises made by the international community in 2000 have delivered too little and too slowly. Since 2000, hundreds of millions of children have missed out on their right to quality education – whether because they have had no access to schooling, or education of only poor quality – and hundreds of millions of adults still face the challenge of illiteracy. It is time for increased ambition and a radical change of pace to ensure that by 2030 all children and adults enjoy their right to education. Transformative education must be at the heart of the post-2015 agenda if a sustainable and equitable future is to be realised.

Quality education requires quality inputs and processes

Every student must be taught by a qualified and well-supported teacher, and learn in safe educational institutions with adequate infrastructure, facilities and resources regardless of where there live, including in conflict and humanitarian emergencies. Quality processes and practices are needed to ensure children leave school with the knowledge, skills and values necessary to be active members of their society and contribute to resolving local, national and global challenges of the 21st century.

Transformative education is equitable education

The post-2015 education goal within the sustainable development framework must include concrete steps to overcome all forms of discrimination, including those based on disability, gender, race, ethnicity, religion, language, sexual orientation and/or socio-economic status.

Governments must take responsibility

Education is a recognised fundamental human right, and governments are duty-bearers. In particular, governments have a responsibility to provide sufficient funding for equitable inclusive quality education and lifelong learning for all, including through fair and progressive taxation.

The Global Campaign for Education's proposed goal, objectives, targets and indicators

GCE has set an overarching goal for education with three key objectives and eight specific targets. Each target has a set of indicative indicators against which progress can be tracked.

All indicators should be disaggregated by disability, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status (among others), and by gender in each of these categories. Progress should be measured not only against aggregate indicators but also in terms of a narrowing in gaps between most and least advantaged groups.

Our Goal:

By 2030, ensure equitable, free and inclusive quality education and lifelong learning for all

Objective 1:

By 2030 the right of every child to complete a full cycle of continuous, free, quality early childhood, primary and secondary education is fulfilled.

All indicators where relevant should be disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others) Progress should be measured not only against aggregate indicators but also by a narrowing in gaps between most and least advantaged groups).

Target 1:

All children are enrolled in school by 2020, and completing a full cycle by 2030.

Indicators:

- Number and percentage of children who are enrolled in early childhood education by 2020, and by 2025.
- Number and percentage of children who have completed at least one year of free pre-primary education by 2020, and by 2025.
- Number and percentage of children who enrol in and complete a full cycle of free primary education:
 - » Net enrolment rates and completion rates at 2020, 2025 and 2030.
 - » Percentage of children enrolled in primary educational institutions that are publicly financed, do not charge fees and are not for profit.
 - » Percentage reduction in number of out-of-school children of primary school age by 2020, and 2025.
 - » Percentage reduction in number of out-of-school children of primary school age in conflict-affected and fragile states by 2020 and 2025.
- Number and percentage of children completing free quality secondary education:
 - » Net enrolment rates and completion rates at 2020, 2025 and 2030.
 - » Percentage of children of secondary school age enrolled in educational institutions that are publicly financed, do not charge fees and are not for profit.
 - » Percentage reduction in out-of-school children of secondary school age by 2020, 2025.
 - » Percentage reduction in number of out-of-school children of secondary school age in conflict-affected and fragile states by 2020 and 2025.

Target 2:

By 2025, all children are taught by qualified teachers who have training in pedagogy, rights and gender sensitivity, in an accessible and safe environment

Indicators:

- Percentage of children taught by trained and qualified teachers, with clear and transparent national benchmarks for qualified teacher status which includes training in pedagogy, rights and gender sensitivity.
- Ratio of qualified teachers to pupils, disaggregated by location (i.e. rural-urban, sub-national, district).
- Number and percentage of educational environments that have accessible, inclusive, safe and adequate infrastructure and facilities for all students, and are free from violence and attack.

Target 3:

By 2030, all children complete full cycle of inclusive quality and gender-sensitive education with relevant learning achievements determined through multiple measures

Indicators:

- Percentage of schools with teaching and learning resources (i.e. textbooks) that are non-discriminatory, and are available for all students from the beginning of the school year.
- Percentage of children in pre-primary and grades 1 and 2 who are educated in their mother tongue.
- Percentage of children who demonstrate learning achievement in foundational competencies of literacy, numeracy, and global citizenship (human rights, sustainable development, peace, sexual and reproductive health and intercultural dialogue), according to national benchmarks that are relevant to the student.

Objective 2:

By 2030, all young people and adults are literate and have the knowledge and skills to participate fully in society and the world of work.

All indicators where relevant should be disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others) Progress should be measured not only against aggregate indicators but also by a narrowing in gaps between most and least advantaged groups).

Target 4:

All young people (15-24) are fully literate by 2025, and all adults (15+) fully literate by 2030.

Indicators:

- Percentage of young people (15-24) with full literacy by 2020 and 2025.
- Percentage of adults (15+) with full literacy by 2020, 2025 and 2030.
- Percentage of youth and adults who have access to and complete second-chance education programmes (ensuring those who have missed out on education due to conflict, migration, gender, or other reasons, are able to gain an education).

Target 5:

By 2030 there is an increase of at least 50% in the participation of people from disadvantaged groups in quality further education (technical and vocational education and training, and tertiary education), and a narrowing of the gap in participation rates between more and less advantaged groups.

Indicators:

- The percentage of people from different disadvantaged groups participating in further education by 2025.
- Ratio of trained teachers per student (relevant to subject).
- Percentage of learning centres that are safe, accessible and have adequate infrastructure.
- Percentage of young people and adults with knowledge, skills and competences for the world of work and active global citizenship.



Objective 3:

By 2030, there are adequate and sustainable financing and governance structures for education, that are transparent and participatory.

All indicators where relevant should be disaggregated by disability, gender, race and ethnicity, rural-urban location, areas affected by conflict and humanitarian crisis and socio-economic status, among others) Progress should be measured not only against aggregate indicators but also by a narrowing in gaps between most and least advantaged groups).

Target 6:

Governments calculate and allocate adequate domestic finance to ensure equitable, free and inclusive quality education and lifelong learning for all, including by allocating at least 20% of national budgets to education of which at least half (10% of the budget) should be for basic education.¹

Indicators:

- Percentage of the national budget allocated to education.
- Percentage of the national budget allocated to basic education.
- Development of a fully costed national education plan and a financing strategy.
- Proportion of total education budget that is financed from domestic revenues (taxation, natural resource revenues, etc).

Target 7:

Donors and the international community provide increased, sustained and sufficient high-quality financing for education through overseas development assistance (ODA), including by allocating at least 10% of each donor's ODA to basic education² and at least 4% of humanitarian aid to education.

Indicators:

- Percentage of ODA going to education.
- Percentage of ODA going to basic education.
- Percentage of humanitarian aid allocated to education.
- Proportion of ODA for education that is harmonised behind national education sector plans (e.g. pooled fund, sector-wide approaches (SWAp), given through GPE, etc).

Target 8:

Citizens, represented through formal civil society structures, are fully informed of and engaged in the development and monitoring of education sector policies and programmes, at school, sub-national and national level

Indicators:

- Percentage of decision-making national and sub-national education sector committees and working groups that fully include civil society representatives and teachers' representatives.
- Percentage of schools and learning centres with functional management committees that include teachers, facilitators, parents, students, and community and local CSO representatives.
- Publication of education budgets, plans, data, donor programmes and spending information for school, sub-national and national levels, in all national languages, within one month of finalisation.

¹ We are defining 'basic education' for financing purposes in the same way as the Education For All Global Monitoring Report (EFA-GMR): all spending on early childhood education, primary education, basic education, and half of the general education spending (i.e. not for a specific level).

² We are defining 'basic education' for ODA purposes in the same way as the EFA-GMR: all ODA for early childhood education, primary education, basic education, half of that for general education (i.e. not for a specific level), and 10% of general budget support.



Children taking part in GCE's Global Action Week in Bangladesh.
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Our members

AFRICA

Algeria: Rassemblement Actions Jeunesse (RAJ); Angola: Rede de Educação Para Todos (EPT); Bénin: Coalition Béninoise des Organisations pour l'EPT (CBO-EPT); Burkina Faso: Coalition Nationale EPT du Burkina Faso (CNEPT); Burundi: Coalition pour l'Education Pour Tous (BAFASHEBIGE); Cameroon: Cameroun Education For All Network (CEFAN); Cape Verde: Rede Nacional da Campanha de Educação Para Todos (RNCEPT) Cap Vert; Democratic Republic of Congo: Coordination Nationale Pour l'Education Pour Tous (CONEPT); Djibouti: FADE; Ethiopia: Basic Education Association in Ethiopia; Gambia: EFA Campaign Network (EFANET); Ghana: Ghana National Education Campaign Coalition (GNECC); Guinea-Bissau: Réseau de la Campagne de l'Education Pour Tous Guiné-Bissau (RECEPT/GB); Kenya: Elimu Yetu Coalition; Lesotho: Campaign for Education Forum (CEF); Liberia: Liberia Technical Committee on EFA (LETCOM); Malawi: Civil Society Education Coalition (CSEC); Mali: Coalition des Organisations de la Société Civile pour l'Education Pour Tous (COSC-EPT); Mauritius: DCI; Morocco: Moroccan Coalition of Education for All; Mozambique: Movimento de Educação para Todos (MEPT); Niger: Coordination Nationale des Associations, Syndicats et ONGS pour la Campagne EPT (ASO-EPT); Nigeria: Civil Society Action Coalition for Education For All (CSACEFA); Senegal: Coordination des ONG et Syndicats pour la Défense d'une Education Publique de Qualité (COSYDEP); Sierra Leone: Education For All Sierra Leone (EFASL); Somaliland: Somaliland Network for EFA (SOLNEFA); Sudan: Sudanese Network For Education For All (SNEFA); Tanzania: Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET); Togo: Coalition Nationale Togolaise pour l'EPT; Uganda: Forum for Education NGOs in Uganda (FENU); Zambia: Zambia National Education Coalition (ZANEC); Zimbabwe: Education Coalition of Zimbabwe (ECOZI)

ASIA

Afghanistan: Movement for Support of Quality Education in Afghanistan (MSQEA); Australia: Australia Coalition for Education and Development (ACED); Bangladesh: Campaign for Popular Education (CAMPE); Cambodia: NGO Education Partnership (NEP); India: National Coalition for Education (NCE); Indonesia: NEW Indonesia; Japan: Japan NGO Network for Education (JNNE); Mongolia: All For Education! National Civil Society Coalition of Mongolia (AFE Mongolia); Nepal: NCE Nepal; Pakistan: Pakistan Coalition for Education (PCE); Papua New Guinea: PNG Education Advocacy Network (PEAN); Philippines: Civil Society Network for Education Reforms (E-Net Philippines); Solomon Islands: Coalition For Education Solomon Islands (COESI); Sri Lanka: Coalition for Educational Development (CED); Timor Leste: Timor Leste Coalition for Education (TLCE); Vanuatu: Vanuatu Education Policy Advocacy Coalition (VEPAC); Vietnam: Vietnam Coalition on Education for All (VCEFA)

LATIN AMERICA

Argentina: Campaña Argentina por el Derecho a la Educación (CADE); Bolivia: Foro Educativo Boliviano (FEB); Brazil: Campanha Nacional pelo Direito à Educação; Chile: Foro por el Derecho a la Educación; Colombia: Coalición Colombiana por el Derecho a la Educación; Costa Rica: Agenda Ciudadana por la Educación; Ecuador: Contrato Social Por la Educación Ecuador; El Salvador: Comité Nacional de la Campaña de Educación para Todos; Guatemala: Colectivo de Educación para Todas y Todos; Haiti: Regroupement Education pour Toutes/Tous (REPT); Mexico: Incidencia Civil en la Educación (ICE); Nicaragua: Foro de Educación y Desarrollo Humano De La Iniciativa Por Nicaragua; Paraguay: Foro por la Derecho a la Educación; Peru: Campaña Peruana por el Derecho a la Educación (CPDE)

MIDDLE EAST

Egypt: Egyptians Without Borders For Development; Iraq: Iraqi Alliance for Education (IAE); Jordan: Jordanian National Coalition for EFA; Lebanon: Arab Network for Popular Education (ANPE); Palestine: Palestinian Education Coalition; Yemen: Yemeni Coalition for Education for All

EUROPE/NORTH AMERICA

Albania: Children's Human Rights Centre of Albania (CRCA); Armenia: Armenian Constitutional Right-Protective Centre; Canada: Canadian GCE Alliance; Denmark: The Danish NGO Education Network; France: Solidarité Laïque; Germany: Globale Bildungskampagne (GCE Germany); Ireland: GCE Ireland; Italy: Coalizione Italiana delle Campagna Globale per l'Educazione (CGE); Norway: GCE Network Norway; Portugal: Campanha Global pela Educação; Romania: Coalitia Globala pentru Educatie - GCE Romania; Spain: Campaña Mundial por la Educación en España; Sweden: Swedish EFA Forum; Switzerland: Reseau Suisse des Partenaires pour l' Education; The Netherlands: GCE Netherlands; UK: GCE UK; USA: GCE US

REGIONAL

Africa Network Campaign for Education for All (ANCEFA); Arab Campaign for Education for All (ACEA); Arab Network for Civic Education (ANHRE); Asia South Pacific Association for Basic and Adult Education (ASPBAE); Campaña Latinoamericana por el Derecho a la Educación (CLADE); Consejo de Educación de Adultos de América Latina (CEAAL); Fédération Africaine des Associations Nationales de Parents d'Elèves et Etudiants (FAPE); Fe y Alegría; Fundacion Ayuda en Accion; Red de Educación Popular Entre Mujeres de América Latina y el Caribe (REPEM)

INTERNATIONAL

ActionAid International; CAMFED; CBM; ChildFund International; Comic Relief; Education International; Global March Against Child Labour; IBIS; Inclusion International; International Day of the African Child and Youth (IDAY); Light for the World; Oxfam International; Plan International; Results Educational Fund; Save the Children; SightSavers International; The Consultative Group on Early Childhood Care and Development; VSO International; WorldVision International

Cover image: Children from the Lapinha Quilombo attend a public school class in Matias Cardoso, Minas Gerais, Brazil. Courtesy of CLADE, copyright João Zinclar 2006

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UPDATED
VERSION,
WITH NEW
ENDORSEMENTS

THE HUMAN RIGHT TO EDUCATION IN THE POST-2015 DEVELOPMENT AGENDA

CIVIL SOCIETY JOINT STATEMENT September 2013

The 68th Session of the United Nations General Assembly will see the launch of Secretary-General Ban Ki-moon's Special Report: *A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015*. In this context, a broad group of civil society networks and organizations are coming together to highlight the compelling case for ensuring that the fulfilment of human rights is at the heart of the post-2015 development agenda, and that the education narrative, as well as goals and core indicators, is grounded in a human rights perspective. The organizations and networks¹ presenting this statement reaffirm that the following principles express an understanding of education as a fundamental human right.

1. Every human being is entitled to the right to education.

The aims and objectives of education are the full development of the human personality and the sense of its dignity, the strengthening of respect for human rights and fundamental freedoms, the effective participation of all persons in a free society, the promotion of understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups and the maintenance of peace², enabling

everyone to participate effectively in a democratic and pluralistic society.³ Because education is a *human right*, all human beings are equally entitled to it. In order to fulfill this purpose, education must be available, accessible, acceptable and adaptable⁴. A human rights perspective to education informs every facet of the education system and the whole range of educational processes: policy, access, curriculum, management, budgeting, provisioning and teaching and learning. A rights-based approach emphasises rights **to** education, rights **in** education and rights through education. It thus concerns the teaching and learning of human

¹ The organisations currently endorsing this statement are: the Global Campaign for Education (GCE), the International Council for Adult Education (ICAE) and Education International, along with the Latin American Campaign for the Right to Education (CLADE), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), the Arab Campaign for Education for All (ACEA), the Africa Network Campaign for Education for All (ANCEFA), the Latin American and Caribbean Council for Popular Education (CEAAL), the European Association for the Education of Adults (EAEA), Global March Against Child Labor, ActionAid, Oxfam, DVV International, Plan International, IBIS, Open Society Foundations, Right to Education Project, VSO, Results, Save the Children, Ayuda en Acción and Red de Educación Popular entre Mujeres (REPEM).

² Article 26, Universal Declaration of Human Rights (1948); Article 13, International Covenant on Economic, Social and Cultural Rights (1966).

³ Article 13, Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social, and Cultural Rights.

⁴ Committee of the International Covenant on Economic, Social and Cultural Rights, General Comment 13, 1999. The Committee points out four core dimensions of the right to education, standing on the assumption of the State as duty bearer: **Availability**: The existence of sufficient and well provisioned educational institutions; **Accessibility**: Free and full access to education, without discrimination; **Acceptability**: The appropriateness and relevance of education, in compliance with human rights standards; **Adaptability**: The ability of educational institutions to be responsive to the educational community.

rights that can contribute to the development of a critical citizenry able to sustain and play a part in the attainment of all other rights, and in promoting a culture of democracy and peace.

2. States are duty-bearers and must respect, protect and fulfill human rights, including the right to education.

This implies strengthening public education systems that respond to the obligations States have subscribed to in various human rights instruments⁵. These legal instruments oblige States as duty-bearers to respect, protect and fulfil the right to education. Paramount is the obligation of States to ensure free, compulsory and universal education, at least in primary education and progressively beyond, to encompass secondary and higher education⁶. The requirement of free education is unequivocal; disrespecting this jeopardises the realization of the right to education, and can be highly regressive in effect⁷. Recognising States as duty-bearers also implies robust accountability mechanisms, making governments responsible for their commitments and obligations under human rights law⁸ while at the same time regulating private education provision, which must be under the scrutiny of public control. For rights to have meaning, effective remedies must be available to redress violations⁹, which entitle citizens to demand State reparation using national, regional or international mechanisms of justiciability.

3. The right to education begins at birth and is lifelong.

Education must be equally available and accessible nationwide, whether in urban or rural settings, within a safe environment, with good conditions and infrastructure

5 These include the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Rights of the Child (1989), the Convention on the Elimination of All Forms of Discrimination against Women (1979), International Convention on the Elimination of All Forms of Racial Discrimination (1965), Convention on the Rights of Persons with Disabilities (2006) and the UNESCO Convention against Discrimination in Education (1960).

6 Committee of the International Covenant on Economic, Social and Cultural Rights, General Comment 13, 1999.

7 Committee of the International Covenant on Economic, Social and Cultural Rights, General Comment 11, 1999.

8 Responsibility of Governments must be strengthened in the Post-2015 Development Agenda – Press Release, UN Special Rapporteur for the Right to Education, Kishore Singh, 2013.

9 General Comment No. 5 Committee on the Rights of the Child: “General measures of implementation of the Convention on the Rights of the Child”, 2003

and no obstacle of geographic, discriminatory or economic nature, throughout the entire education cycle. This includes early childhood, primary, secondary, technical and vocational as well as university education. It furthermore includes literacy and adult education, in the perspective of lifelong learning¹⁰. Recognising that the right to education begins at birth contributes to strengthening children’s rights to protection and other related rights. Political will to respond to all stages and dimensions of the right to education must be clearly spelt out in post-2015 development and education agendas. At the same time, the importance of linking formal, non-formal and informal education should be underlined.

4. Adult education and literacy in a lifelong learning framework are an integral part of the right to education.

International Human Rights instruments enshrine the right to education for all ages¹¹, emphasizing that the right to fundamental education is not limited by age, race, class or gender and that it applies to children, young people and adults, including the elderly. Nevertheless, adult education and literacy in a lifelong learning context have not received the attention they deserve, and must be clearly prioritized in international and regional frameworks, as well as national and local government policies, and reflected accordingly in post-2015 development and education agendas. Popular Education, through its practice and vision of citizenship, its intercultural perspective and its linking of learning with the environment, has given vitality to adult education and literacy. It is important that policies and programs focused on adult education recognize the cultural heritage of adults, their knowledge, representations, expectations and skills as well as their contexts and needs. An emphasis on the education of women is of paramount importance, representing a fundamental commitment towards gender equality and non-discrimination, and is strongly related to the achievement of dignity, respect and justice.

10 Progress has been made in primary education and yet at least 10% of primary-school-age children globally, or over 60 million, are still not in school. The other levels of education lag much behind: insufficient access to early childhood education and secondary education is especially evident in low-income countries, where only 15% of children attend early childhood education and where lower-secondary gross enrolment ratio is just 52% in 2010. Furthermore, in terms of adult literacy, 774 million adults are still unable to read and write, 64% of whom are women.

11 Committee of the International Covenant on Economic, Social and Cultural Rights, General Comment 13, 1999.

5. A broad approach to quality education is needed.

Quality education is an integral part of the right to education and must be viewed multi-dimensionally, including a focus on educational inputs and processes as well as short-, medium- and long-term achievements. Quality education provides people with the critical knowledge, abilities and skills that are needed to question, conceptualise and solve problems that occur both locally and globally. The Convention on the Rights of the Child underlines that attention must be paid not only to the content of the curriculum but also the educational processes, the pedagogical methods and the environment within which education takes place, in line with the principles it enunciates¹². In this sense, it is crucial that education be transformative, geared towards social and environmental justice, the democratization of power structures, promotion of equality and non-discrimination and respect for human rights and fundamental freedoms. A narrow approach to learning, understood as measurable learning outcomes in numeracy and literacy, can result in sidelining these core dimensions of quality and diminishing other subjects and essential skills, values and relations, such as creativity, curiosity, critical thinking, civic-mindedness, solidarity, cooperation, self-discipline, self-confidence, co-responsibility, dialogue, compassion, empathy, courage, self-awareness, resilience, leadership, humility, peace, harmony with nature, thus detracting from achieving the overall purpose of education. In line with this perspective, education evaluations should be holistic and formative, grounded on national parameters and respecting cultural and linguistic diversity, while focusing on systems as a whole and being developed with the active engagement of teachers, students and parents.

6. Equality and non discrimination are core elements of the right to education.

Equitable participation in quality education is fundamental. Expanded access and improved quality are complementary dimensions of the right to education and must be pursued simultaneously. In this sense, all forms of discrimination and exclusion in and through education must be overcome, including those based on age, belief, birth, class, race, conscience, culture, disability, ethnic or social origin, gender, gender identity, sexual orientation, geographical location, language, marital status,

pregnancy, religion, social status or wealth. Multiple forms of discrimination in and through education must be especially recognized and overcome, in particular those suffered by girls and women. Difference, diversity and interculturalism must be recognized and valued, promoting patterns of egalitarian relations among people and with the natural environment. Schools must exist as places of encounter, of exercise of democracy and realization of human rights.

7. Teachers are at the center of quality education.

A global development agenda for education must place teachers at the centre of efforts to achieve quality by prioritizing teacher education and on-going professional development for all levels of education including adult education and literacy, reducing class size, supplying teaching and learning resources, and improving salaries and general conditions of work. The rights of teachers must be fulfilled both as a matter of principle and as a condition for fulfilling the right to education of children, adolescents, youth and adults. Furthermore, teachers at all levels of education, including adult education and literacy, must be given autonomy and academic freedom in their teaching practice, as qualified professionals with expert knowledge. Teachers should actively engage in policy debate and decision-making, with a leading role in the process of 'meaning-making' in relation to educational quality. Last but not least, teacher evaluation must be structured within a formative and learning-focused paradigm, and defined with their active involvement. Under no circumstance should teacher evaluation or student assessment be used to punish and/or reward individuals based on high-stakes testing or other forms of "merit" pay, which incites competition among those education actors whose relations should be grounded on collaboration as a core condition for achieving the right to education.

8. The State must provide sufficient financing for public education.

State responsibility includes the provision of the necessary financial resources for the realization of the right to education as well as the putting in place of legal frameworks that ensure domestic financing¹³. As with other public goods, financing should be sustainable from domestic resources, allowing policy

¹² Convention on the Rights of the Child, General Comment 1 (2001)

¹³ Human Rights Council, Report of the Special Rapporteur on the right to education, Kishore Singh on Justiciability of the right to education, 2013.

and practice to be subject to democratic accountability that reflects national priorities. This assumes adequate standards of governance and implies ensuring just and progressive tax systems are in place. International human rights instruments underline that in those countries where there are not sufficient resources to guarantee the implementation of the right to education, the international community must provide financing¹⁴. Public financing of education is a core indicator of political will, and so far national budgets have overall reflected insufficient priority, especially in relation to early childhood and adult literacy and education. We thus call on all States to allocate at least 6% of their GDP and at least 20% of national budgets to education. Similarly, political will of international cooperation agencies must rise within the above mentioned perspective, placing education as a central priority in their development agendas. We call on international cooperation agencies to allocate at least 10% of Official Development Assistance (ODA) to basic education.

9. There must be democratic governance in education.

Broad participation in education governance implies first and foremost recognizing all children, adolescents, youth and adults as subjects of rights and legitimate interlocutors in the debate, definition and monitoring of educational policy as well as in the definition of accountability mechanisms and follow up of budgetary performance at macro and micro levels. Democratic governance legitimizes and qualifies public policy and practice and fosters a human rights culture while promoting dialogue, peaceful resolution of conflicts,

and horizontal and collaborative relations among the different education actors. It is a crucial element in ensuring States are accountable to citizens, and that there is collective drawing of priorities and addressing of challenges, in order to further the effective implementation of the right to education. A crucial aspect is the active participation - at all levels, from national councils to school boards - of those groups historically excluded and discriminated against, both as a matter of principle and a condition for redressing the unequal power relations that lead to social injustice.

10. Human rights are integral, indivisible and interdependent.

As the Committee of Economic, Social and Cultural Rights frames it¹⁵, the right to education has been variously classified as an economic right, a social right and a cultural right. It is all of these. It is also, in many ways, a civil right and a political right, since it is central to the full and effective realization of those rights as well. In this respect, the right to education epitomizes the indivisibility and interdependence of all human rights. Thus, rights to, in and through education are linked to all other human rights. Furthermore, education rights cannot be divorced from wider socio-economic rights. Achieving the right to a meaningful education will depend upon confronting patterns of inequalities, illness and malnutrition, discrimination and social exclusion, and ensuring safe public transportation. These issues are more pronounced for certain marginalised groups within countries, indigenous, migrants and refugees travelling to other countries and in conditions of civil conflict, war, occupation and environmental emergencies. In this sense, States must commit to putting in place legal and policy frameworks that ensure the effective realization of all human rights for all.

14 Committee of the International Covenant on Economic, Social and Cultural Rights, General Comment 11, 1999: "When a State clearly lacks the necessary financial resources and knowledge to "elaborate and adopt" a detailed plan for the realization of the human right to education, the international community shall have the clear obligation to provide assistance"

15 Committee of the International Covenant on Economic, Social and Cultural Rights, General Comment 11, 1999.

For more information about this *Civil Society Joint Statement*, please send an email to post2015@campaignforeducation.org.



EDUCATION IN THE POST-2015 GLOBAL DEVELOPMENT FRAMEWORK

EDUCATION INTERNATIONAL'S PROPOSED GOAL, TARGETS AND INDICATORS

THERE CAN BE NO CREDIBLE GLOBAL DEVELOPMENT FRAMEWORK WITHOUT THE RIGHT TO EDUCATION AT ITS CORE. EDUCATION IS A PUBLIC GOOD AND A BASIC RIGHT

The education goal(s) in the post-2015 development framework must ensure equitable access to, and completion of early childhood, primary, lower and upper secondary education, and recognize the importance of scaling up efforts to expand post-secondary education. The inalienable right to education can only be fully safeguarded where inequalities do not undermine the full achievement of this right. The post-2015 education agenda must include concrete steps to overcome all forms of discrimination, including those based on gender, disability, ethnic and/or social origin.

Quality education contributes to human development. It provides people with the critical knowledge, abilities and skills that are needed to question, conceptualise and solve problems that occur both locally and globally, and actively contribute to the sustainable and democratic development of society. Hence, quality education is fundamental to the achievement of all other development goals, including gender equality, health, nutrition and environmental sustainability.

The new agenda for education must place students and teachers at the centre of efforts to ensure equity and quality in education. Every student must be taught by a qualified and well-supported teacher, and learn in safe educational institutions with adequate infrastructure, facilities and resources.

As we draw lessons from the Millennium Development Goals (MDGs), it becomes clear that the global development agenda will not be achieved unless there is political will and commitment to ensure sufficient funding and resources to implement the agreed international goals. If the global community is serious about achieving real progress, national governments must take concrete actions to ensure the right to free quality education for all.

GOAL: "ENSURE UNIVERSAL FREE QUALITY EDUCATION"

TARGET 1 By 2030, every child completes a full cycle of continuous, free quality early childhood, primary, lower and upper secondary education, which enables them to achieve their potential as human beings and to contribute positively as active members of society.

TARGET 2 By 2030, all young people and adults have equitable access to quality post-secondary education and lifelong learning, enabling them to acquire knowledge, skills and competences to achieve their full potential and participate positively in society and in the world of work.

INDICATORS

- Percentage of children and young people who participate and complete early childhood, primary, lower and upper secondary education to the appropriate national standards, disaggregated by socio-economic status, location, gender, special needs, age and social group, among others;
- Percentage of children and young people who demonstrate learning achievement broadly-defined and determined through multiple measures and consistent with national standards, disaggregated by socio-economic status, location, gender, special needs, age, social group, among others;
- Percentage of educational institutions that are publicly financed, do not charge fees and are not for profit;
- Percentage of children and young people taught by qualified teachers with a reasonable student to qualified teacher ratio;
- Percentage of educational institutions that have adequate professional and student support, including teaching assistance, medical and psychological services;
- Percentage of educational institutions that have safe and adequate infrastructure, facilities, resources and learning materials for all students according to national norms;
- Breadth of curriculum, including an assessment of its contribution to active citizenship, life skills, sustainable development, health, employment etc.



Commonwealth Ministerial Working Group on the Post-2015 Development Framework for Education

Commonwealth Recommendations
for the Post-2015 Development
Framework for Education



INTRODUCTION

At the 18th Conference of Commonwealth Education Ministers (18CCEM) in Mauritius, August 2012, Ministers established a Working Group to develop recommendations for the post-2015 development framework for education.

This document provides a summary of the Working Group's key recommendations. As such it represents the Education Ministers of the 53 members of the Commonwealth. A Background Paper has been prepared that provides the rationale for the recommendations¹.

RECOMMENDATIONS

It is proposed that **three principal goals for education** be contained in the post-2015 development framework. These would be positioned in the development framework in a similar place to the current education MDGs. The principal goals would be supplemented by **six more detailed, technical, subordinate goals**. These would be positioned in a similar place to the current EFAs. The two sets of goals would be aligned to avoid overlaps or gaps. Implicit in the principal goals, and explicit in the subordinate goals, would be the core Commonwealth concerns of **Access, Equity and Quality**. **Four cross-cutting themes** would be addressed in all goals.

The principal recommendations for the structure are:

- » The two frameworks of EFA and the education MDGs should be aligned into one, post-MDG framework for education.
- » The new framework for education should be designed around two levels of goals – principal and subordinate.
- » The first level should be comprised of three PRINCIPAL goals – the post-MDGs.
- » The second level would contain a limited number of SUBORDINATE goals – the post-EFA goals.

¹ <http://www.thecommonwealth.org/files/251982/FileName/CommonwealthRecommendationsforthePost-2015DevelopmentFrameworkforEducationBackgroundPaper.pdf>.
The Ministerial Statement to accompany these recommendations can be found at <http://www.thecommonwealth.org/news/34580/251977/121214post2015summary.htm>.

- » Targets and deadlines would focus on 2025 and options would be available for individual countries, depending on starting point, ambition and capacity.
- » Access, equity and quality indicators would be captured in subordinate goals, as appropriate.
- » The architecture of the framework should reflect four underlying themes that should be mainstreamed across the goals: Education in Emergencies, Migration, Gender and Education for Sustainable Development.

PRINCIPAL GOALS

Goal 1 Every child completes a full cycle of a minimum of 9 years of continuous, free basic education and demonstrates learning achievement consistent with national standards

Goal 2 Post-basic education expanded strategically to meet needs for knowledge and skills related to employment and livelihoods

Goal 3 Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group

SUB-GOALS:

- i. Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community based ECE/D and pre-school below age 6 years
- ii. Universalise an 'expanded vision of access' to a full cycle of a minimum of 9 years of continuous basic education

Successful achievement of national learning outcomes in cognitive, affective and psychomotor domains for both primary and lower secondary cycles at age appropriate levels up to the age of 15 years

- iii. Invest strategically in expanded and equitable access to post-basic and tertiary level education and training linked to wellbeing, livelihoods and employment and the transition to responsible adult citizenship

- iv. Eliminate illiteracy and innumeracy amongst those under 50 years old

Provide education opportunities for young people and adults who have not successfully completed 9 years of basic education

- v. Reduce and seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender and social group and ensure all children have equal educational opportunities and reduce gaps in measured outcomes
- vi. Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, and learning infrastructure within appropriate distances of households

CROSS-CUTTING THEMES

a) Education in Emergencies

Conflict and disaster risk reduction integrated into national education sector plans

b) Migration

All migrants of school-age or who are education professionals recorded in monitoring of education goals by the host country to inform policy formulation

c) Gender

All reporting and evaluation of the development goals disaggregated by sex and analysed through a gender lens

d) Education for Sustainable Development

Education for sustainable development mainstreamed in all education policies, teacher and school leader preparation, and curricula

Commonwealth Ministers' Recommendations for the Post-2015 Development Framework for Education

PRINCIPAL GOALS	INDICATOR	Target
1. Every child completes a full cycle of a minimum of 9 years of continuous, free basic education and demonstrates learning achievement consistent with national standards	% of boys and girls who complete a minimum of 9 years of basic education, to the appropriate national and, where appropriate, international, standard of completion, by the age of 15	100% of boys and girls within xx years
2. Post-basic education expanded strategically to meet needs for knowledge and skills related to employment and livelihoods	% of students of senior secondary/TVET/tertiary age (15-25) who complete an accredited qualification	X% of boys and girls within xx years, depending on country starting point
3. Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group	% of children from the bottom 20% of household income achieving x% in national learning assessments (NLAS) compared to those from the top 20% Comparative achievement of boys compared to girls in NLAS Comparative achievement of those with special needs in NLAS Comparative achievement of those in disadvantaged geographic locations in NLAS Comparative achievement of those from marginalised social groups in NLAS	X% of boys and girls within xx years
CROSS-CUTTING THEMES		
a. Education in Emergencies	Conflict and disaster risk reduction integrated into all national education sector plans All migrants of school-age or who are education professionals recorded in monitoring of education goals by the host country to inform policy formulation	
b. Migration	All reporting and evaluation of the development goals disaggregated by sex and analysed through a gender lens	
c. Gender	Education for sustainable development mainstreamed in all education policies, teacher and school leader preparation, and curricula	
d. Education for Sustainable Development		



PRIORITY AREA	SUBORDINATE GOALS	INDICATOR
i. Early childhood education and development	Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community based ECE/D and pre-school below age 6 years	Basic health and child development Body Mass Index, immunisation rates, childhood diseases Participation rates in organised ECE/D and pre-school by age Enrolment at Grades 1-12
ii. Basic education	Universalise an 'expanded vision of access' to a full cycle of a minimum of 9 years of continuous basic education Successful achievement of national learning outcomes in cognitive, affective and psychomotor domains for both primary and lower secondary cycles at age appropriate levels up to the age of 15 years	Completion rate by age at Grades 1, 3, 6, 9 and 12 Trained and qualified teacher rate Trained and qualified school leader rate National Learning Assessment standards at Grade 3, 6, 9 and 12
iii. Post-basic and post-secondary education	Invest strategically in expanded and equitable access to post-basic and tertiary level education and training linked to wellbeing, livelihoods and employment and the transition to responsible adult citizenship	Yield (Level of achievement * % of age group achieving level) Enrolments by grade at secondary level % of age group enrolled by Grade Transition rates Completion rates All disaggregated by wealth quintile, location, gender, age and social group
iv. Non-formal education and lifelong learning	Eliminate illiteracy and innumeracy amongst those under 50 years old Provide education opportunities for young people and adults who have not successfully completed 9 years of basic education	Literacy and numeracy rates at ages 15-20, 21-25, 26-30, 31-35, 36-40, 41-45 and 46-50 using samples and graded tests Trained and qualified non-formal education facilitators
v. Participation	Reduce and seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender and social group and ensure all children have equal educational opportunities and reduce gaps in measured outcomes	Participation rates by Grades 1, 6, 9, and 12 by wealth quintile, location, gender, special needs, age and social group Distribution of: - pupil-teacher ratios and class size - distance to school - achievement levels % of schools meeting standards for: - sanitation - clean water - building quality/learning space/safety - learning materials - recreation facilities
vi. Infrastructure	Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, and learning infrastructure within appropriate distances of households	- furniture and equipment - electricity - security - access to relevant technologies



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Follow-up to the outcome of the Millennium Summit

A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015

Report of the Secretary-General

Summary

The present report is submitted pursuant to General Assembly resolution [65/1](#), in which the Assembly requested the Secretary-General to report annually on progress in the implementation of the Millennium Development Goals until 2015 and to make recommendations for further steps to advance the United Nations development agenda beyond 2015.

Renewed efforts are essential for achieving the Millennium Development Goals by the end of 2015. While providing an assessment of progress to date, the report also identifies policies and programmes that have driven success in the achievement of the Goals and can contribute to accelerating it. These include emphasizing inclusive growth, decent employment and social protection; allocating more resources for essential services and ensuring access for all; strengthening political will and improving the international policy environment; and harnessing the power of multi-stakeholder partnerships.

A new post-2015 era demands a new vision and a responsive framework. Sustainable development — enabled by the integration of economic growth, social justice and environmental stewardship — must become our global guiding principle and operational standard. This is a universal agenda that requires profound economic transformations and a new global partnership. It also requires that the international community, including the United Nations, embrace a more coherent and effective response to support the agenda. As we make the transition to this new era, we need to continue the work begun with the Millennium Development Goals and ensure that extreme poverty is ended within a generation. In keeping with United Nations principles, this post-2015 framework can bring together the full range of human aspirations and needs to ensure a life of dignity for all.

* [A/68/150](#).



I. Introduction

1. The world's quest for dignity, peace, prosperity, justice, sustainability and an end to poverty has reached an unprecedented moment of urgency.
2. In 2000, the States Members of the United Nations agreed on a bold vision for the future that reaffirmed the fundamental values of freedom, equality, solidarity, tolerance, respect for the planet and shared responsibility.
3. That vision, enshrined in the Millennium Declaration (General Assembly resolution 55/2) and rooted in the Charter of the United Nations, recognized the need to pool efforts as never before and to advance on three fronts simultaneously: development, peace and security, and human rights. Global challenges, local solutions; shared burden, shared gain: this remains the credo of international action for our collective well-being.
4. Among the promises made in the Millennium Declaration was a compelling pledge to spare no effort to free all women, men, girls and boys from the abject and dehumanizing conditions of poverty. The call itself was not new; the commitment to better standards of living is part of the purposes and principles of the United Nations. But what was new was the sense of possibility — the conviction that through a combination of targets, tangible investments, genuine action and political will, countries and people working together could end poverty in all its forms.
5. The Millennium Development Goals gave expression to this resolve. Since their adoption, Governments, partners and an inspiring constellation of groups and individuals around the world have mobilized to tackle the many dimensions of poverty. Those efforts have generated unprecedented advances in human development.
6. There has been substantial progress in achieving the Millennium Development Goals and several successes in reaching specific targets globally and in individual countries. However, the prospects for achieving all of the Goals differ sharply across and within countries and regions. More than a billion people still live in extreme poverty. Far too many people face serious deprivation in health and education, with progress hampered by significant inequality related to income, gender, ethnicity, disability, age and location. The prolonged global economic downturn and violent conflicts in recent years have exacerbated poverty, inequality and exclusion. Biodiversity loss, the degradation of water, drylands and forests and the intensifying risks of climate change threaten to reverse our achievements to date and undermine any future gains.
7. We must do everything we can to achieve the Millennium Development Goals by the end of 2015. That work is unfinished and must continue in order to secure the well-being, dignity and rights of those still on the margins today, as well as of future generations. By meeting our existing commitments, we will be in the best possible position from which to agree upon and implement a universal agenda for sustainable development after 2015.
8. At the same time, the world has changed radically since the turn of the millennium. New economic powers have emerged, new technologies are reshaping our societies and new patterns of human settlement and activity are heightening the pressures on our planet. Inequality is rising in rich and poor countries alike.

9. A new era demands a new vision and a responsive framework. Sustainable development, enabled by the integration of economic growth, social justice and environmental stewardship, must become our global guiding principle and operational standard. This framework can bring together the full range of human aspirations and needs. It offers a template for mutually reinforcing approaches to global challenges. Sustainable development is, in short, the pathway to the future.

10. So the challenge remains, even as it has taken on new complexity and increased in scale: we must fulfil our promises and meet the aspirations of the world's peoples, and we must summon the unity to realize the dream of the Charter and the Millennium Declaration. Ours is the first generation with the resources and know-how to end extreme poverty and put our planet on a sustainable course before it is too late.

11. The transition to sustainable development must not mean any diminishment whatsoever in the commitment to ending poverty. As underscored in the outcome document of the United Nations Conference on Sustainable Development, held in Rio de Janeiro, Brazil, in 2012 (General Assembly resolution 66/288), poverty eradication is an indispensable requirement for sustainable development. This is a matter of basic justice and human rights. It is also a historic opportunity. If ours is the generation that can end poverty, there should be no deferring this essential mission, no shrinking away from the task. In a world of great wealth and technological advances, no person anywhere should be left behind. No person should go hungry, lack shelter or clean water and sanitation, face social and economic exclusion or live without access to basic health services and education. These are human rights, and form the foundations for a decent life.

12. Nor can progress be achieved or sustained amid armed conflict, violence, insecurity and injustice. These ills often have roots in social and economic deprivation and inequality. In the same vein, poverty can be a precursor and breeding ground of instability. We know that upholding human rights and freeing people from fear and want are inseparable; it is imperative that we do more to act on this basic truth.

13. The present report is intended to galvanize greater efforts to end poverty and achieve sustainable and inclusive growth. We will need enlightened and courageous leadership in the halls of government and the engagement of responsible businesses and civil society the world over. I have drawn considerable inspiration from a dynamic United Nations-led process — a global conversation launched in 2012 on the priorities of a new development agenda that would build on the Millennium Development Goals. In a series of global, regional and national consultations in nearly 100 countries and through a social media platform, more than a million people have shared their views on “the world they want”. I am profoundly grateful to all who expressed their hopes and expectations and offered ideas and constructive criticism. The United Nations is strongly committed not just to listening to those voices, but also to amplifying and acting on what we have heard and learned.

14. In defining a new agenda, Member States can also benefit from the insights of a set of illuminating reports. My High-level Panel of Eminent Persons on the Post-2015 Development Agenda, co-chaired by Susilo Bambang Yudhoyono, President of Indonesia, Ellen Johnson-Sirleaf, President of Liberia, and David Cameron, Prime Minister of the United Kingdom of Great Britain and Northern Ireland, called for major transformative economic and institutional shifts: a new

global partnership and a data revolution for monitoring progress and strengthening accountability.

15. Reports by the Sustainable Development Solutions Network, the Global Compact Office, the United Nations System Task Team on the Post-2015 United Nations Development Agenda, the regional commissions and our partners in civil society and academia have also provided important inputs and recommendations for the formulation and content of the processes ahead.

16. The common ground in these contributions far outweighs any differences. Indeed, it is possible to see the emerging outlines of a new sustainable development agenda: universal in nature yet responsive to the complexities, needs and capacities of individual countries and regions; bold in ambition but simple in design; combining the economic, social and environmental dimensions while putting the highest priority on ending poverty and reducing inequality; protective of the planet, its biodiversity, water and land; rights-based, with particular emphasis on women, young people and marginalized groups; eager for new and innovative partnerships; and supported by pioneering approaches to data and rigorous accountability mechanisms. Guided by this far-reaching vision, a limited set of goals with sustainable development at the core, as called for at the United Nations Conference on Sustainable Development, could be constructed to encapsulate current challenges and the priorities of the new agenda and to guide the transformation we need.

17. In the present report we take stock of where we are and where we need to go — first, in the time that remains until the end of 2015, and second, in the period beyond that. As a contribution to the discussions and negotiations of Member States, I offer my sense of the lessons we have derived from the Millennium Development Goals and set out a number of possible elements for consideration in charting a way forward. I look forward to a rich process of consultation and debate as the crucial year of 2015 draws near.

18. We are all aware of the vulnerabilities and perils that define daily life across the world. But there is also simultaneously a sense of wondrous potential made possible in part by science and technology but even more by our own hard work and devotion to common progress. Based on everything I have seen and heard during my six and a half years as Secretary-General, I am convinced that, collectively, we have the leadership, conviction and courage to address short-term uncertainties while seizing the opportunity for long-term change. In that spirit of hope and resolve, I offer the present report to the membership of the United Nations.

II. Achieving the Millennium Development Goals and accelerating progress

19. The Millennium Development Goals are our promise to the world's poorest and most vulnerable. They have succeeded in placing people at the centre of the development agenda.

20. We have made remarkable progress. Many countries — including some of the poorest — have aligned their policies and resources with the Goals to make unparalleled gains. Several critical targets have already been met or will be met by the end of 2015, both at the aggregate level and in individual countries. Sizable gains have occurred in even the poorest countries.

21. However, progress has been insufficient and highly uneven. Rural areas and marginalized groups continue to lag behind on virtually all goals and targets. Countries in or emerging from conflict, disaster or instability face significant challenges. In addition, the economic and financial crisis has complicated efforts, including by putting pressure on official development assistance.

22. Yet progress continues. In the *Millennium Development Goals Report 2013*, it is stressed that despite challenges and gaps, the agenda embodied by the Goals retains great power in engendering collective action for faster results.

A. Where do we stand on the Goals?

23. At the global level, poverty and hunger have been reduced significantly. In developing regions, the proportion of people living on less than \$1.25 a day fell by more than half, from 47 per cent in 1990 to 22 per cent in 2010, with the majority living in rural areas. Much of this progress, however, has been made in a few large countries, primarily China and India. Moreover, even if the poverty target has been met, 1.2 billion people are still living in extreme poverty. For example, despite recent strong economic growth and declining poverty rates in sub-Saharan Africa, the number of people living in poverty is rising, and the region is still vulnerable to shocks that can rapidly erode gains.

24. The target of halving the percentage of people suffering from hunger by 2015 is within reach. The proportion of undernourished people in developing regions fell from 23.2 per cent in the period from 1990 to 1992 to 14.9 per cent in 2010-2012. However, one in eight people remain chronically undernourished, and one in four children suffers from stunted growth because of malnutrition.

25. We risk failing to keep our promise to enable all children to go to school. The number of children out of primary school declined from 102 million to 57 million between 2000 and 2011. But progress has slowed significantly over the past five years. Without renewed efforts, the target of universal primary education by 2015 seems beyond reach, particularly in conflict-affected countries. Half the world's out-of-school children live in sub-Saharan Africa, with the gap largest for children and adolescents from the poorest households. Much stronger efforts are needed to improve the quality of education and provide lifelong learning opportunities, especially for girls and women, those belonging to ethnic minorities, persons with disabilities and children living in conflict-affected areas, rural areas or urban slums.

26. Women and girls are major drivers of development. Yet challenges to achieving gender equality and women's rights remain significant. In many developing countries, girls are denied their right to primary education. Women have been gaining employment in non-agricultural sectors, but often in less secure jobs with fewer social benefits than those held by men. In both the public and private spheres, women continue to be denied opportunities to influence decisions that affect their lives. Gender-based violence contravenes women's and girls' rights, undermines development and is an affront to our common humanity.

27. Despite significant progress globally and in many countries, a renewed commitment is needed to improve the health and life prospects of mothers and children. The mortality rate for children under 5 dropped by 41 per cent between 1990 and 2011 — a significant achievement, yet far short of the target of a two-thirds reduction. The maternal mortality rate fell by 47 per cent over the past

two decades — again, important progress, but still far from the target of 75 per cent. Intensified efforts are needed to reach the most vulnerable women and children and ensure their sexual and reproductive health and reproductive rights, including full access to basic health services and sexual and reproductive education.

28. New HIV infections declined by 21 per cent globally over the past decade, and close to 10 million people living with HIV are receiving lifesaving antiretroviral treatment. Expanded treatment and prevention yielded a 25 per cent reduction in AIDS-related deaths between 2005 and 2011. Yet 2.5 million new infections still occur each year and in many parts of the globe, millions lack access to treatment. The last decade saw a 25 per cent fall in mortality rates from malaria globally, sparing the lives of an estimated 1.1 million people. Between 1995 and 2011, 51 million tuberculosis patients were treated successfully, saving 20 million lives.

29. Some of the targets for ensuring environmental sustainability have been achieved: the target for improved water sources was met ahead of schedule, and over the past decade over 200 million slum dwellers — double the target — benefited from improved water and sanitation facilities, durable housing or sufficient living space. Furthermore, from 1990 to 2011, 1.9 billion people gained access to a latrine, flush toilet or other improved sanitation facility. With rapid urbanization and population growth, however, the number of slum dwellers is on the rise. Two and a half billion people lack access to improved sanitation, while a billion practise open defecation, a continued source of illness.

30. In all countries, the achievement of Goal 7, on ensuring environmental sustainability, remains at significant risk because of the profound and urgent challenges posed by climate change. Carbon dioxide emissions are more than 46 per cent higher than in 1990. The atmospheric concentration of carbon dioxide has exceeded 400 parts per million, a level not seen in millions of years and threatening the existence of the planet.

31. Biodiversity loss continues at a rapid pace. Freshwater resources are being depleted and fish stocks are overexploited. Land degradation and desertification, ocean acidification and the loss of species and forests continue at an alarming rate.

32. As shown in the forthcoming MDG Gap Task Force Report 2013, progress towards a global partnership for development has fallen short of expectations. Following an encouraging rise in official development assistance since 2000, over the past two years aid flows have declined. Despite significant debt relief for many countries, the debt-servicing burden of some low-income countries remains intolerably high. Progress in improving market access for many developing countries has been slow, and “aid for trade” has not escaped the impact of reduced official development assistance. Despite welcome gains in connectivity, a substantial digital divide remains between developed and developing regions.

B. Which policies and programmes have best driven progress?

33. It is crucial to know what works and what does not. More than a decade of experience has painted a revealing picture. Strong national ownership and well-managed policies, supported coherently by partners at all levels, has underpinned progress in achieving the Millennium Development Goals. Policies that foster robust and inclusive economic growth, accompanied by measures to improve the access of poor and excluded people to quality basic services, have produced

gains in many countries. Much has been learned by formulating and implementing those policies. Applying these lessons will be important for making more rapid progress in the time that remains.

Emphasizing inclusive growth, decent employment and social protection

34. Inclusive economic growth with decent employment and decent wages has proven to be a prerequisite for achieving the Millennium Development Goals, particularly Goal 1, on eradicating extreme poverty and hunger. Progress in East Asia has been strong, and several countries in Latin America and Africa have successfully combined economic growth and redistributive policies.

35. Targeted investments in public health systems, fighting disease, education, infrastructure and agricultural productivity have all played important roles in achieving the Goals and promoting economic growth. These interventions work in a synergistic way and are therefore highly effective in integrated development programmes. Cash transfers targeting poor and marginalized families have also bolstered progress.

36. In East Asia, reforms in the agricultural sector have lifted hundreds of millions of people out of extreme poverty. Many Governments in the region have also adopted policies that increase social spending, expand social protection and raise the minimum wage.

37. Policies promoting rural employment have proved to have positive results in terms of poverty reduction, food consumption, household spending on education and health, debt reduction and asset creation.

38. In addition, programmes in Latin America and South-East Asia that have combined increased food production and distribution with skills training, microfinance, land distribution and nutrition education programmes have had positive impacts on child mortality and maternal health.

Allocating more resources for essential services and ensuring access for all

39. To accelerate progress on education, some countries have eliminated school fees and reduced the indirect costs of schooling. In Africa and the Middle East, policies have targeted orphans and other vulnerable children with vouchers for uniforms and books. In Asia, countries have scaled up stipend programmes and introduced financial support mechanisms for ethnic minority students.

40. In West Africa, complementing investments in infrastructure with female literacy campaigns to overcome resistance to girls' education in rural areas led to a significant increase in the rate of enrolment of girls in primary schools.

41. Some countries have expanded access to primary education while tackling gender disparities at the same time. Achieving the parity target by 2015 is within reach if entrenched gender disadvantages can be overcome, particularly in countries where early marriage remains pervasive.

42. Countries in Sub-Saharan Africa have launched nationwide midwifery schemes to train and deploy tens of thousands of front-line health workers to accelerate progress in preventing maternal and child mortality.

43. Improved national strategies supported by additional financial resources have contributed to faster progress on the Millennium Development Goals in the area of

health in many countries. The Global Fund to Fight AIDS, Tuberculosis and Malaria, the GAVI Alliance and the United States President's Emergency Plan for AIDS Relief have played a major role, complementing national efforts.

44. Investments in human and physical infrastructure for the public health-care sector are paying off in South Asia, where services have been provided free of charge in facilities close to patients.

45. Policies supporting free universal access to quality primary health care for women and children have reduced child mortality in some countries in Sub-Saharan Africa, especially when special attention is given to reducing deaths from malaria, pneumonia, diarrhoea and measles and to rapidly scaling up the provision of insecticide-treated bednets, measles vaccine and vitamin A supplements.

46. National initiatives have proven to be effective in achieving water and sanitation targets. In South-East Asia, partnerships between local governments, builders and community leaders have been launched to meet the need for drinking water and sanitation. Access to latrines has increased significantly, driven by community empowerment activities, strengthened institutions and a community hygiene campaign.

Strengthening political will and improving the international policy environment

47. The global nature of many current challenges requires coordinated global action. I am very concerned by any developments or trends that threaten the global partnership for development, a core part of the Millennium Development Goal framework. There is an urgent need to stop and reverse the two-year contraction of official development assistance and aid for trade, especially for the least developed countries. Stakeholders should strengthen coordination and follow through on commitments to and for effective aid delivery, as well as cracking down on illicit capital flows, returning stolen assets and stemming tax avoidance and evasion.

48. I urge the members of the World Trade Organization to redouble their efforts to reach a development-oriented conclusion of the Doha Round of trade negotiations and improve duty-free, quota-free market access for products of least developed countries. Further efforts are needed to ensure timely debt relief for critically indebted developing countries, thus improving their chances of achieving the Millennium Development Goals.

49. A stronger partnership is also needed among governments, pharmaceutical companies, research facilities and philanthropic organizations to make essential medicines more affordable and available in public health facilities, including using the provisions available to developing countries in the Agreement on Trade-Related Aspects of Intellectual Property Rights.

50. Limiting and reversing the increase in the average global temperature to 2 degrees Celsius above pre-industrial levels in line with international agreements demands bold, coordinated national and international action. The United Nations Framework Convention on Climate Change contains commitments and guidance, most notably the agreement of Governments to negotiate an ambitious, legally binding global agreement by 2015 that will cover all countries of the world in a fair way. The situation calls for full and urgent adherence to what was agreed.

51. Bolder measures are equally urgent on other environmental sustainability targets, including those related to biodiversity, water, land use and forests. Where commitments already exist, we need faster implementation of the corresponding multilateral environmental agreements.

52. With support from the international community, developing countries should accelerate efforts to improve the transfer of and access to information and communications technology, as well as to lower its cost, especially in key service-delivery areas. In order for technology transfers to countries embracing deep structural economic transformations to be successful, the institutional and human capacity gaps will need to be addressed at the local level.

53. The multi-stakeholder partnership model has emerged as a promising way to share burdens, catalyse action and bring all relevant actors to bear in addressing specific problems. We need to mobilize more action to deliver on commitments and exploit the full potential of the partnership approach.

C. Accelerating progress towards the Goals to 2015

54. Fulfilling our existing commitments and promises on the Millennium Development Goals must remain our foremost priority. Member States, with the continued support of development agencies, civil society and the private sector, should and can take bolder action to accelerate progress.

55. Together, we need to focus on those Goals that are most off-track and on countries that face particular development challenges, including the least developed countries, landlocked developing countries, small island developing States and countries affected by or recovering from conflicts or disasters. In so doing, we must pay particular attention to the needs and rights of the most vulnerable and excluded, such as women, children, the elderly, indigenous people, refugees and displaced families, as well as people with disabilities and those living in poor rural areas and urban slums.

56. The preceding section highlighted some successful strategies for achieving the Millennium Development Goals. They show that accelerating progress requires national ownership and international commitment, with the right policies backed by reliable, timely financial resources and people-centred multi-stakeholder partnerships. Countries should make every effort to mobilize domestic resources. At the same time, these resources should be supplemented by external support where necessary.

57. In April I launched the campaign “MDG Momentum — 1,000 Days of Action” as a spur to achieve the gains we need by 2015. My appeal seeks to give additional impetus to several key initiatives that were already under way in response to the call for acceleration made at the 2010 high-level plenary meeting of the General Assembly on the Millennium Development Goals.

58. The Millennium Development Goals Acceleration Framework, a coordinated effort by the United Nations Development Group, is firmly rooted in national ownership and supports the systematic identification of bottlenecks and local solutions. Acceleration plans are being implemented in more than 46 countries across all regions, covering a range of goals and targets and bringing together a full spectrum of actors. Those efforts are assessed by the United Nations system in

collaboration with the World Bank under the umbrella of the United Nations System Chief Executives Board for Coordination.

59. In one sub-Saharan African country, an acceleration plan on maternal health is being implemented through the revised national reproductive health policy and protocol. This is backed by a multi-pronged strategy that includes the use of mobile telephones for diagnosis and referrals and partnerships with local road transport associations to facilitate the travel of women in labour.

60. When implemented at the subnational level, the Acceleration Framework can also help to address disparity and inequality, as well as underlying causes such as discrimination and sociocultural exclusion. In one South American country, provinces and municipalities are implementing acceleration plans to address local priorities, such as poverty reduction and the economic empowerment of women, where progress lags behind the national level.

61. The €1 billion Millennium Development Goals initiative of the European Union has been supporting countries in the African, Caribbean and Pacific regions to accelerate progress on the Goals that are the most off-track: eradicating hunger, improving maternal health, curbing child mortality and improving access to water and sanitation. Nearly 50 have been supported to date.

62. Regional initiatives are an increasingly important part of the picture. In 2012, the African Union Commission adopted a road map on shared responsibility and global solidarity to accelerate progress in the response to HIV, tuberculosis and malaria. The actions in the road map are organized around three strategic pillars: diversified financing, access to medicines and enhanced health governance. Similarly, in 2012, the Association of Southeast Asian Nations adopted a road map for the attainment of the Millennium Development Goals focusing on five key areas: advocacy and linkages, knowledge, resources, expertise, and regional cooperation and public goods.

63. Every Woman Every Child, a multi-stakeholder partnership launched in 2010, seeks to save the lives of 16 million women and children by 2015. The United Nations secured commitments of \$20 billion from more than 250 partners, including governments, multilateral organizations, the private sector and civil society. A new partnership between governments and United Nations agencies, “Committing to child survival: a promise renewed”, was launched to reduce the under-5 mortality rate to fewer than 20 deaths per 1,000 live births in all countries by 2035.

64. The Sustainable Energy for All initiative, launched in 2011, aims to provide universal access to modern energy, double the global rate of improvement in energy efficiency and double the share of renewables in the global energy mix, all by 2030. Over \$50 billion has been committed from all sectors to make this a reality, and more than 70 countries have signed up.

65. The Global Agriculture and Food Security Programme mobilizes resources to scale up agricultural assistance to low-income countries. The Zero Hunger Challenge, launched at the United Nations Conference on Sustainable Development, calls for universal access to adequate food year-round, steps to prevent childhood stunting, a sustainable transformation of food systems, a doubling of productivity and incomes among smallholder farmers and drastic reductions in food losses and waste. Through the “Scaling Up Nutrition” movement, a partnership effort involving governments, civil society, the United Nations system, business and researchers,

more than 100 partners are supporting 40 countries in their efforts to reduce malnutrition and child stunting.

66. The Global Education First Initiative, launched in September 2012, aims to raise the political profile of education and seeks to ensure access, improve the quality of learning and foster global citizenship.

67. The Call to Action on Sanitation, initiated in March, has provided new momentum on an area that has received inadequate attention. The campaign for universal access to bednets by the end of 2010 made important inroads in tackling malaria. The One Million Community Health Workers campaign in Sub-Saharan Africa is expected to be critical in generating gains across the health-related Millennium Development Goals.

68. The replenishment of the Global Fund in the third quarter of 2013 will be of decisive significance for continued progress against AIDS, tuberculosis and malaria. I call upon all donors, public and private, to do their part to support the Fund at this moment of utmost urgency as well as opportunity.

69. Multi-stakeholder arrangements have proven successful because they expand on traditional partnerships by significantly increasing available resources, improving the effectiveness of their use and increasing policy and operational coherence. To build on those advantages, I have put forward a proposal to Member States for a new United Nations Partnership Facility, which would aim to enhance the Organization's ability to facilitate delivery at scale at both the global and country levels.

D. Making the transition to a new sustainable development agenda that builds on the Goals

70. The adoption of the Millennium Development Goals represented a major shift in galvanizing global political will for poverty eradication. The Goals focused the world's attention on halving extreme poverty and promoting human development by setting priorities, goals and targets. Yet the Goals represent only the halfway mark towards the aim of tackling poverty in all its forms. United Nations projections for 2015 indicate that almost 1.3 billion people will still live in extreme poverty, mothers will continue to die needlessly in childbirth and children will suffer and die from hunger, malnutrition, preventable diseases and a lack of clean water and sanitation.

71. The job we started with the Millennium Development Goals therefore needs to be finished. Careful attention will be needed as we make the transition to an agenda that embraces the three dimensions of sustainable development yet ensures that poverty eradication is its highest priority and that extreme poverty is ended within a generation.

72. Since the Millennium Development Goals were devised, major new challenges have emerged, while existing ones have been exacerbated. Inequality has deepened. Environmental degradation has increased, threatening our common future. People across the world are demanding more responsive governments and better governance and rights at all levels. Migration challenges have grown, and young people in many countries face poor prospects for decent jobs or livelihoods. Conflicts and instability have halted or reversed progress in many countries,

affecting primarily women and children. Organized crime, including trafficking in people and drugs, violates human rights and undermines development. The deepening ways in which the lives of people and countries are linked demand a universal agenda addressing the world's most pressing challenges and seizing the opportunities of a new era.

III. Advancing the United Nations development agenda beyond 2015

A. Vision and transformative actions of the agenda

73. The articulation of a post-2015 development agenda provides an opportunity to place sustainable development where it should be: at the core of humankind's pursuit of shared progress. With a new sustainable development agenda, the world can make many historic achievements: eradicating extreme poverty by 2030, protecting the environment and promoting social inclusion and economic opportunities for all. Ultimately, the aspiration of the development agenda beyond 2015 is to create a just and prosperous world where all people realize their rights and live with dignity and hope.

74. As agreed at the United Nations Conference on Sustainable Development, the framework for sustainable development reflects our commitment to three interconnected objectives: economic development, social inclusion and environmental sustainability. Each of these dimensions contributes to the others and all are necessary for the well-being of individuals and societies. Together, they are meant to enable people to fulfil their potential within the finite resources of our planet.

75. For such a sustainable development agenda to take root, four building blocks need to be agreed upon: (a) a far-reaching vision of the future firmly anchored in human rights and universally accepted values and principles, including those encapsulated in the Charter, the Universal Declaration of Human Rights and the Millennium Declaration; (b) a set of concise goals and targets aimed at realizing the priorities of the agenda; (c) a global partnership for development to mobilize means of implementation; and (d) a participatory monitoring framework for tracking progress and mutual accountability mechanisms for all stakeholders.

76. Decisions on the shape of the next agenda rest with Member States. To support their deliberations, I put in motion an inclusive and transparent process to hear from all stakeholders. Through the efforts of the United Nations Development Group and others, I sought the views of people around the world through consultations in nearly 100 countries, global thematic consultations on 11 issue areas and a global online conversation and "My World" survey. These efforts have reached more than a million people. A large number of civil society organizations and academic institutions worldwide have also actively participated in the discussions.

77. In addition, my High-level Panel of Eminent Persons on the Post-2015 Development Agenda provided critical proposals (see [A/67/890](#), annex). I have made the report available to all Member States and recommend it as an important contribution to this process.

78. I also benefited from the expertise of the science and technology community through the Sustainable Development Solutions Network. The contributions of the

private sector around the world were conveyed through the Global Compact. The United Nations System Task Team, comprising more than 60 agencies and international organizations, conveyed the knowledge and experience of the Organization, while regional perspectives were provided by the regional commissions.

79. Reflecting on many of these inputs, the Open Working Group on Sustainable Development Goals is conducting a series of discussions aimed at formulating goals for sustainable development to be proposed to the General Assembly at its sixty-eighth session.

80. The common ground in the findings of these processes is encouraging. Discussions point to the importance of arriving at a single and coherent development agenda centred on sustainable development, applicable to all countries while taking into account regional, national and local circumstances and priorities.

81. The key elements of the emerging vision for the development agenda beyond 2015 include: (a) universality, to mobilize all developed and developing countries and leave no one behind; (b) sustainable development, to tackle the interlinked challenges facing the world, including a clear focus on ending extreme poverty in all its forms; (c) inclusive economic transformations ensuring decent jobs, backed by sustainable technologies, to shift to sustainable patterns of consumption and production; (d) peace and governance, as key outcomes and enablers of development; (e) a new global partnership, recognizing shared interests, different needs and mutual responsibilities, to ensure commitment to and means of implementing the new vision; and (f) being “fit for purpose”, to ensure that the international community is equipped with the right institutions and tools for addressing the challenges of implementing the sustainable development agenda at the national level.

82. Bringing this vision to life will require a number of transformative and mutually reinforcing actions that apply to all countries.

83. **Eradicate poverty in all its forms.** Poverty has many manifestations and is aggravated by discrimination, insecurity, inequality and environmental and disaster risks. Therefore, the eradication of poverty calls for a multifaceted approach, encapsulated in the concept of sustainable development, focusing on both immediate and underlying causes.

84. **Tackle exclusion and inequality.** In order to leave no one behind and bring everyone forward, actions are needed to promote equality of opportunity. This implies inclusive economies in which men and women have access to decent employment, legal identification, financial services, infrastructure and social protection, as well as societies where all people can contribute and participate in national and local governance.

85. **Empower women and girls.** The new agenda must ensure the equal rights of women and girls, their full participation in the political, economic and public spheres and zero tolerance for violence against or exploitation of women and girls. The practice of child marriage must be ended everywhere. Women and girls must have equal access to financial services, infrastructure, the full range of health services, including in the area of sexual and reproductive health and reproductive rights, and water and sanitation; the right to own land and other assets; a safe environment in which to learn and apply their knowledge and skills; and an end to

discrimination so they can receive equal pay for equal work and have an equal voice in decision-making.

86. **Provide quality education and lifelong learning.** Young people should be able to receive high-quality education and learning, from early childhood development to post-primary schooling, including not only formal schooling but also life skills and vocational education and training.

87. **Improve health.** Address universal health-care coverage, access and affordability; end preventable maternal and child deaths; realize women's reproductive health and rights; increase immunization coverage; eradicate malaria and realize the vision of a future free of AIDS and tuberculosis; reduce the burden of non-communicable diseases, including mental illness, and road accidents; and promote healthy behaviours, including those related to water, sanitation and hygiene.

88. **Address climate change.** The international community must reconcile the challenges of mitigating and adapting to climate change while supporting the growth of developing countries. While the worst effects of climate change can still be averted by building the resilience of and investing in those communities and nations most vulnerable to disasters risk, those efforts will require a greatly stepped-up response, in keeping with the principle of common but differentiated responsibilities and respective capabilities. A successful outcome to the intergovernmental climate change negotiations is critical. Every effort must be made to arrive at a legally binding agreement by the end of 2015, as decided in Durban, South Africa, in 2011.

89. **Address environmental challenges.** Environmental change has compounded problems worldwide, especially in vulnerable countries, reducing their capacity to cope and limiting their options for addressing development challenges. Managing the natural resources base — fisheries, forests, freshwater resources, oceans, soil — is essential for sustainable development. So too is building the resilience of and investing in those communities and nations most vulnerable to disasters, especially in the least developed countries and small island developing States.

90. **Promote inclusive and sustainable growth and decent employment.** This can be achieved by economic diversification, financial inclusion, efficient infrastructure, productivity gains, trade, sustainable energy, relevant education and skills training. Labour market policies should focus in particular on young people, women and people with disabilities.

91. **End hunger and malnutrition.** Addressing hunger, malnutrition, stunting and food insecurity in a world experiencing rapid population growth will require a combination of stable and adequate incomes for all, improvements in agricultural productivity and sustainability, child and maternal care and strengthened social protection for vulnerable populations.

92. **Address demographic challenges.** While the population of developed countries is projected to remain unchanged at around 1.3 billion, the population of developing countries is projected to increase from 5.9 billion in 2013 to 8.2 billion in 2050. Countries with a high rate of population growth are generally on a path of falling fertility, especially as education for girls and sexual and reproductive health services become more widely available. Progress in these areas would enable many households to slow fertility rates, with consequent benefits for health, education, sustainability and the demographic dividend for economic growth. Countries with a

high proportion of young people need to offer education and opportunities for decent work. Countries with an ageing population need policy responses to support the elderly so as to remove barriers to their full participation in society while protecting their rights and dignity.

93. **Enhance the positive contribution of migrants.** More than a billion people rely on international and domestic migration to improve the income, health and education of their families, escape poverty and conflict and adapt to environmental and economic shocks. Countries receiving migrants can also benefit significantly. Yet many barriers limit the positive effects of migration, including possible large economic and social gains. Discrimination is widespread and the human rights of migrants are often denied at different points in the migration process. The scourge of human trafficking, an unacceptable dimension of migration, must be ended.

94. **Meet the challenges of urbanization.** Some 70 per cent of the world's population will live in cities by 2050. Urbanization poses the challenge of providing city dwellers with employment, food, income, housing, transportation, clean water and sanitation, social services and cultural amenities. At the same time, living in cities creates opportunities for the more efficient delivery and use of physical facilities and amenities. Rural prosperity, land management and secure ecosystem services should form an integral part of sustainable urbanization and economic transformation.

95. **Build peace and effective governance based on the rule of law and sound institutions.** Peace and stability, human rights and effective governance based on the rule of law and transparent institutions are outcomes and enablers of development. There can be no peace without development and no development without peace. Lasting peace and sustainable development cannot be fully realized without respect for human rights and the rule of law. Transparency and accountability are powerful tools for ensuring citizens' involvement in policymaking and their oversight of the use of public resources, including to prevent waste and corruption. Legal empowerment, access to justice and an independent judiciary and universal legal identification can also be critical for gaining access to public services.

96. **Foster a renewed global partnership.** The Millennium Development Goals, in particular Goal 8, on the global partnership for development, speak to the importance of our common humanity and the values of equity, solidarity and human rights. The post-2015 development agenda will need to be supported by a renewed global partnership grounded on such values. As noted in the report of my High-level Panel, "the partnership should capture, and will depend on, a spirit of mutual respect and mutual benefit".

97. The global partnership should finish the job started with Goal 8, including meeting the assistance objective of 0.7 per cent of gross national income, as well as other existing and future intergovernmental agreements, such as the Millennium Declaration, the Monterrey Consensus of the International Conference on Financing for Development, the Principles set out in the Rio Declaration on Environment and Development, the Johannesburg Plan of Implementation and the Istanbul Programme of Action, as well as the outcome of the Ad Hoc Working Group of the Durban Platform for Enhanced Action. All partners should deliver on past commitments, particularly those on official development assistance, climate finance and domestic resource mobilization.

98. The transformative actions of the post-2015 development agenda should be supported by multi-stakeholder partnerships that respond to the sustainable development agenda. These should include not only governments but also businesses, private philanthropic foundations, international organizations, civil society, volunteer groups, local authorities, parliaments, trade unions, research institutes and academia. Such partnerships can channel commitments and actions from a wider set of actors, and their success depends on assigning roles, responsibilities and clear accountability.

99. Official development assistance will remain crucial, including for leveraging other finance, particularly for the least developed countries, landlocked developing countries and small island developing States, many countries in Africa and countries emerging from conflict and disasters. In addition to delivering on past commitments, it will be critical for donors to establish a timetable for meeting official development assistance targets and enhancing development effectiveness, including through the principles and actions set out in the Busan Partnership for Effective Development Cooperation. The impact of official development assistance can be magnified by other sources of finance, including innovative sources.

100. A universal development agenda beyond 2015 will require a robust framework for sustainable development finance including both private and public funding. International efforts are needed to create an environment conducive to business and thus channel capital flows and portfolio investments to the sustainable development agenda, to eliminate illicit financial flows, to enhance the regulation of secrecy jurisdictions and to promote asset recovery. Multilateral development banks have an important role to play in identifying novel sources of sustainable development financing.

101. At the same time, the financing framework for the post-2015 period will require the mobilization of domestic resources, including by broadening the tax base and improving tax administration, including in developing countries, and improving corporate and public governance of extractive industries in resource-rich countries. In addition, the financing framework will require commitment by the public and private scientific and research communities to develop new and transformative technologies. Harnessing science, technology and innovative methods will be central in areas ranging from information and communications technology to transportation, the environment and life-saving medicines.

102. South-South and triangular cooperation will also play a key role. This has increased significantly in recent years and has taken various forms, including infrastructure investment, technical cooperation, joint research and investment and information-sharing.

103. I welcome the Intergovernmental Committee of Experts on Sustainable Development Financing, which will propose options on a strategy to facilitate the mobilization of resources and their effective use. The biennial high-level Development Cooperation Forum and the follow-up to the International Conference on Financing for Development also provide important opportunities for charting a way forward.

104. **Strengthen the international development cooperation framework.** In order to respond to the challenges of funding and implementing a sustainable development agenda, both national and international institutions need to be strengthened to overcome the institutional and operational separation between economic, social and

environmental responsibilities. I particularly welcome, in that regard, General Assembly resolution 67/290, in which the mandate, organizational structure and the working methods of the high-level political forum on sustainable development were defined. There is broad agreement that the forum should bring political support at the highest level to the coordination, coherence, implementation and monitoring of the commitments in a universal sustainable development agenda.

B. Comprehensive monitoring framework and robust accountability mechanisms

105. Strong monitoring and accountability will be crucial for the implementation of the post-2015 development agenda. Governments, especially parliaments, will play a central role. The monitoring and accountability framework can be strengthened through the direct engagement of citizens and responsible businesses making use of new technologies to expand coverage, to disaggregate data and to reduce costs.

106. The availability of information has improved during the implementation of the Millennium Development Goals. Still, there is an urgent need to further improve data collection, dissemination and analysis. Better baseline data and statistics are needed, especially because the post-2015 development agenda will involve measuring a broader range of indicators, requiring new and disaggregated data to capture gaps within and between population groups. Assessing the quality of outcomes should also feature more prominently in a results-based framework. As suggested by my High-level Panel, targets will be considered to have been achieved only if they are met for all relevant income and social groups.

107. In this context, the advances in information technology over the past decade provide an opportunity for a “data revolution”, which should enable countries to strengthen existing data sources and develop new and participatory sources of information. Many developing countries will require technical and financial support to build solid statistical systems and capacity so as to take advantage of these new opportunities.

C. Setting goals for the agenda

108. Experience with the Millennium Development Goals shows us that goals can be a powerful way of mobilizing common action. To be effective, they need to be limited in number, measurable, easy to communicate and adaptable to both global and local settings.

109. At the United Nations Conference on Sustainable Development, Member States agreed that the sustainable development goals “should be coherent with and integrated into the United Nations development agenda beyond 2015”. The many consultations and reports suggest that a single, balanced and comprehensive set of goals, universal to all nations, which aims to eradicate all forms of poverty and integrate sustainable development in all its dimensions, should form the core of the agenda.

110. The framing of the set of goals for sustainable development will inevitably need to be broader than that of the Millennium Development Goals in order to reflect new challenges. Illustrative goals and targets have been proposed in a range

of reports, including those of the High-level Panel, the Sustainable Development Solutions Network and the Global Compact, and in several initiatives from the research community.

111. Goals and targets should take into account cross-cutting issues such as gender, disability, age and other factors leading to inequality, human rights, demographics, migration and partnerships. The new goals should embrace the emphasis on human well-being and include the use of metrics that go beyond standard income measures, such as surveys of subjective well-being and happiness, as introduced by many countries and the Organization for Economic Cooperation and Development.

D. Towards the formulation and launch of the agenda

112. The special event of the President of the General Assembly to be convened on 25 September will review current efforts to achieve the Millennium Development Goals and provide a timely opportunity for rallying political support for their acceleration. The event will also serve as an occasion to reflect on the broad contours of the development agenda beyond 2015.

113. Member States should therefore use the special event to generate clarity and a solid momentum for the important discussions and decisions that will follow. In the outcome of the event they could issue a call for convening a United Nations summit in 2015 to adopt the new development agenda. To that end, the Assembly could request its President to hold consultations on a procedural resolution for initiating preparations for the summit, in which it could request the Secretary-General to prepare a report on modalities, format and organization for submission to the Assembly by March 2014. That report could serve as the basis for the Assembly's consultations on a comprehensive resolution on the timing, scope, format, participation and expected outcome of a summit in 2015.

114. The General Assembly could launch the final phase of the intergovernmental consultations on a post-2015 development agenda at its sixty-ninth session. Those consultations could draw on the outcomes of several intergovernmental events, including the high-level meeting on disability and development, to be held in September, the high-level dialogue on international migration and development, to be held in October, the third International Conference on Small Island Developing States, the climate change summit in 2014 as well as the next conference on financing for development. Our goal must be to make 2015 a defining moment for people and the planet and to show what the United Nations and Member States, working together, can achieve.

IV. Recommendations

115. **I call upon all Member States and the entire international community to take every step possible to achieve the Millennium Development Goals.** This will require political courage and enlightened leadership on the part of all countries, regardless of their level of development. But we must, as stated in the Millennium Declaration, spare no effort to deliver on our policy and financial commitments. This is our duty — our responsibility to humanity today and in the future. With political will and adequate resources, much can be accomplished before the 2015 deadline. Even then, some goals may not be met. Others, even if met, were designed

to address only part of the challenge. The post-2015 development agenda will therefore need to complete the Millennium Development Goals, scale up their success, expand their scope and address new challenges.

116. I call upon Member States to adopt a universal post-2015 development agenda, with sustainable development at its core. Poverty eradication, inclusive growth targeting inequality, protecting and managing the natural resource base of our planet within a rights-based framework and cognizant of the nexus between peace and development — these are the overarching objectives of sustainable development. To realize this agenda, all countries need to recognize the profound transformations required to address the emerging challenges of sustainable development. These include economic shifts to sustainable patterns of production and consumption, effective governance and a renewed global partnership and means of implementation.

117. I call upon the international system, including the United Nations, to embrace a more coherent and effective response to support this agenda. I welcome the leadership of Member States as they establish the high-level political forum, tasked with providing coordination and coherence at the highest political level to foster sustainable development in every country. The United Nations system will continue to reform and make itself “fit for purpose” so as to respond to the challenges of this new path to sustainable development.

118. I encourage Member States to provide clarity on the road map to 2015. As Member States consider the processes leading up to 2015, they could be supported by a report of the Secretary-General during the main part of the sixty-ninth session of the General Assembly. This would draw upon the outcomes of the Open Working Group on Sustainable Development Goals, the Intergovernmental Committee of Experts on Sustainable Development Financing and other bodies. The intergovernmental process could lead to an agreement on the vision, principles, goals and targets of the post-2015 development agenda, as well as on the renewed global partnership for development.

V. Conclusion

119. Acting upon our common challenges demands a renewed commitment to international cooperation. Multilateralism is being tested. The United Nations, as a global beacon of solidarity, must do its part to strengthen collaboration and show that it can be effective in building the just, prosperous and sustainable world that people want and have a right to expect. Defining the post-2015 development agenda is thus a daunting yet inspiring and historic task for the United Nations and its Member States.

120. In so doing we must continue to listen to and involve the peoples of the world. We have heard their calls for peace and justice, eradicating poverty, realizing rights, eliminating inequality, enhancing accountability and preserving our planet. The world’s nations must unite behind a common programme to act on those aspirations. No one must be left behind. We must continue to build a future of justice and hope, a life of dignity for all.

Women's Caucus Statement
Bali High Level Panel Meeting
(March 24, 2013)

There will be no development, there will be no progress, unless there is a clear and uncompromising commitment to women's rights and gender equality and justice. The post-2015 agenda must be based on the principle of non-regression and firmly rooted in human rights obligations and commitments from the UN conferences of the 1990s and their follow ups, which are yet to be fully implemented. As women we say a "promise is a promise" and we demand that these promises now are kept.

We insist on a new development paradigm that is based on principles of human rights, equality and redistributive justice. The international community must commit to real reforms of the monetary, financial and trade regimes that perpetuate inequalities and violence and undermine women's and girls' human rights. Global macroeconomic structures must be coherent with governments' human rights obligations. Governments, private philanthropy organizations, investors, micro finance institutions and transnational corporations must be held accountable to human rights, to principles of equality and equity, non-discrimination, and environmental sustainability norms and standards. We demand new models of global partnership that are truly democratic, non-exploitative and sustainable and where women, girls and those most affected have the greatest voice.

The current development model, which gives corporations control over our natural wealth, water and resources, as well as technology and intellectual property, while depriving women of land and food sovereignty, undermines gender equality, sends communities into conflict with governments, increases militarization, and women's vulnerability to violence and economic shock. This must change.

The new development framework must recognise that patriarchal systems and practices are a major impediment for development. Ending violence against women and girls and promoting democratic empowerment and leadership of women at home, in the community, nationally and internationally is a fundamental prerequisite for women's rights enjoyment, gender equality, sustainable development and genuine democracy.

Rising fundamentalisms that manifest in attempts to control women's bodies and freedoms must be countered. Governments must never use cultural, traditional or religious values to avoid their obligations to respect, protect and fulfill the full range of women's human rights and prevent and address violence. Women's and girls' rights to bodily autonomy and integrity are fundamental to our ability to enjoy other human rights. No form of violence impeding on women's and girls' bodily integrity should be tolerated and no limitation of our rights to make our own informed sexual and reproductive choices should be accepted.

We demand that the Post-2015 development agenda aims to fairly redistribute wealth, power and resources to achieve social, economic, ecological, and gender justice, rather

than be driven by donors and the corporate sector. It must include means of implementation that prioritize public financing over public-private partnerships in order to realize state obligations to allocate the maximum available resources to economic and social services.

Gender inequalities must be understood and addressed from an intersectional approach and the post-2015 development framework must recognize how factors such as age, race, caste, ethnicity, disability, sexual orientation, gender identity, poverty, migration status, and location can compound stigma, discrimination, social exclusion and marginalization and lead to violence, as well as other violations of women's rights. Specific attention is needed to address the violence and rights violations faced by girls, adolescent and young women, women human rights defenders, lesbian, bisexual, transgender and queer women, indigenous women, rural women, sex workers, women with disabilities, women living with HIV, women working in conflict and militarized contexts, women migrant workers, displaced women, women from language minorities and women who use drugs, among others.

We demand the new development framework includes a dedicated gender equality goal, as well as specific targets and indicators that are integrated throughout the framework. It is critical that the post-2015 agenda commit to:

- End all forms of gender-based violence, including intimate partner violence and sexual violence and address its intersections with HIV infection. Set targets to reduce militarization and conflict by limiting military budgets.
- Guarantee sexual and reproductive rights as fundamental human rights, along with women's and girls' universal access to quality, comprehensive and integrated sexual and reproductive health services, including contraceptives, safe abortion, prevention and treatment of sexually transmitted infections and HIV, and safe maternity care;
- Include specific goals for reducing inequalities of wealth, power and resources between countries, between rich and poor, between men and women;
- Ensure women's rights to and control over land, property, including intellectual property, productive resources, information and technology, and promote fair asset distribution among different social groups;
- Guarantee women's economic independence including by ensuring that women have access to decent work including legal protection for sex workers and domestic workers, a living wage that enables women to live with dignity, and affordable child care;
- Recognize women's role in the care economy and ensure their rights to social protection and the equal distribution of paid and unpaid work;
- Guarantee investments in public services such as in child care, education and elderly care in order to eliminate the sexual division of labour;
- Guarantee women's rights to participate in leadership and decision-making at all levels, including in economic and social development and international financial institutions;

- Repeal laws and policies that discriminate on the basis of gender; criminalize or marginalize specific groups of women based on their sexual orientation, gender identity, participation in sex work, or other status; or erect barriers to services, and adopt measures to counter discriminatory practices and ensure women's access to justice; and
- Guarantee universal access by women and girls to quality education throughout the life course, including comprehensive sexuality education and education on human rights, gender equality and environmental sustainability, and ensure women's and girls' literacy.

Sustainable development must fully be integrated into the post-2015 framework, building on existing commitments. Women's role in responding to climate change, protecting and safeguarding the environment, ensuring sustainable agriculture and food sovereignty must also be recognized.

Innovative, democratic financing mechanisms that allocate specific resources to women's rights and gender equality must be a priority. Women must be involved in the development and monitoring of budgets at all levels.

The post-2015 agenda must ensure that women-led systems of monitoring and accountability are built into the framework, with clear and time-bound commitments. Data must be disaggregated on the basis of age, sex, and other status important to identify, make visible and respond to inequalities. Mechanisms of data collection and analysis for monitoring the new framework must be transparent and inclusive of input from women's groups. National mechanisms, such as judiciaries, parliaments, and national human rights institutions, should be empowered to oversee implementation of the post-2015 framework and allow for women's access to justice when commitments are not met.

The post-2015 development framework must hold governments accountable for their duty to exercise oversight over and regulate private actors, especially corporate and private financial actors to guarantee they respect women's human rights, including in their cross-border activities.

The UN system must also be held to account for their role in promoting and protecting women's rights, including by bringing pressure to bear on governments to implement their human rights obligations.

The United Nations and Member States must address in an integrated way the obstacles to gender equality at global, national, and local levels. Rather than remaining centered on the distribution of dwindling aid funds or the effective incorporation of the private sector, the post-2015 framework must provide clear guidelines on how to respond to the multiple crises that affect women globally, particularly in the global South.

To enable a transformative global partnership, the vital role of women's movements must be recognized. Resources must be directed to feminist movement building and advocacy to ensure equality, human rights, democratic governance, and transformative change and development for all.

Singed by:

Asia Pacific Alliance for Sexual and Reproductive Health and Rights (APA)

Asia Pacific Forum on Women, Law and Development (APWLD)

Asian Pacific Resource and Research Center for Women (ARROW)

Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Development Alternatives with Women for a New Era (DAWN)

International Women's Health Coalition (IWHC)

Perkumpulan Sada Ahmo (PESADA)

Realizing Sexual and Reproductive Justice (RESURJ)

Civil Society Communiqué
The Global CSO Forum on the Post-2015 Development Agenda
March 23-24, 2013, Bali, Indonesia

As the fourth meeting of the High-Level Panel on the Post-2015 Development Agenda begins in Bali, Indonesia, we, the members of global, regional and national civil society urge the HLP to be ambitious by setting a framework for transformative, universal, people-centered development. We call on the HLP to outline the bold and relevant commitments needed to ensure a new paradigm for sustainable development, firmly rooted in existing economic, social, cultural, civil and political human rights obligations.

Nothing less than a wholly transformative development framework is required to fulfill the international commitments of the past and present. It must produce concrete processes to achieve outcomes and tackle structural root causes. It must be based on the principles of human rights, equity, social, economic, gender, climate and environmental justice, participation, accountability, and non-discrimination. It must ensure dignity, safety, happiness and wellbeing, harmony with nature, and resilience. It must redistribute power, wealth and resources between and within countries, between rich and poor, and between men and women.

The framework must be based on acting on the demands of grassroots voices; the post-HLP processes, including the Open Working Group and inter-state consensus-building phase from September 2013, must be based on co-determination and social partnership; the bias towards the private sector across development must end; corporations must respect the principles of environmental sustainability and enforceable international accountability in line with human rights.

Context

As the Millennium Development Goals (MDGs) near their target date, financial, food, energy, environmental crises and conflicts are presenting new challenges that are undercutting gains made in development. The dominant neoliberal growth model is exposed by entrenched and deepening poverty and inequality. Human rights remain without respect, protection and fulfillment, and are exacerbated by conflict and insecurity, economic, social and gender injustice. Three of nine planetary boundaries – climate change, biodiversity, biogeochemical - have been breached, and there is a distinct lack of international, binding commitments to tackle the planetary emergency.

Half the world's population lives on less than US\$2.50 per day. Some 2 billion live in multidimensional poverty, a measure incorporating nutrition, education, infant mortality and sanitation, among others. The wealthiest 20 percent of humankind enjoy more than 80 percent of the world's total wealth while the bottom 20 percent share only 1 percent.

Global Partnerships and Means of Implementation

MDG8 aspired to support the delivery of the MDGs through global partnerships and means of implementation, but suffered from a lack of political commitment and clearly defined, binding targets and responsibilities. It was not explicitly linked to other MDGs, left out non-traditional donors, and did not assign responsibility to developing countries.

As such, there remains no democratic, global and multi-stakeholder executing mechanism or enforcement body to ensure commitments on development cooperation are met - non-binding statements are not translated into action, and developing countries must still contest for the democratic ownership of their development strategies. Multilateralism has weakened over the last decade, with the current regime favoring powerful states to the detriment of the rest, and

regional bilateral partnerships the preferred model. The lack of a strong framework for inclusive and equitable partnerships means the financial crisis has underscored existing gaps in development financing, which has shrunk when it has been most needed, setting the stage for future debt crises.

There remains little coordination and coherence in defining the role of emerging economies in providing development finance and South-South Cooperation. The private sector is increasingly emphasized by governments as an important development actor, but it lacks strong regulation and accountability: the conditions for private sector engagement risk undermining development gains rather than supporting them, through sharply escalating human inequalities. Although formally recognized as an independent development actor in its own right, civil society is not granted the voice or resources to fulfill this role in society.

At the same time the last decade has brought to attention the potential failure of new sources of financing. Illicit financial flows, capital flight, and tax avoidance by multinational corporations are draining many of the poorest countries of resources for development. Unfair trade rules have led to the bankruptcy, destitution and destruction of millions of small farmers, fisherfolk and local markets in developing countries. Unbridled and misguided liberalization has encouraged a race to the bottom in labor rights and working conditions, with women and girls bearing the brunt of these impacts.

Priority areas

The **vision and priorities** of the post-2015 framework must include a focus on indigenous peoples, religious and ethnic minority groups, marginalized caste groups, stateless people, people living in remote and conflict or disaster-affected areas, women, children – including those without parental care, youth, the aged, disabled, LGBT, people living with HIV and AIDS, small-scale food producers, and the informal sector. The framework must ensure accountability through disaggregated data on progress based on these groups. It must also include full employment and decent work for all, combined with universal social protection, access to justice and progressive taxation. It requires a commitment to equitable access and governance of natural resources, building climate-resilient livelihoods through low carbon development pathways, including safe and sustainable transport and infrastructure. Gender equality must be central - including addressing violence against women and girls with and without disabilities, and guaranteeing sexual and reproductive health and rights - as should ensuring peace, security and state-building in fragile states. The framework must include goals and zero-targets on universal access to equitable healthcare, quality, inclusive education and life-long learning, water and sanitation, and food and nutrition security.

Any future framework must redefine the current notion of a **global partnership** from an inequitable relationship between donor and partner country governments into a global partnership for development cooperation that is equitable and inclusive of all development actors. This partnership must reaffirm civil society organizations as independent development actors in their own right, promote minimum standards for an enabling environment for CSOs, include their full, meaningful, informed and sustained participation, and ensure that those most affected by poverty and exclusion have a space to voice their perspectives and influence outcomes. It must ensure ownership of this process by including civil society formally in any and all negotiations pre and post-2015, and promote consensus-based decision-making. The framework must prioritize the needs of the Least Developed Countries (LDCs), Small Island Developing States (SIDS), Landlocked Developing Countries, and Fragile and Conflict Affected States in any future framework, taking into account their special requirements, and recognizing that all countries have common but differentiated responsibilities. Climate justice and sustainable management of the planet's resources must be at the center of the framework, and must ensure that any public

financing for development guarantees both financial additionality and development additionality to promote positive and sustainable development impacts.

The **means of implementation** must support the achievement of democratically determined human development objectives. To tackle long-term structural imbalances, international trade rules and policies must be brought in line with socially inclusive and environmentally sustainable development. The one-size-fits-all approach in economic and trade policy does not allow states the space to determine their own development strategies or support the protection of public goods. Commodity markets must be regulated, including banning speculation, in order to ensure income and food security for producer countries and their people; the new framework must include international measures to ensure commodity prices are stabilized at levels enabling adequate incomes for the countries and producers; the new framework should eliminate trade-distorting agricultural subsidies in developed countries and provide mechanisms to protect local farmers, fisherfolk, and small and medium-sized enterprises.

The privatization of public services combined with the reduction of government responsibility is a fundamental concern – social partnerships must supersede public-private partnerships. Domestic government revenues based on progressive taxation are a sustainable source of funding for public services. Domestic resource mobilization must be enabled through changes to international tax regulation. Existing commitments on quantity and quality of aid must be met. Loan-based forms of development cooperation should not be used to deliver financing commitments. Climate finance must be public, obligatory, predictable, grant-based, and free from conditionalities. It must be additional to the other financial obligations of developed countries.

The widespread democratic deficit, which is evident at the local, national and international levels, results in the exclusion of people around the world from key decision-making processes that affect them. Civil society groups strongly urge decision-makers to embed global **governance** in the post-2015 development framework by institutionalizing democratic participation and accountability to citizens at all levels; developing new models of governance based on the principles of equality, justice and human rights; and promoting conditions for civil society to engage as development partners, while enhancing and protecting optimal standards for civil society.

Ensuring universal access to social protection is a human right and a direct and efficient way of achieving equality. Global and regional institutions should support governments in investing in universal social protection by implementing the social protection floor as a basic right of all people, regardless of the sector they work in. While social protection remains the responsibility of governments, a Global Fund for Social Protection should be established to introduce or strengthen social protection floors in the poorest countries. There should be an inclusive framework for ensuring income and job security for all peoples, including those in the **informal sector**. This includes realizing full employment and decent work for all, and reinforcing and universalizing international labor standards.

Systematic exclusion and discrimination are at the root of poverty and marginalization. The international human rights framework is not being applied universally. Lack of social and legal recognition means many of those working in the informal sector are denied their basic rights. This includes street vendors, motorbike and some other transport workers, traditional fisherfolk, small producers, home based workers, sex workers, domestic workers, unpaid care workers, small-scale farmers, migrant workers and others. It is the responsibility of the international community as well as national and local governments to address the current injustices experienced by these groups.

Women's rights and gender equality must be prioritized specifically and throughout the post-2015 framework. It is critical that the framework commits to end structural violence against

women and girls embedded in patriarchy, feudalism, and capitalism, while promoting the democratic empowerment of women at home, in their communities, nationally and internationally. Governance starts at home, with women making decisions over their own bodies, sexualities and lives - sexual and reproductive rights are fundamental and must be guaranteed, while laws and policies that discriminate on the basis of gender, sexual orientation and gender identity must be repealed. The framework must ensure women's rights to and control over land, property, intellectual and productive resources, and information and technology, while promoting fair asset distribution among different social groups. There must be guarantees of women's decent work and a living wage, including the right to social protection, and transformative and progressive women's leadership and decision-making at all levels.

Conclusion

Civil society wants to engage in a new development framework that it believes will support the poor and marginalized. Civil society must not merely be consulted, but engaged as an equal partner in all political processes to co-determine a bold, transformative and people-centered framework. We call on the HLP report to set a visionary tone to correct the repeated failures in addressing the critical sustainable development challenges facing the world.

If the new sustainable development framework is to tackle poverty and inequality nothing less than this will suffice. Indeed, anything less than this will not be supported by civil society.

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UN Thematic Consultation on Education in the post-2015 development agenda

Global Meeting

18 -19 March 2013 -- Dakar, Senegal

Summary of Outcomes



The global meeting of the UN Thematic Consultation on Education hosted by the Government of Senegal, co-led by UNESCO and UNICEF, and co-sponsored by the Government of Canada with additional support from the Government of Germany and the William and Flora Hewlett Foundation, was held in Dakar on March 18-19, 2013. The event involved Member States, youth groups, the private sector, civil society organizations, experts and UN representatives. The meeting reviewed progress and challenges, proposing a way forward for education in the post-2015 development agenda. A key milestone in the consultation process, the meeting built upon an analysis of existing education proposals, an e-consultation, Education for All (EFA) regional meetings as well as consultations with civil society and the private sector, with voices from over 100 countries and 18,000 individuals.

Education: a human right and the foundation for sustainable development

Participants at the global meeting reaffirmed that education is a human right and the basis for the realization of all other rights. It empowers people and yields significant development benefits. Education is the foundation for sustainable development, promoting inclusive human development, economic growth, environmental sustainability and peace and security. Good quality education, as emphasized by all other thematic consultations, is central for the realization of development priorities, in particular that of overcoming inequality and eradicating poverty. Evidence suggests that each year of schooling translates into a 10% increase in potential income and a 1% increase in a country's GDP; educating women and girls also has a catalytic effect: for example, each additional year of a mother's schooling reduces the probability of the infant mortality rate by 5% to 10%.

Education: unprecedented progress and yet an unfinished agenda

The education sector is unique in that the current MDGs are a subset of the separate, broader internationally agreed EFA goals, both with 2015 end dates.

Since 2000, the MDGs 2 and 3 and the EFA Initiative have contributed to unprecedented progress in education, through enhanced focus, increased commitment and resource mobilization, and coordinated action. 52 million more children are enrolled in primary school and there has been significant improvement in gender parity in access to primary education. New, welcome efforts are being made to accelerate progress by 2015.

However, progress has stagnated since 2010. 61 million primary school-age children remain out of school, 53% of whom are girls. The narrow focus of MDG 2 on access does not address learning outcomes. As many as 250 million children are unable to read or write by the time they reach grade 4, further deepening the gap between education and the skills needed for life and work.

Moreover, our attention on achieving the MDGs has led to the unforeseen neglect of important issues, such as learning outcomes, early childhood care and education (ECCE), post-primary education and training. Many essential elements for good quality education, including adequate financing, infrastructure and sufficient numbers of trained and motivated teachers to support learning and skills development is a significant concern.

Preparing for the future:

Continuing on the same path will not meet the demands of our rapidly changing societies and economies. We have the largest global youth cohort in history and their education and learning opportunities will profoundly influence the development trajectory for the post-2015 period, including the extent to which the world can reap a demographic dividend. Globalization, demographic dynamics, climate change, knowledge-based societies and shifting inequalities raise new expectations and demands on education. It follows that lifelong education and learning for all is our highest common ambition for the future of girls and boys, youth, women and men.

"Equitable quality lifelong education and learning for all" is proposed as an overarching education goal to realize the world we want.

The proposed goal is of universal relevance and is guided by the principles of human rights, equity, gender equality, sustainability, accountability and transparency. The post-2015 education agenda should be firmly anchored in a rights-based approach underpinned by the values of universality, non-discrimination and the indivisibility of rights. The state must be responsible for the right to and protection of education as a public good, paying particular attention to the promotion of equality. We also recognize that the delivery of education is a collective responsibility that involves families, communities, civil society organisations, and the private sector. No country should be prevented from realizing the right to education for all by a lack of resources.

Education and learning should be transformative and foster global citizenship, thereby assuming its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. Our objective must seek to enable people to acquire knowledge, skills and values necessary to cooperate in resolving the interconnected challenges of the 21st century.

Priorities: Equitable Access and Quality

The consultation to date has identified a number of important priorities to promote a holistic lifelong vision of education and learning but, above all, access, quality and equity.

- **Advance inclusion and equity** by reducing and eliminating disparities in educational outcomes among learners. There is a need to redress disparities associated with gender, poverty, disability, location and other factors to promote inclusion. A concerted effort is needed to ensure equitable access to quality education for children and youth in situations of conflict and emergencies.
- **Put quality and learning outcomes at the core of the agenda.** This includes a focus on proficiency in literacy and numeracy. Quality education must equip people with the skills, knowledge and values to obtain decent work, and live together as active citizens nationally and globally. It will help respond to the challenges of climate change and other threats to sustainable living and livelihoods. There needs to be safe and enabling learning environments including sufficient numbers of qualified and motivated teachers, information and communication technologies (ICTs), infrastructure, school-based management, as well as monitoring and evaluation systems.
- **Expand access beyond primary school** for encompassing all education levels (ECCE), basic and post-basic), training, all forms of education (formal, non-formal and informal), and all age-groups, with special attention to the most marginalized.

As the global conversation continues, these priorities need to be translated into appropriate sub-goals, targets, and indicators within a coherent and integrated framework, which takes into account existing processes and proposals. In particular, we will work towards seeking convergence between a revised EFA Initiative and the post-2015 process. Our framework should balance global, regional and national realities as well as capture both the contribution of the education sector to development and that of other sectors to education. Strong and innovative partnerships and well-governed and accountable education systems are vital to achieve our goals and expected outcomes.

Next Steps:

This outcome statement will be submitted to the Bali High-Level Panel meeting taking place on 25-27 March 2013.

The draft synthesis report of the thematic consultation on education will be posted online for broad dissemination and feedback before its finalization in April 2013. Based on this global meeting and the online public comments, the draft report of the consultation will be revised and finalized in April, 2013. A brief will also be prepared and submitted to the UNDG.



Education in the Post-2015 Development Agenda Regional Thematic Consultation in the Asia-Pacific

28 February and 1 March 2013, Bangkok, Thailand

OUTCOMES AND RECOMMENDATIONS

BACKGROUND

This regional thematic consultation on education in the post-2015 development agenda (referred to as “the Consultation” thereafter), held on 28th February – 1st March 2013 in Bangkok, Thailand, was co-organized by UNESCO Bangkok (Asia and Pacific Regional Bureau for Education), the UNICEF Regional Office for East Asia and the Pacific (EAPRO), and the UNICEF Regional Office for South Asia (ROSA) in partnership with civil society organizations. It brought together over 120 stakeholders from the Asia-Pacific region, including representatives from governments, non-governmental organizations (international, regional, national and local), universities and academia, teachers’ unions, disabled peoples’ organizations, and youth organizations.

This Consultation was convened to develop a collective voice from the region regarding education priorities for a post-2015 development agenda and, as an immediate result, to contribute to the debate of the global thematic consultation on education taking place in Dakar, Senegal in March 2013. The outcomes and recommendations of the Consultation will also feed into further discussions within the UN towards developing the possible contours of the post-2015 development agenda.

CONTEXT

The importance of the regional inputs from the Asia-Pacific region is to be seen against the backdrop of its great diversity and the large size of its population. These two aspects alone illustrate the development challenges and opportunities this region represents.

The Asia-Pacific is also characterized by rapid and dynamic economic growth, a growing number of middle income countries, innovation and technological advances. However, these overall economic trends belie vast disparities between and within countries and economic growth has not necessarily resulted in equivalent increases in living standards in all countries. Trends show that these gaps are widening, rather than narrowing, and are compounded by a diversity of challenges such as demographic change with huge youth bulges in some contexts and a rapidly aging population in others, increased labour mobility and migration, environmental degradation and natural disasters and continuing presence of conflicts in parts of the region.

As concerns education, remarkable progress has been made in improving access across all levels of education. However, there are persistent disparities among and within countries including access to schooling, equity and quality of education and levels of learning achievement. In particular, considerable progress has been made to

improve youth and adult literacy, but is still inadequate to meet needs in Asia-Pacific countries. Indeed, the Asia-Pacific contains the largest number of illiterate adults of any region in the world. Concomitantly, most countries have now also become increasingly concerned with improving the quality of education, increasing access to post-basic education and to skills development.

VISION AND PRINCIPLES

The Consultation **reaffirmed** that education is a basic human right for every person, a public good for all societies, an essential condition for human fulfilment, sustainable development, peace and democracy, and an important vehicle for global citizenship.

The Consultation **recognized** that the Education for All (EFA) goals and the education-related Millennium Development Goals (MDGs) are yet to be achieved in many countries. At the same time, the depth and scope of how education is linked to a post-2015 development agenda need to go beyond current goals. In this view, the emphasis of education policy and reform needs to go beyond the provision of academic knowledge and skills often confined to economic growth, to promote education's central role in forging more just, peaceful, democratic, tolerant, resilient, transformative and inclusive societies and in providing people with the understanding, competencies and values they need to resolve many challenges that our societies and economies are facing.

The Consultation **acknowledged** the outcomes of the two Asia-Pacific regional high-level expert meetings on the future of education and learning in May and November 2012 respectively which recommended a new, fresh and comprehensive look at education, with learning restored as the core concern in all aspects of education. It also **acknowledged** the outcomes of the "13th Regional Meeting of National EFA Coordinators: The Big Push" held on 26-27 February 2013 and other research findings which testify to the need to rethink and reorient education towards a stronger emphasis on quality learning for all.

The Consultation **acknowledged** that many changes have occurred in the "state of the world" since the advent of both the EFA goals and the MDGs – each with a clear impact for education. In the Asia-Pacific region, the main considerations are its rapid socio-economic development, widening disparities, demographic changes and environmental challenges as detailed above. These changes require that sustainable development, broadly defined to cover social, economic, environmental, and cultural issues, should be upheld more than ever as a key principle in promoting inclusive and equitable societies in the future.

The Consultation **highlighted** that the root causes of disparities, not only in terms of access to quality education but also of learning outcomes, should be seriously addressed and need to feature prominently across all education-related goals, targets and indicators in the future development agenda. The eventual aim is to eradicate all forms of exclusion, marginalization and discrimination in education, based on differences in age, gender, wealth, ethnicity, caste, nationality, religion, language, displacement, geographical location, disability, culture, citizenship status, socio-economic background and health conditions. In this view, it was recommended that disparity reduction targets should be included in any post-2015 development agenda.

The Consultation **asserted** the obligation of governments to ensure equitable learning opportunities for all, at least at the basic education level, and underlined the importance of genuine partnerships - between government and various stakeholders, including civil society, the private sector, parents, school administrators, teachers, children, young people, organizations representing marginalized groups including disabled people and the wider community - around national education policies and priorities, with a clear definition and understanding of respective roles and responsibilities.

The Consultation **underscored** the need for clear, concise and measurable targets to ensure and monitor the achievement of equitable access to education, the quality of learning, values underlying global citizenship, skills needed for life and work, as well as progress in governance, financing and partnerships.

The Consultation **emphasized** that quality learning for all should be the unifying umbrella theme for national education policy reforms and the future global development agenda. Learning is a continuous process throughout all levels of education, from early childhood care and education to higher education to vocational training, and is acquired through various delivery modes, from a lifelong and “life-wide” learning perspective. In this view, lifelong learning should be considered a key, guiding principle in education.

RECOMMENDATIONS

In view of the above, the Consultation made the following **recommendations**:

A. *Equitable and Inclusive Access to and Participation in Learning*

1. Equitable and inclusive access to quality learning should be ensured for all (children, youth and adults), at all levels of education according to country contexts and priorities. It is the obligation of governments to provide at least free and compulsory basic education for all. Attention should be paid to reaching gender equality in education and to mainstream children with special needs. Policies guaranteeing educational provision need to begin with early childhood care and education and go beyond primary schooling. Early childhood care and education plays a crucial role in building strong foundations for learning. Primary education provides the foundational skills for further learning such as literacy and numeracy. Post-primary education, at the crossroads of learning and life, is increasingly a minimum requirement for people’s empowerment for a decent life and work. Higher education is crucial not only for the formation of specialised skills and capacities required for knowledge economies, research and innovation, but also for the development of the communities in which they serve.
2. Those who missed formal schooling and lack foundational skills such as basic literacy and numeracy should be given special attention in the post-2015 development agenda. While there should be a strong effort to bring these groups back to school, alternative pathways to quality learning should be supported and recognized. Multiple learning pathways and multiple entry points and re-entry points at all ages and at all educational levels should be provided.
3. Building learning cities and communities is a dream within reach. Education reforms should aim to transform schools into learning hubs. This requires the education sector to engage and work with other sectors.
4. Education systems should reflect and welcome the diversity of the social fabric and aim to achieve social cohesion by doing so. Therefore, education systems should be able to cater to multiple needs and circumstances by promoting flexibility and respect for diversity so as to achieve minimum, essential core standards of quality and achievement and a maximum level of inclusiveness.

B. *Quality of Learning*

1. Key factors of quality learning are effectiveness and relevance, and quality learning must be an area of key emphasis in education beyond 2015.
2. Quality teachers are central to quality learning, right from the early childhood stage and onwards. Quality learning requires a professional, committed teaching force which is able to

respond to diverse learning needs and is supported by effective and safe learning environments and competent school leadership and is underpinned by pioneering findings of scientific research on learning. Safe and inclusive learning environments are of particular importance for girls and marginalized groups, including the disabled. Appropriate systems and policies are needed concerning teacher pre- and in-service training, recruitment, certification, deployment, professional development, career advancement, accountability, remuneration, as well as their working environment and conditions of service.

3. Attention should also be paid to appropriate curricula and teaching/learning processes which enable the achievement of meaningful and relevant learning outcomes including ‘non-cognitive’¹ skills and competencies.
4. The potential and innovative use of new technologies by teachers and students to support lifelong and “life-wide” learning should also be fully tapped, including improving learning of low performers.
5. The future education agenda should encourage a systems approach to quality learning, which involves reasoned consideration of all building blocks, not merely selected ones, and of learning in education policy reforms. The principle question in this endeavour is: “What do students deserve as a learning experience and what subjects should be taught to develop all-round personalities?” Improved learning requires a more holistic attention to sustainable development, cultural diversity, human rights education, gender equality, peace education, the use of the mother tongue in education, the learning of other languages including sign language, international languages, and traditional knowledge.
6. It also requires a proper participatory monitoring and assessment system that evaluates learning processes and outcomes. This includes current formative and summative forms of learning assessment. Ways to measure not only academic performance but also other outcomes such as critical thinking, innovation, flexibility cooperation, need to be developed. Increasingly, assessment should be for learning, not just of learning.

C. *Global Citizenship, Skills and Competencies for Life and Work*

1. Responsible and global citizenship should become an important theme for education in the post-2015 development agenda. Education systems should enable all children, young people and adults to participate actively and responsibly in their communities and in the increasingly interconnected and globalizing world. Values and attitudes such as embracing diversity, non-discrimination, empathy, communication, conflict resolution, and environmental awareness are vital aspects of responsible and global citizenship.
2. The future increasingly requires that people acquire those skills and competencies required to be more creative and innovative, able to adapt to and assimilate change and able to continue learning. Those ‘non-cognitive’ skills are rarely measured by current assessments and examinations. Broader life skills should also be promoted, which in general include psychosocial skills, income-generation skills, entrepreneurship and sustainable livelihoods, and healthy behaviours and skills to prevent unwanted pregnancies and HIV. There is also an increasing need for traditional knowledge and skills.

¹ There is an ongoing debate around the term ‘non-cognitive skills’. Alternative terms have been suggested, including ‘21st century skills’, ‘non-academic skills’, ‘higher-order skills’, ‘transversal skills’ and ‘transferable skills’. In the absence of an agreement on a different term, ‘non-cognitive skills’ will be used in this document to refer to skills that are non-academic and include communication skills, inter-personal skills, creative thinking, entrepreneurship and global/responsible citizenship skills.

3. The need for people (youth, adults, and especially women and persons with disabilities) to acquire relevant technical and vocational skills combined with necessary 'non-cognitive' skills for a decent life and work in a rapidly changing world should be fully reflected in the post-2015 development agenda.
4. Education systems should be revisited and reoriented to facilitate pathways between different education streams and the transition from school to work, and even from work to school, while allowing for the acquisition of an appropriate mix of generic and vocational skills.

D. Governance, Financing and Partnership/Cooperation

1. Governance is a cross-cutting theme for education and development beyond 2015. Responsible and participatory governance is required to strengthen transparent and accountable education systems; to reduce and eventually eliminate corruption, malpractice, and inequalities in access to quality learning; and to improve the efficiency and effectiveness of policy implementation.
2. Accountability frameworks need to be put in place at all levels, from school to the national level. Structured spaces for citizen participation, including that of youth, need to be created for planning, and monitoring in the education system as means for enhanced systemic transparency and accountability. Mechanisms for independent verification of government data and grievance redress mechanisms are critical.
3. The primary obligation to deliver education by governments is non-negotiable. However, partnerships with all stakeholders, including private foundations and communities are critical, and they will be most effective if their missions and work priorities are aligned with and contribute to government priorities.
4. Legal arrangements and ethical standards should be established to strengthen the commitments of governments and their implementation should be actualized in terms of allocating appropriate budget for education. To this end, the post-2015 development agenda should indicate a fixed percentage of fiscal revenue as a benchmark for governments to achieve. Clear and progressive targets for domestic investment in education, including early childhood care and education programmes, technical vocational education and training (TVET) and non-formal education, to meet the international benchmarks of 6 per cent of GNP should be set and its full utilisation ensured, while the development partners will endeavour to respect their previous commitment to deliver on the promise of 0.7 per cent of the GNP for official development aid (ODA). Innovative sources of financing which support the government provision of education should be sought. In addition, appropriate systemic reforms to ensure financial transparency and earmarked allocations for marginalized communities should be promoted.
5. Education reform and strategies in each country should be reflective of national and local contexts, aiming to reach out to all people, especially the disadvantaged. In this light, a sustained equitable share of the education budget should be allocated to the alternative education pathways catering to them. Any alternative provision of education should not compromise the quality of learning.
6. Partnerships should include all stakeholders who can contribute to the common goal of education for all. While partnerships for education are important, it is the primary obligation of governments to provide education as a basic right. Stronger regulatory frameworks for the private sector need to be put in place where private players are currently significant providers.

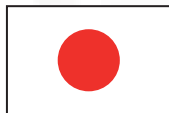
7. Meaningful participation of learners, communities, and civil society in education governance should go beyond intermittent consultation, and should be institutionalised in formal mechanisms from the national level down to the school level.

E. *Possible scenarios and options on how to best articulate and position education in a post-2015 development agenda*

1. Education should feature prominently in the post-2015 development agenda given its direct relevance to the achievement of all the other development goals.
2. There should be an education-specific agenda which should be in convergence with all education goals in the post-2015 development agenda.
3. The post-2015 development agenda on education should be guided by an overall vision and underlying principles of equity, human rights and importantly sustainable development. Quality learning for all should be an overarching, universally relevant goal, with possibility of flexible adaptation in terms of target setting at national and local levels. In order to ensure that education goals contribute to narrowing disparities within a country, it is crucial to set targets for – and systematically monitor - disparity reduction.
4. A sector-wide and holistic approach should be taken to develop education in the post-2015 education framework.
5. Education should be linked to all other development challenges, such as education and governance, education and economic/industrial development, education and innovation, and education and culture.
6. Country situations will change and evolve, and the post-2015 development framework needs to be flexible enough to adapt to the changes, including the possible advent of conflict or natural disaster.
7. The goal for education in the post-2015 development agenda could embrace the key aspects encapsulated in the discussions of the Consultation and stated as follows: *‘To guarantee equitable opportunities for all to participate in transformative quality learning at all levels aiming to provide the knowledge, skills, competencies and values vital to achieve inclusive and sustainable development’.*



United Nations
Educational, Scientific and
Cultural Organization



Japan
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WHAT EDUCATION FOR THE FUTURE?

BEYOND 2015

RETHINKING LEARNING IN A CHANGING WORLD

ASIA-PACIFIC
REGIONAL HIGH-LEVEL
EXPERT MEETING, BANGKOK

26-28 NOVEMBER 2012

OUTCOME DOCUMENT

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

Executive Summary

This regional high level expert meeting, held from 26 – 28 November 2012 in Bangkok, was organized by UNESCO Bangkok with support from the Japanese Ministry of Education, Culture, Sports, Science and Technology. It was the second regional high-level expert meeting organized by UNESCO Bangkok within the framework of UNESCO's ongoing work on stimulating reflections around a new vision of education and the development of a post-2015 education agenda and built on the findings of the previous meeting.

Considering the renewed concern for quality of education and a growing recognition that effective and relevant learning for all should be one of the areas of emphasis in shaping future education goals and strategies, the meeting brought together experts from diverse areas such as education, neuroscience, learning sciences, economics and technology.

Some 60 officials and renowned experts representing national institutions, research institutes and international organizations engaged in a multi-disciplinary dialogue on learning, looking beyond the traditional confines of education and training and aimed at answering the ultimate question: 'How can people learn better and continue to learn in a changing world?'

The main messages from the meeting are:

1. **Deep societal and economic transformations have impacted education requirements.** Consequently, education systems are called upon to equip young people not only with traditional knowledge and skills, but increasingly with competencies and attitudes required to function in rapidly changing societies and labour markets. This implies that **education for the future should go beyond academic achievements and cognitive skills to value 'non-cognitive'¹ and application skills and competencies** such as critical thinking, problem solving, collaboration, communication and technological literacy **as well as education for social cohesion.** More attention needs to be given to the definition and assessment of such skills.
2. In this vein, **lifelong learning**, as a key principle of education, gains renewed focus due to rapid economic, demographic and environmental changes which require learners to continue to explore and master entirely new skills throughout life. Lifelong learning is further supported by technological change, strengthening the concept of **learning occurring in multiple settings and at any time.** This, however, does not diminish the key role and mission of schools to support learning. Education systems will have to reflect on how to best to harness and integrate informal learning that takes place outside the classroom.
3. There is a need to re-emphasize **the centrality of quality learning** including learning processes, learning environments and learning outcomes in the discourse of education and in shaping the post-2015 education agenda.

¹ There is an ongoing debate around the term 'non-cognitive skills'. Alternative terms have been suggested, including '21st century skills', 'non-academic skills', 'higher-order skills' and 'transferable skills'. In the absence of an agreement on a different term, 'non-cognitive skills' will be used in this document to refer to skills that are non-academic and might include respect for diversity, personal skills, creative thinking, entrepreneurship and global/responsible citizenship skills.

**Asia-Pacific Regional High-Level Expert Meeting:
'Beyond 2015 – Rethinking Learning in a Changing World'**

4. New insights from **neuroscience and the emerging interdisciplinary 'science of learning'** carry many **opportunities** with implications for learning which can be harnessed to inform pedagogy and education policy and practices. However, these research findings should be used with caution and as indications or suggestions only for potential applications in classrooms and schools, also taking into account local context and the diversity of learners.
5. **Early learning is crucial as it has a significant impact on future life outcomes.** On the other hand, findings from neuroscience indicate that there are no 'critical periods' when learning must take place but rather 'sensitive periods' as well as the brain's neuroplasticity, i.e. its capacity to change in response to external demands and thus its potential for learning throughout life. While recognizing the importance of early childhood care and education (ECCE) as yielding significant rates of return, there should be no tradeoffs as regards investing in all levels of education, including higher education.
6. **Information and Communication Technologies (ICTs) not only provide new avenues for pedagogical approaches and learning** but can also change the nature of learning. However, ICTs by themselves in a classroom will not improve learning – they need to be embedded in a quality teaching-learning process to become effective enablers of learning. Similarly, there should be no stand-alone policy for ICTs, but rather integrated policies for education in which ICT is an integral component.
7. **Quality learning requires quality teaching**, therefore a highly professionalized teaching force, supported by effective learning environments, remains key to improved learning. Countries need to build and sustain the necessary institutional and professional arrangements for teachers for learning to happen.
8. **Learning is culturally situated** and thus, the way learning is taking place in certain social/cultural contexts needs to be considered in education policy and practice. Understanding better how social/cultural factors influence learning could help to address learning disparities in the region.

The meeting recommended the following actions and next steps:

Research on key areas identified during the meeting should be undertaken, including on diverse cultural understandings of learning in Asia and implications on learning processes and outcomes; non-cognitive skills; learning sciences, neuroscience and implications on pedagogical approaches; and on ICTs in education policies.

The meeting highlighted the following **considerations for the post-2015 agenda**: Quality learning should be a key area of emphasis; lifelong learning should be a key principle; there should be a global agenda for education post-2015, relevant to all countries while target-setting and implementation processes should be context-specific.

The outcomes of the meeting provide important regional perspectives on ways in which a **new vision of learning** may be developed within the current policy discourse on education for the future. Its findings will be made available to UNESCO Member States and a wide array of stakeholders and will also **feed into the regional and global discussions on education in the post-2015 development agenda**. UNESCO will further strengthen its role as a **knowledge broker** and **clearinghouse** as well as **catalyst to academic cooperation** around the forging of a vision for education for the future and in shaping the post-2015 education agenda.

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

PURPOSE OF THE DOCUMENT

This document summarizes the key points of the discussions and findings of the high-level expert meeting, 'Beyond 2015 – Rethinking learning in a changing world'. It captures the thinking of participants on what may be required to ensure effective learning in the future (including the four pillars of learning to know, learning to do, learning to be and learning to live together), to better prepare learners for a changing world, and to build stronger evidence on learning. This document will be disseminated to UNESCO Member States, key development partners, civil society organizations (CSOs) and the wider public for their consideration in the various consultations on the place of education in the post-2015 development agenda. More widely, its outcomes provide food for thought and point to ways in which a new vision of learning may be developed within the current policy discourse on education for the future. The recommendations of this meeting will also feed into the regional and global discussions on education in the post-2015 development agenda.

SUMMARY OF THE MEETING

This meeting, held from 26 – 28 November 2012 in Bangkok, was organized by UNESCO Bangkok with support from the Japanese Ministry of Education, Culture, Sports, Science and Technology. It was the second regional high-level expert meeting organized by UNESCO Bangkok within the framework of UNESCO's ongoing work toward stimulating reflections around a new vision of education and the development of a post-2015 education agenda. It built on the findings of the previous high-level expert meeting², which identified learning as a core focus in shaping future education goals and strategies.

The meeting brought together some 60 high-level experts from diverse areas such as education, neuroscience, learning sciences, economics and technology to engage in a multi-disciplinary dialogue on learning in school and beyond with the ultimate aim of answering the question: 'How can people learn better and continue to learn in a changing world?'

More specifically, the meeting explored cutting-edge findings from research about learning that have emerged from a variety of disciplines. There was discussion of an integrative, interdisciplinary science of learning that integrates knowledge across disciplines, including neuroscience and other disciplines not usually included in conventional conceptions of 'learning sciences'. It examined the role of ICTs in education as a means to support learning and how to best harness the great potential of ICTs in education for the future. It debated learning

² The meeting was held in May 2012 in Bangkok, Thailand. Details can be found at <http://www.unescobkk.org/education/new-vision-education/new-vision-education-erf/>

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

outcomes and requirements for the future from individual, social and economic perspectives, and looked at implications of recent findings for education policy and practice. It discussed how new insights can be applied in the Asia and Pacific region taking into consideration its great diversity, cultural specificities and understandings of the purposes of learning. It further shared concrete examples on possible responses to new requirements based on country presentations from the region. It discussed lifewide and lifelong learning, and documented learning taking place beyond the classroom. It developed recommendations on what may be required to build effective learning systems in a changing world and what further research might be required to advance knowledge in this area.

SYNTHESIS OF FINDINGS

1. Education and economic development

Speakers at the meeting discussed the correlation between education and economic growth, with the example of the Republic of Korea presented. Such correlation has also been demonstrated in empirical studies providing robust evidence that it is the quality of learning and not merely duration of schooling which contributes to economic growth. Taking the discussion one step further, studies confirm the importance of both cognitive and non-cognitive skills and competencies for economic development.

Another issue that was discussed related to the implications of greater societal transformation and integration of economies and labour markets on education and training. In light of these changes, it was considered that training for pre-established job-profiles and specific job markets was no longer possible due to today's rapidly changing market requirements. Thus, the question was how education could play a proactive role in shaping the future by developing the necessary knowledge, skills and competencies for rapidly changing labour markets and creating new profiles which will spur new economic sectors in a knowledge-based economy.

The basis for preparing young people to become lifelong learners and to be able to adapt to changing realities has to be constructed in the early years of life. However, while recognizing the importance of ECCE as yielding significant rates of return, the meeting also argued that while investing in ECCE, there should be no tradeoffs as regards investing in all levels of education, including higher education, as each level builds upon the previous and all are required to strengthen the social and economic well-being of a society.

2. What knowledge, competencies and skills for the future?

Given the above, the meeting emphasized that education systems for the future must equip young people with the skills required to adapt to fast changing societies and labour markets

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

and, ultimately, to an ever-changing world. Learners should be trained to be innovative, able to assimilate change and to continue learning. Young people require a new set of skills to be competent in a connected and constantly changing world which include critical thinking, problem solving, collaboration, communication and technological literacy. A new and broadened conceptualization of learning is required and education for the future has to go beyond academic achievements and cognitive skills to include non-cognitive and application skills and competencies, as well as education for social cohesion.

A set of skills and competencies, commonly referred to as “21st Century Skills”, has been receiving increasing attention in the design of curriculum as well as intended learning outcomes and their assessment. The meeting stressed that future curricula should go beyond focusing on traditional forms of knowledge; they should encompass a wider range of learning domains. The new Australian Curriculum is an example of how this can be done through an integration of multiple learning areas, including traditional subject areas (e.g., math, languages, sciences, etc.), general capabilities (e.g., ICT competence and critical and creative thinking) and cross-curriculum priorities (e.g., sustainability). This cross-domain curriculum design sets out the core knowledge, skills, attitudes, values and ethics considered important for all Australian students' future learning, growth and active participation in the community. This new curriculum is coupled with a flexible approach for its use by the teacher. The move toward a more comprehensive understanding of learning outcomes, comprising knowledge, ethics and physical fulfillment can be seen in East Asian countries (e.g. Japan, Republic of Korea and People's Republic of China).

Possible approaches to ensure high-performing education systems for the future were suggested which include, among others, a holistic approach to human learning combining cognitive skills development with non-cognitive and social skills, innovative and adaptive pedagogies, linking formal with non-formal learning and a systemic culture oriented towards success and achievement instead of selection and failure.

3. Creating an ecosystem of learning

While societies and economies have undergone profound transformations, education systems have been slow to adapt to the new requirements of the knowledge-based societies. The meeting discussed the need for education systems to adapt to new socio-economic conditions, taking into consideration the very diverse contexts that exist within the Asia-Pacific region. At present, education systems generally do not appear to adequately keep pace with the changing requirements of rapidly evolving labour markets. While the social function of education will remain relevant in the future, it was argued that the centrality of educational institutions should be reaffirmed as part of a broader ecosystem for learning. As a result, one important

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

policy consideration was the further development of an infrastructure for learning and in particular where such infrastructures do not currently exist, which includes other types of and pathways for learning.

4. Towards lifelong learning systems

Learning can occur in any space and at any time and is not confined to educational institutions as 'transmitters' of knowledge. Student learning outcomes can be developed in many different ways and increasingly research shows how informal learning can play an important role in contributing to those outcomes. Learning outside school matters for learning inside school. Schools do not become redundant in this context, but they have the responsibility to consolidate and harness informal learning that takes place outside the classroom, bridging the gap between the school curriculum and informal learning that is facilitated by student-parent or student-student interaction.

Based on the increased recognition of learning occurring in multiple settings, there is a move towards developing an open, holistic learning system that is society-centered and built upon the concept of life-wide learning. This is particularly well aligned with the lifelong learning framework, which emphasizes the integration of learning and living.

The importance of lifelong learning as an approach to education was emphasized throughout the meeting. While this idea is not new, the meeting pointed out that the renewed interest in 'learning across the lifespan in different contexts' is based on the changes in the economic, demographic and environmental landscapes which have significant implications for what kind of education and learning is required for the future. A key challenge to the lifelong learning concept is to operationalize it at both the level of policy and practice. Operationalizing the concept of lifelong learning would require a sector-wide education reform as well as the creation of learning opportunities in all settings or modalities (formal, non-formal and informal) for people of all ages (infants, children, adolescents and adults). In addition, the lifelong learning concept raises the issue of how skills and learning outcomes are defined, assessed and validated. This requires a concerted effort from ministries of education, civil society organizations (CSOs), employers, business and communities.

5. Learning as the core focus of education

The meeting re-emphasized the centrality of quality learning including learning processes, learning environments and learning outcomes in the discourse of education and in shaping the post-2015 education agenda. While a focus on learning is not new in the world of education, the recent interest of the international development community is based on the recognition

**Asia-Pacific Regional High-Level Expert Meeting:
'Beyond 2015 – Rethinking Learning in a Changing World'**

that the traditional focus on the provision of education and training has tended to neglect the results of education in terms of effective and relevant learning. Learning requires rich support systems, including a highly professionalized teaching profession and countries need to build and sustain the effective institutional and professional arrangements for learning to happen. Recognizing that the world is increasingly interconnected, complex and unpredictable, participants argued that a new 'renaissance' of education is best fostered at the crossroads of various disciplines – thus the importance of bringing together diverse approaches and creating links between them. One key aspect for education is the creation of innovative minds. If the future can no longer be easily predicted, it is paramount to develop innovative and curious minds and build the confidence to explore entirely new skills. In this view, creativity and discovery skills, which include questioning skills, observing skills, experimenting skills and the ability to connect and associate problems and ideas were considered key.

6. New insight on the how and when of learning – educational neurosciences

There is an increasing body of knowledge on how people learn, on factors which may affect it such as sleep and nutrition, social-cultural foundations as well as on the time dimensions of learning (timing and sequence). Findings from neuroscience demonstrate that the development of each individual's brain occurs at their own pace but there are sensitive periods when, if the environment is right, particular skills and capabilities emerge. Understanding when these periods are likely to occur can help us to intentionally and strategically support child development, particularly in the early years. The "neuroplasticity" of the brain also means that it is constantly changing in response to experiences and stimuli (or the deprivation of such), emphasising the potential for continuous and lifelong learning. The meeting suggested that evidence from biology, neuroscience and cognitive sciences can inform policy and practice, yet it warned that these research findings can often only offer indications and suggestions. Participants underlined the need to be aware of the quality and relevance of evidence and apply it cautiously, taking into account local context and the dangers of 'neuromyths'. At the same time, this emerging field carries many opportunities with strong implications for learning. The need for greater exchanges and connections regarding learning between different disciplines such as biology, neuroscience, behavioral and cognitive sciences, social sciences and education was pointed out. In addition, another important challenge is the building of a greater dialogue and coordination between policymakers in different ministries, practitioners, learning scientists, business and civil society in order to ensure a successful application of research findings in this field to education and to make sure that the students' learning needs are met.

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

While participants at the meeting strongly pointed out that early learning is crucial as it has a significant impact on long-term life outcomes, findings from neuroscience show that the brain has the capacity to continue learning in response to changes and demands throughout life. There are various 'sensitive periods' when a person is particularly receptive to engage in specific learning activities, rather than only one 'critical period' in which learning must take place.³ Indeed, 'neuroplasticity' implies that the brain has tremendous potential for lifelong learning, with key implications for policymakers and practitioners. It underlines that provisions must be made for learning opportunities throughout life, regardless of age.

7. ICTs and learning

With the exponential growth in new information and communication technologies (ICTs), sources of information have greatly diversified, knowledge has become easily accessible, and digital media have come to greatly facilitate communication. ICTs have also impacted the way people learn and have opened new avenues for pedagogical approaches and learning beyond traditional education channels. In some societies, students can adopt hybrid learning models with learning inside school, at home and elsewhere with the use of mobile technologies such as smartphones and tablet computers. At the same time, the potential of newer ICTs has yet to be fully investigated and used in education systems. The meeting pointed out that ICTs should be considered as a means, widening the scope of opportunities to strengthen learning when used appropriately, but should be embedded in a quality teaching-learning process. It was also pointed out that ICTs, while having a great potential for fostering learning, are relatively cost intensive and are not value neutral. More technology in the classroom will not lead to better learning in and of itself. In other words – ICTs are not replacing teaching, they are facilitating it and can enhance learning. In this vein, the meeting recommended that there should be no standalone policy for ICTs, but rather integrated policies for education in which the appropriate use of ICT plays an important part.

The meeting further recommended that the use of ICTs should be appropriate and relevant to the local context. Countries with more developed mobile broadband penetration can better harness the potential of ICTs for active learning such as mobile learning beyond the classroom while less developed countries need to ensure that an investment in ICTs is based on their contextual requirements and feasibility. Moreover, the meeting pointed out that, depending on the context and the development of the ICT infrastructure, ICTs for learning are concerned about not only "high-technology" (e.g. broadband Internet access and smart mobile devices)

³ OECD. 2007. Understanding the brain: The birth of a learning science. Paris: Centre for Educational Research and Innovation, OECD.

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

but also “low-technology” (e.g., short messaging service (SMS), educational TV programmes and Video Compact Discs (VCDs)).

Mobile learning was discussed as another important means which can both facilitate and extends the reach of teaching and learning. Countries may acknowledge mobile learning opportunities for development in their strategy documents and implement concrete strategic mobile learning measures, based on their specific national contexts.

Overall, the question remained: how can we best harness the potential of ICTs to create a new culture of learning beyond the traditional role of ICTs to enhance equal access to education and learning and what sort of policy implications for education systems should this entail?

8. The role of the teacher

Rethinking learning also means rethinking teaching. Teachers must continue to evolve from ‘transmitters of knowledge’ to ‘enablers of learning’. At the same time, the central role of teachers in the learning process cannot be overstated and the increasing importance placed of technology in education must not overshadow the critical role of teachers. In this view, the meeting underlined the key role of teachers, and highlighted the fact that effective learning can only take place when guided and supported by quality teaching. Given their key importance, all efforts should be undertaken to aim for the development of highly professionalized teachers through high-quality pre- and in-service training and professional motivation. Policies to attract and retain high quality teachers are also needed, along with mechanisms to strengthen accountability of teachers and school administrators to improve school-based management. Information and communication technologies (ICTs) must also be integrated into teacher training and into classrooms.

In addition to teachers, other stakeholders, such as employers, play an important role in facilitating learning and the workplace needs to be considered as a space for learning as well. In several countries in the region, that are significant labour shortages for jobs that are in demand by employers. Therefore, there is an obvious need to involve employers in promoting access and quality of what is taught and to equip youth and adults with the skills in demand.

9. Impact of shadow education

The meeting also addressed the far-reaching role and impact of the ‘shadow education’ system of private supplementary tutoring. Policymakers in the Republic of Korea, for example, have long been conscious that much learning related to formal education systems takes place in tutorial centres and similar institutions that parallel formal schooling. Shadow education is also increasingly visible in other parts of the region. On the one hand private supplementary

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

tutoring provides opportunities and contexts for young people to expand their learning, particularly in academic domains, but on the other hand, it can create excessive pressures and imbalances in individual and social development.

10. Culture and learning in the Asia-Pacific region

The Asia-Pacific region is complex and diverse in terms of population, traditions, languages and socio-economic development. Participants at the meeting agreed that it is important to promote more than one approach to learning. Indeed, the different cultural contexts and understandings of learning should be taken into consideration to better fit the specific educational needs of countries when designing education and learning for the future.

A key observation during the meeting was that learning is culturally situated, and thus the way learning takes place in specific cultural context needs to be considered in education policy and practice. When considering why students in East Asia do so well in international assessments, for instance, it is important to understand the culture in which learning is produced. Taking the 'Chinese learner' as an example, the fundamental purpose for learning was described as "perfecting oneself morally and socially"⁴. In sum, learning in Confucian societies is commonly characterized by: attention, effort, practice, extrinsic motivation, and achievement motivation linked to family.

Three examples gave some insights to different learning approaches in East Asia: the Japanese principle of 'Zest for Life', a concept which integrates solid academic prowess, humanity, health and fitness in the learning process; the traditional Chinese perspective which attaches importance to the five dimension of wellness (moral, intellectual, physical, social and aesthetic); and the Korean interpretation of 21st century skills including the ability to embrace diverse thoughts and innovation; creativity; problem solving skills; responsible citizenship and morality.

The meeting concluded that the sharing of different approaches, accomplishments and challenges in the design of learning for the future by different societies can facilitate the development of appropriate and relevant learning/education policies.

RECOMMENDATIONS FOR FOLLOW-UP ACTION AND NEXT STEPS

1. Avenues for research

The meeting emphasized the need for the education sector to increase investment in research to support evidence-based policy making and practice. In particular, considering that different

⁴ e.g. Chan & Rao <http://www.fe.hku.hk/cerc/Publications/CERC-25.htm>.

**Asia-Pacific Regional High-Level Expert Meeting:
'Beyond 2015 – Rethinking Learning in a Changing World'**

disciplines can inform a deeper understanding of learning from various perspectives, the meeting recommended that interdisciplinary research and comparative studies on learning should be encouraged.

Possible areas of research to be undertaken as a follow-up to the meeting include:

- The diverse cultural understandings of learning in various Asian societies and implications on learning processes and learning outcomes;
- The way in which non-cognitive skills are defined, promoted, and measured in diverse educational systems through curriculum design, teacher training, school management and assessment frameworks;
- Neuroscience and learning: biological and brain basis of learning; neuroplasticity and its implications for learning across the life-span;
- Implications of findings from learning sciences for pedagogical approaches;
- ICTs in education policies and strategies, the way in which curriculum design and teacher training are embedding the use of ICTs, as well as the potential tradeoffs that this might represent.

2. Considerations for the post-2015 education agenda

Based on the discussions held, the meeting recommended the following areas to be taken into consideration for the development of the post-2015 education agenda:

Quality learning should be a key area of emphasis in the post-2015 agenda and embrace both learning processes and learning outcomes. The agenda should also reflect the importance of cognitive skills, non-cognitive skills, learning to live together, and learning to live in a sustainable world. The agenda should go beyond universal primary education and include all other levels of education including technical and vocational education and training (TVET), and higher education.

There is need for a global agenda for education post-2015 which is relevant to all countries while target-setting and implementation processes should be context-specific. In particular, cultural contexts should be taken into consideration for the Asia-Pacific region.

Global partnerships for learning and education among different stakeholders such as governments, NGOs, business, individuals and societies should be promoted in the agenda. There is a need for greater exchange and connections regarding learning between different

Asia-Pacific Regional High-Level Expert Meeting: 'Beyond 2015 – Rethinking Learning in a Changing World'

disciplines and strengthened dialogue and coordination among researchers, policymakers and practitioners to ensure a successful application of research findings.

Lifelong learning should be a key principle. The agenda should reflect the need for concerted efforts of different stakeholders to define lifelong learning policies and modalities for implementation in response to changes in the economic, labour market, demographic and environmental landscape.

3. Next Steps

The outcomes of the meeting provide important regional perspectives and views on how a new vision of learning may be developed within the current policy discourse on education for the future. Its findings will be made available to UNESCO Member States and a wide array of stakeholders.

The recommendations of this meeting will also feed into the regional and global discussions on education in the post-2015 development agenda such as in the 'Asia-Pacific Regional Thematic Consultation on Education in the Post- 2015 Development Agenda' to be held in Bangkok on 28 February and 1 March 2013, the 'Global Thematic Consultation on Education in the Post-2015 Development Agenda' which is planned to take place in March 2013 in Dakar, Senegal and in the ESCAP Regional Post-2015 Report. Ultimately, it will feed into the global UN report on the post-2015 development agenda.

As a follow-up to this meeting, further dialogues are planned around the key issues which emerged during the discussions as well as in areas of focus to UNESCO, bringing together government officials and experts in education, sciences and culture for devising multidisciplinary approaches to tackling future development challenges. A regional conference of ministers of education addressing the future of education development and cooperation is also planned.

4. UNESCO's role

UNESCO will further strengthen its functions as a knowledge broker and clearinghouse as well as catalyst to academic cooperation around the forging of a vision for education for the future and in shaping the post-2015 education agenda.



United Nations
Educational, Scientific and
Cultural Organization

Sixth meeting of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA)

24 – 26 October 2012
Paris, France



PUSHING EFA THROUGH 2015

Preamble

1. We, the representatives of non-governmental organisations (NGOs) and regional and national NGO networks from different parts of the world have gathered at the Sixth Meeting of UNESCO's Collective Consultation of NGOs on Education for All (CCNGO/EFA) at UNESCO in Paris, France, from 24-26 October 2012 to address the scale of the challenges to be faced in achieving the Education for All (EFA) and the Millennium Development Goals (MDGs) in the short time left to 2015. We further considered recommendations for the post-2015 education agenda and how education could best contribute to wider development goals.
2. We were encouraged in our deliberations by the reinforcement of the role of the CCNGO/EFA within the reformed global EFA architecture.
3. In view of the findings of the 2012 EFA Global Monitoring Report which show a stagnation, and in some cases reversal, of progress towards the EFA goals; in the context of the post-2015 debates and the welcome initiative of the UN Secretary-General, *Education First*; and drawing on the written consultations with members of the CCNGO/EFA, we have reflected on the achievements and bottlenecks affecting progress towards the EFA goals, and formulated recommendations for pre- and post-2015 efforts on education.
4. We re-affirm:
 - education as a fundamental human right;
 - commitments to build alliances among EFA advocates and other social movements;
 - our demand to countries to meet fully their obligations to fulfil the right to EFA through free, equitable, quality public education;
 - our call to UNESCO and other United Nations agencies to harness effective support for the CCNGO/EFA both in funds and human resources;
 - our demand to international development partners to live up to their pledges to fill the resource gaps for achieving EFA.

Achievements and bottlenecks

5. We welcome progress since 2000 in all six goals, and in particular, note the expansion of early childhood care and education and of gender parity in enrolment at the primary level.
6. We celebrate the growing mobilisation of civil society, its critical participation in education governance and the increased recognition of its legitimacy in policy-making at all levels.
7. We also recognise advances in national legislation guaranteeing the right to inclusive education and the impact of its implementation on the life chances and well-being of children, young people and adults.
8. At the same time, we deplore the negative impact on education of the global financial and economic crisis, increased poverty and marginalization, worsened conditions for migrants. Even where there is growth, there are accelerating inequalities.
9. We experience the impact on and interruption of educational opportunities caused by the climate crisis, persistent conflicts and fragility.
10. We deeply regret that for the first time since 1997, there has been a decrease in international aid to education, reflecting the failure of many international development partners to match their promises with the resources needed to meet them.
11. Many governments have lacked the political will to deliver on the EFA goals, despite the availability of resources at national and international levels. As a result, in 2010, there were 61 million children out of school, and 250 million children with four years schooling remain without basic literacy and numeracy. There were still 775 million adults lacking literacy skills of whom 64 per cent were women – a percentage that has not changed for twenty years. Two hundred million of 15-24 year olds have not completed primary school, including 71 million adolescents who lack access to lower secondary education. More than 620 million young people are neither working nor studying.
12. We are deeply concerned over the widespread shortage of trained teachers. This constitutes a major obstacle to the provision of quality education and to achieving the EFA goals.
13. It is also clear that the adoption of just two of the EFA goals in the MDG framework has skewed investment and political attention away from the other four goals. The EFA goals should be viewed as mutually reinforcing and indivisible. Their achievement is a prerequisite for the fulfilment of human rights and meeting development goals.

The final push up to 2015

14. There needs to be an accelerated push to achieve all the EFA goals by all stakeholders, including the sector for higher education, giving priority and special attention to the needs of discriminated and marginalised children, young people and adults, especially girls and women.

15. Policymakers should address access, quality and equity together.
16. It is essential that governments invest in the recruitment of well-trained teachers and in developing the capacity of the existing teaching force as reflective practitioners. Improving working conditions for teachers and recognising them as key actors in policy making is also a key to success.
17. Adult literacy is the goal furthest from achievement and needs significant new investments as well as a broader conception that recognises literacy as a continuum and adult education as going beyond literacy.
18. Whilst there has been uneven progress, early childhood care and education is in need of urgent and increased investment, not only because of its immediate and long-term positive impact on the holistic development of children but also on the social and economic development of societies.
19. Developments in vocational education, designed to secure foundation skills for young people, should not be limited to a narrow conception of skills and the immediate needs of the labour market, but should include citizenship education and other types of knowledge. Furthermore, many young people need effective strategies for mentoring and support for vocational education in the informal and subsistence economy, appropriately contextualised.
20. Improving data collection and developing capacity for its effective use, are essential for effective policy and governance. Disaggregated data should be generated and used in addressing inequalities.
21. Open Educational Resources and quality open, distance online and e-learning offer an important opportunity to be used to deliver on the EFA goals.

Recommendations for the post-2015 education agenda

We recommend that

22. Unaccomplished goals should be addressed in the post-2015 agenda.
23. The post-2015 agenda is founded on the recognition of education as a fundamental human right as enshrined in the 1948 Universal Declaration of Human Rights.
24. The post-2015 goals should be universal, with contextualised targets that fit the national realities and in particular meet the needs of educationally marginalised groups.
25. Principles of equity, inclusion and non-discrimination must underpin policies and practices in the post-2015 education agenda. Gender equality should be a central dimension in this agenda.

26. A holistic lifelong learning framework, initiatives are identified for each stage from early childhood care and education through secondary and higher education to the workplace and lifelong and life-wide learning. A broad concept of learning is foundational to all aspects of development.
27. The key role of teachers, in partnership with families and communities to quality education is given higher priority in the post-2015 agenda.
28. Education for active and effective citizenship must be a central feature of new goals.
29. Member states increase domestic financing for education, including progressive taxation measures; linking revenue from natural resources to investments in education to secure long-term social and economic benefits. In addition, to secure the compliance of the private sector in meeting their fiscal and legal responsibilities and obligations related to training and development.
30. Donors keep their promises.
31. Member States guarantee institutionalized mechanisms for civil society participation in policy development and monitoring at the national level.
32. Private sector recognises its responsibility to train employees, pay taxes in the places they generate profit and contribute to the wider learning culture of the communities where they operate.
33. UNESCO strengthens its leadership role at the international and regional level and provide support to Member States in their efforts to pursue the new education agenda.
34. UNESCO secures and disseminates quality data and analysis, and assists Member States to strengthen their database systems in order to inform policy development.
35. UNESCO secures funding for the sustained participation of the CCNGO/EFA in the global EFA architecture and resource the Seventh Meeting of the CCNGO/EFA in 2014 in the run up to the Korea World Education Forum in 2015.

We commit to:

36. Collaborate in the post-2015 agenda-setting and implementation
37. Fostering the active engagement of parents, children, young people and the wider community so that their voices are heard in agenda-setting and policy-making
38. Step up our advocacy for education both within and outside of the education community and holding governments and donors accountable for meeting their obligations.

**Regional High-Level Expert Meeting
Imperial Queen's Park Hotel
Bangkok, Thailand
9-11 May 2012**

Towards EFA 2015 and Beyond – Shaping a new Vision of Education



Summary Outcomes



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Bangkok
Asia and Pacific Regional Bureau
for Education

유네스코한국위원회
Korean National Commission for UNESCO



UNESCO Bangkok
Asia and Pacific Regional Bureau
for Education

유네스코한국위원회
Korean National Commission for UNESCO

Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012

Summary Outcomes

The meeting discussed two distinctive, yet closely linked themes:

- Education for All (EFA) in the region – key achievements, challenges and gaps and their implications for the discussion on the post-2015 agenda, and;
- The possible future orientations for education development and cooperation in the Asia-Pacific region in light of emerging development trends and challenges.

The main messages from the meeting are:

1. Achieving Education for All remains a key, yet unfinished agenda for basic education in the region; meeting its goals requires strengthened efforts including addressing persistent disparities between and within countries.
2. Future orientations for education need to deepen and go beyond current EFA goals. Key education issues such as access, learning, equity and quality of education, teachers, and skills development should be areas of emphasis and feature prominently among the education goals and strategies to be incorporated in post-2015 development agendas. Education should be addressed across the life-cycle and future approaches to education need to be underpinned by a life-long-learning approach.
3. There is a need for rethinking education in light of emerging trends; broader socio-economic development and challenges must be clearly reflected in the discussion on the future of education.
4. Fulfilment of the right to education is critical to human wellbeing, economic growth and sustainable development, and it therefore needs to be made prominent in the discussion on future development frameworks.
5. There must be both an education-specific development agenda beyond 2015 and explicit reference to education in all development agendas, given the fundamental role that education plays in achieving much broader development goals.

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

PURPOSE OF THE DOCUMENT

This document captures the key points of discussion during a three-day regional high-level expert meeting organized by UNESCO in May 2012 with support from the Korean National Commission for UNESCO and from UNICEF on shaping a new vision for future education development and cooperation for the region and the post-2015 agenda. It serves as a record of the main points of the meeting and a means of disseminating the views of participants on possible future orientations for education to a wider audience, while contributing to the global discussions on priorities and processes in the post-2015 era. It also provides key recommendations based on which further work can be undertaken.

SUMMARY OF THE MEETING

On 9-11 May 2012, approximately fifty high-level representatives and education experts from research think tanks, universities, ministries, UN and international development organizations, regional organizations, UNESCO National Commissions and civil society from across the Asia-Pacific region met in Bangkok to examine the current status of EFA and to chart possible future orientations for education in the Asia-Pacific region towards and beyond 2015. The meeting took stock of the region's progress made under the EFA agenda and identified remaining challenges; it examined current debates related to the broader UN development and education agenda post-2015; it shared information on present global and regional consultation processes, research and thinking on education and discussed wider emerging development trends including economic, demographic, socio-cultural and policy trends and their implications for education. The discussion of these trends identified several issues to be taken into consideration for future orientations for education and the post-2015 agenda. The meeting also presented UNESCO's recent reflections on conceptualizing education and learning in light of the recommendations of the Delors Report.¹

1. Emerging development trends and implications for education

A rapidly changing development context and challenges for education in the region

The meeting focused on the Asia-Pacific region, which is characterized by rapid and dynamic economic growth and a growing number of middle-income countries, the deepening of trade, strengthened innovation and technological advancements, and remarkable progress in improving access across all levels of education. A positive correlation between quality of education and economic growth has been demonstrated in the region. However, this growth has yet to lead to equivalent increases in living standards and economic opportunities for all, as societies are increasingly divided in terms of the distribution of opportunities for "relevant" education, enhanced income and quality of life. The discussions highlighted the vast disparities between and within countries as concerns access to schooling, equity and quality of education and in resulting levels of learning achievement. Moreover,

¹ Delors, J., et al. 1998. *Learning: The Treasure Within*. 2nd edition. International Commission on Education for the 21st Century, Paris, UNESCO.

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

some of these inequalities are widening, and are further compounded by the effects of social, cultural, demographic, economic and environmental challenges such as youth bulges and ageing populations, youth unemployment, increasing migration within and across countries, rising urbanization, rapidly changing job markets, climate change, environmental disasters and conflict. Challenges in the region include the continuing large number of illiterate youth and adults, enduring poverty, and persistence of child labour, marginalization and disadvantage based on gender, language, ethnicity, location and livelihoods, disability, and HIV/AIDs. Women and girls continue to be of particular concern. Non-completion of formal schooling was considered to be a key problem in several countries. Indeed, while the issues underlying its persistence are complex, participants suggested that drop-out could be reconceptualised as 'push out' – referring to a system which not only fails to provide adequate support for everyone to stay in the system, but creates barriers to participation in certain circumstances. This compounds existing marginalization and discrimination. While education can support wider developmental goals, often disparities in education opportunities can also exacerbate disparities experienced in other aspects of human wellbeing, such as child survival, maternal health, nutritional outcomes, financial security and child marriage.

The need for rethinking education

The meeting reiterated the role of education as a fundamental public good, yet warned that its strong influence in society can both improve lives as well as exacerbate social inequalities. Accordingly, there was a view that there is a need to pay closer attention to the challenges facing education in respect of upholding principles such as human rights and social justice.

The discussions around implications of wider emerging development trends on education underscored the need for rethinking the kind of skills and competencies required in light of rapidly changing and increasingly globalized economies, technological advances and increased labour mobility and migration. The diverse demographic shifts in the region were also considered to have important implications for educational policies and will require a range of educational responses. Population pressures and environmental degradation, and an apparently growing prevalence of natural disasters will require increased attention to education for sustainable development and consumption. A utilitarian model of education is no longer considered adequate and the meeting voiced the need to focus on a more holistic and integrated vision which is characterised by increased attention to cultural diversity including use of local languages, the inclusion of traditional knowledge as well as values in education policy and planning. Taking into consideration the various implications of the above for education, the meeting highlighted that education systems should train learners to be innovative, able to adapt to and assimilate change and be able to continue learning. Young people require a new set of skills to be competent in the connected and constantly changing world which include critical thinking, problem solving, collaboration, communication and technology literacy. The great importance of lifelong learning underpinning future approaches was stressed repeatedly throughout the discussions. People will need not only to learn, but learn to continue learning, to re-learn and to even to unlearn.

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

There was consensus that society has evolved and changed rapidly in the region and that education should not only respond to persistent challenges, but must be proactive in the face of this rapidly changing context by being instrumental in leading the change in a positive manner. Greater educational opportunities with greater equity should be a primary objective. Moreover, changes in development patterns have contributed to greater demands for both better quality education, strongly linked to learning outcomes, and for higher levels of education, demands which also need to be addressed.

2. Key Findings and Recommendations

EFA and Beyond

EFA as an unfinished agenda

The meeting reaffirmed the continued relevance of EFA which defines the current international education agenda for 2015, and which is seen as an unfinished agenda. Of particular concern are persistent disparities in access, participation and learning outcomes at various levels of education, particularly for the most vulnerable groups and minorities. Strengthening teachers is another critical factor to achieve the current EFA goals. In general, there is a need to accelerate efforts towards achieving EFA goals by 2015, paying particular attention to issues of equity and preparing for the EFA review in 2015.

Widening the EFA agenda in response to emerging trends and going beyond current EFA goals

While it was acknowledged that all EFA goals have not, and will not, be met by 2015, it was also observed that there is a need to widen the EFA agenda in response to emerging trends and go beyond current EFA goals. Key education issues such as access, learning, equity and quality of education, teachers, and skills development should be areas of emphasis and feature prominently among the education goals and strategies to be incorporated in post-2015 development agendas.

Issues to be taken into consideration for a post-2015 education agenda and possible future orientations for education in the region

Equity

In order to meet the EFA goals as well as future challenges, there is a need for a sharper focus on addressing disparities. Equity should be explicitly addressed and four dimensions in particular should be incorporated: 1) enabling conditions; 2) learning objectives²; 3) the learning process; and 4) learning outcomes.

² Learning objectives here refer to what the education system tries to achieve beyond the learning of the individual, such as making societies more equitable, more versatile for change etc.

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

Teachers

Attention must also be paid to the issue of teachers in the discussion on the future of education, including pre- and in-service training as well as their professional status. There is a need to ensure a focus on the qualifications and conditions of teachers as key levers for the quality of education.

Culture and values

It was also considered key to give sufficient importance to culture (including language), values and indigenous knowledge for curricula development and teacher training.

ECCE and post-basic education

Greater emphasis needs to be given to ensuring successful early learning as well as relevant opportunities for post-basic education.

Skills and competencies

More effective skills development both in the formal and the non-formal sectors should be promoted, thus ensuring more effective transition from school to work. It is important to look beyond academic achievement and cognitive skills to emphasise non-cognitive competencies and skills and to re-emphasize the importance of education for social cohesion, creativity, and social and emotional development. Education for the future requires revisiting the purpose of education from an ethical and social perspective, and not simply an economic one. In doing so, a new and broadened conceptualization of learning is required, which encompasses learning of generic skills and meta-cognitive skills (including creativity, flexibility and adaptability), learning for living together, and learning for a world in which sustainability is becoming increasingly vital.

Education financing and partnerships

In addition, education financing needs to be carefully examined to articulate a more nuanced understanding of fee-free education and the role of non-state actors. Attention should be paid to phenomena such as private tutoring (or "shadow education"). As the global economic crisis continues and the spectre of recession looms, the Dakar pledge of providing additional donor funding to those countries which are being thwarted in achieving EFA goals for lack of financial resources, is unlikely to be met. In this scenario, stimulating resource mobilisation by all EFA partners for EFA up to 2015 and beyond becomes even more critical. A balance needs to be struck between the responsibilities of the traditional donors and the emerging donors, such as the BRICS, through North-South-South cooperation that can be quantified. The potential of the newly created 'Global Partnership for Effective Development Cooperation' at the Busan High-Level Forum on Aid Effectiveness (November 2011) and innovative ways of funding EFA (e.g. education cess³ imposed in India for supporting education of girls) need to be

³ An additional tax levied for a specific purpose.

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

explored. Concurrently the engagement of the private sector in education should be intensified bearing in mind the heightened awareness of the value of public-private partnerships (PPPs), Corporate Social Responsibility (CSR) and the rising demand for a more equitable distribution of wealth.

Targets and indicators

In addition to the need for clear targets and indicators to measure progress and determine budgets, it is important to move beyond reporting on national averages and also map and report on gaps and disparities within countries. In general, it was noted that there is a need for relevant, timely and reliable disaggregated data to ensure that educational provision is contributing to equitable development.

Need to adjust our approaches

Such new areas of focus also require a shift in our approach to:

- widen the scope of measurements (moving toward the use of output and outcome indicators);
- strengthen education at the systemic level, rather than focusing only on sub-sectoral issues;
- adopt a broader and more holistic view of education and training, with quality of learning outcomes at its heart; and
- ensure a shift in focus from education systems to increased attention on learning, from schooling as the main vector of formal education to a lifelong learning perspective, from a purely economic/utilitarian perception of education to a more humanistic one.

Considerations on the global relevance of an education agenda

There is need for a global agenda for education post-2015 which should be relevant to all countries, while ensuring that the processes and approaches adopted for its implementation are context-specific. While universally-relevant goals may be formulated, target-setting is perhaps best defined at the national level (with due consideration given to sub-national disparities).

In this context, a renewed focus on issues of equity (disparity reduction) and quality should be pursued in order to make the post-2015 education agenda truly universal and relevant to countries across the development spectrum.

Consequently, the merit of presenting a common voice from Asia and the Pacific is that it can illustrate the value to all nations of a strong education agenda given the rich diversity within the region.

Considerations relative to the format of any post-2015 agenda

It is still unclear at this stage what form any future development agenda will take beyond 2015. Indeed, it is not yet confirmed whether or not the MDG framework shall be pursued, whether these shall be supplanted by the Sustainable Development Goals (SDGs), or whether an entirely new approach will be agreed upon. Current debates on the post-MDGs are exploring various options including that of

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

extrapolating international development goals beyond 2015 and focusing on completion and/or expansion of the agenda to include new goals and targets (including in relation to the SDGs); the need for further reflection on measurement including in relation to learning, interactivity, and integration; the trade-off between comprehensiveness and conciseness, and the need to consider how global goals can be tailored to local needs; and the crucial importance of consultation throughout the process.

Interrelatedness between education and all development goals

The regional experts agreed that education in any future development agenda should feature on the basis both of its intrinsic value, as well as an enabling or facilitating factor for the achievement of other development goals. Increased attention should be given to the fact that there is cross-fertilization between education and other areas of development when progress in one area is both a condition and a contribution to progress in other areas.

Strengthening education within any post-2015 international development agenda

As a result, the positioning of education within the definition of the broader MDG and/or SDG development agendas beyond 2015 should therefore be strengthened. If education is to be high on policy agendas, it needs to feature explicitly in the post-2015 development framework. To this end, renewed and strengthened discussions should be held at all appropriate levels and advocacy undertaken on the centrality of education for the achievement of human development goals, beyond economic and environmental concerns.

The need to maintain an education-specific international agenda beyond 2015

Concomitantly, an education-specific agenda should be maintained in any post-2015 international effort in order to retain the focus on the specific challenges facing the sector as well as in recognition of the continued relevance of EFA and the need to attend to its unfinished goals. Looking at broader development trends in the region and sub-regions and their implications for education in the post-2015 perspective, it was observed that there remains a tension between the fact that while education is cross-cutting and foundational to the delivery of other development agendas, the absence of a sector-specific agenda may lead to a dilution of the need to consider the intrinsic value of education in and of itself. In this context, it was noted that at present, the Rio+20 draft declaration is mostly focused on environment, and while references to education note its supporting role, they are limited in their breadth and depth. The consideration given to education as means to other development goals is noted, while education as fundamental human right and an overarching goal seems overlooked.

Considerations relative to the process of formulating a post-2015 agenda

In order to ensure the inclusion of educational goals within the post-2015 development agenda, advocacy based on compelling evidence needs to be undertaken via the development of key messages, advocacy briefs and position papers aimed at global and national decision-makers and the framing of

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

education beyond the formal sphere in order to increase its linkages and relevance to other sectors. This should be done by all key actors in education, including UNESCO, both individually and in partnership.

Consultative and agenda-setting processes at the global, regional, national and sub-national levels should make greater attempts to be inclusive and bring in voices from a range of stakeholders including civil society, youth, students, parents and teachers and representatives of marginalized groups.

The process of formulating goals for the Asia-Pacific region requires voices from the various sub-regions in order to capture the highly diverse nature of the region. Regional collaboration is of the essence.

Putting further efforts into completing the EFA goals as well as diversifying and expanding the education agenda will require increased efforts beyond the traditional education community, demand greater resources and more innovative thinking. In addition to traditional education financing, innovative financing and delivery mechanisms (e.g. specific forms of PPPs and CSR), and South-South cooperation should be explored to accelerate towards 2015 and to open up the beyond 2015 agenda. Research and case studies on more effective use of education resources (including teachers) and new models of education financing and their impact on equity (e.g. BRAC, community financing) could be conducted.

Accountability and governance are as critical to success as financing, and the new framework should acknowledge the shared responsibilities of all parties (governments, education systems, teachers, development partners, civil society, opinion leaders, and households).

Avenues for research

Possible research topics

Research on post-2015 and future orientations of education should focus on topics which have either been neglected or remain unresolved, such as: learning and development (including early childhood, neuro-scientific perspectives, and pedagogy); education and social competencies; language of instruction; the role of culture and traditional values in education; expanded notions of literacy and lifelong learning; education and the peace dividend, impact of decentralization on education outcomes in terms of quality and equity, education-labour market linkages; migration and mobility; teacher policies (including deployment); financing of education (including household expenditures); the transformative role of ICTs; and the need for tools and measures to assess creativity and other non-cognitive skills; underperformance and drop-out (also on reasons for and ways to address boys' underperformance and drop-out).

Who should undertake research and how should it be done?

The region houses a rich network of researchers and institutes, and we should therefore jointly begin by mapping and stock-taking existing knowledge and expertise. Research should harness existing networks in the region and beyond. It should acknowledge the role that civil society organizations can play in contributing to and complementing research by offering different perspectives. Academic and action

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

research and field-level practice should be linked, while attempts should be made to build national research capacity rather than relying on external experts.

3. Next steps and the way forward

The meeting sparked reflections and initiated the process towards shaping the post-2015 education development and cooperation agenda as well as possible future orientations for education in the region. It is a starting point to be pursued jointly by all partners and stakeholders that will be engaged in this process.

UNESCO Bangkok will be taking the lead in further stimulating reflections and consultations towards this goal for the Asia-Pacific region while also contributing to the global debate around the post-2015 agendas.

All partners and stakeholders should identify their role in this process on the basis of their own mandate, perspective, relative strength, comparative advantage and interest. The key partnership with UNICEF for example could focus on topics such as equity and advancing rights for children and draw on its extensive field level presence and convening role between government and civil society, which has been instrumental in reaching the most marginalized and for translating policies and frameworks into field level practice.

As a follow up to this meeting, a second high-level expert consultation is planned to be held in November 2012 on 'What education for the future?' in the light of emerging developmental and societal trends in the region and a focus on quality of education

There will be a two-track approach in the follow-up of this meeting, in accordance with its two themes:

A) Lead-up to EFA in the region and the post-2015 education agenda

The reflections and recommendations of this first consultation on the post-2015 education agenda and future orientations for education for the Asia-Pacific region will be brought to the attention of the international EFA community, including the EFA Steering Committee and regional EFA groups as well as other international and regional stakeholders and be made available for discussions at relevant EFA meetings.

The outcomes of the meeting should further be used by all EFA implementing agencies during discussions of the UN Task Force on the post MDG agenda as well as on the SDGs to ensure that education is included in the future development framework.

As a follow up, UNESCO will undertake wider consultations with member states and other key partners identified by the meeting on the topic.

**Asia-Pacific Regional High-Level Expert Meeting:
'Towards EFA and Beyond: Shaping a new Vision for Education'
Bangkok, May 2012**

A global conference on EFA and beyond which should be the culmination of national, sub-regional and regional reflections is planned to be held in the Republic of Korea in 2015.

B) Possible future orientations for education development and cooperation in the Asia-Pacific region

UNESCO will continue to advocate for the broader conceptions of education and learning for the future discussed at the meeting, including through research and facilitating partnerships and exchange of best-practice. This will include an overview of the work of other international and regional organisations on emerging development trends, as well as a synthesis of the proceedings of the meeting regarding these trends and their implications for education. Consultations with regional education think tanks and research institutions will be undertaken to further the thinking on possible future orientations for education in the region.

Critical areas identified that will be further investigated include:

- Revisiting the paradigms of learning to be, learning to do, learning to know and learning to live together⁴ and lifelong learning;
- Exploring issues of skills development, ensuring equity and quality/relevance of education; the changing role of teachers, governance of education, and financing of education in a changing world;
- Addressing the tensions that may arise between (i) the global and the local; (ii) the universal and the individual; (iii) tradition and modernity; (iv) long-term and short-term considerations; (v) the need for competition and concern for equality of opportunity; (vi) the exponential expansion in the volume of knowledge and our capacity to assimilate it; and (vii) the spiritual and the material and implications for education;
- Continued and deepened investigation of the implications of wider development trends on education and exploring the possible future orientations of education from a multi-sectoral and multi-disciplinary perspective.

⁴ See *The Delors Report*. Delors, J., et al. 1998. *Learning: The Treasure Within*. 2nd edition. International Commission on Education for the 21st Century, Paris, UNESCO.

UN SYSTEM TASK TEAM ON THE **POST-2015** UN DEVELOPMENT AGENDA



Building on the MDGs to bring sustainable development to the post-2015 development agenda

Thematic Think Piece

ECE, ESCAP, UNDESA, UNEP, UNFCCC

Following on the outcome of the 2010 High-level Plenary Meeting of the General Assembly on the Millennium Development Goals, the United Nations Secretary-General established the UN System Task Team in September 2011 to support UN system-wide preparations for the post-2015 UN development agenda, in consultation with all stakeholders. The Task Team is led by the Department of Economic and Social Affairs and the United Nations Development Programme and brings together senior experts from over 50 UN entities and international organizations to provide system-wide support to the post-2015 consultation process, including analytical input, expertise and outreach.

The views expressed in this paper are those of the signing agencies and do not necessarily reflect the views of the United Nations.

May 2012

Building on the MDGs to bring sustainable development to the post-2015 development agenda

1. Sustainable development as the foundation of the next development agenda?

The 2000 Millennium Declaration and the establishment of the Millennium Development Goals heralded unprecedented global efforts towards the reduction of poverty. Significant progress has been made in reducing hunger, maternal and child mortality as well as expanding education and providing water and sanitation. Less encouraging progress has been registered on the environmental front and, even on the social dimensions covered by the MDGs, there is still a long way to go to achieve social wellbeing for all.

Today's world risks exceeding the limits of the earth's capacity in several critical dimensions. Greenhouse gas emissions (GHG), biodiversity loss and ocean acidification are reaching alarming levels. These, together with decreasing availability of fresh water, land degradation and deforestation are undermining the livelihoods of many people, especially those living in absolute poverty. When the natural resource base is destroyed, sustaining economic and social development becomes increasingly difficult and inter-generational equity is compromised.

Sustainable development has been the mandate for the UN system since the 1992 Rio Summit decisions taken by the attending Heads of State/Government. The concept was unique in agreeing that development need not be at the expense of the environment, that environment can be protected via responsible economic development patterns and that this approach would ensure a healthier society in which human beings could fulfil their potential while living in harmony with nature and in relative prosperity. The Rio principles also affirmed the responsibility to ensure our decisions today do not reduce inter-generational equity in access to resources.

A realistic development agenda can no longer neglect the link among the economic, social and environmental dimensions of development. Long-term development will thus require integrated policy making, where social equity, economic growth and environmental protection are approached together.

Achieving this holistic approach will require a break away from business as usual in many fronts, including governance at all levels, policy making, implementation processes and accountability mechanisms. This think piece reviews the MDGs through a sustainability lens and proposes a monitoring framework for measuring and accelerating progress towards sustainable development.

2. Is the MDG framework promoting sustainable development?

The MDGs encapsulate social, economic and environmental aspects, but these three dimensions are represented in the framework in an unbalanced way and without strong linkages among them.

Most goals focus on the social dimension of development, particularly goals 2 to 6 and to a large extent goal 1, covering social issues such as hunger, education, gender equality, child and maternal health and combating major diseases. These Goals are evidently important, but they are also deeply linked with environmental and economic factors, a relation which the MDG framework does not fully reflect. While some linkages are recognized, like the importance of clean drinking water to health, other important health-environment links, such as through the quality of air people breathe, are not. Reducing hunger and ensuring long-term food security is also dependent on maintaining environmental resources – land, water, etc – through sustainable agricultural practices and sound water management, as well as keeping food waste to a minimum. Education is also a crucial vehicle to foster the changes of lifestyles needed to achieve the sustainable patterns of consumption and other behaviour required to ensure the needs of future generations will also be met.

Environmental aspects are addressed under Goal 7 – Ensure Environmental Sustainability – but only a small subset of issues is covered, omitting key issues for sustainable development such as desertification and land degradation, management of natural resources, etc. The targets are on the loose side and not well grounded in a scientific assessment of environmental constraints, even for indicators for which data are available such as those on fish stocks, protected areas, water resources and carbon emissions (and other GHGs).

Goal 8 addresses key instruments in the implementation of sustainable development, such as finance and technology and partnerships for development. Key instruments not covered include innovative forms of financing, technology goals beyond ICT and capacity building. The MDG framework triggered successes in specific areas. However, by neglecting interlinkages and synergies, it promoted development efforts implemented in isolation with inadequate consideration of the potential impacts on ecosystems and on other environmental, social and economic dimensions.

Furthermore, the MDG framework was explicitly designed as a framework to support human development in developing countries and in particular among the poor. Apart from providing a framework for mobilizing resources from the international community and donor countries – as reflected in Goal 8 – the goals are by and large not applicable to developed countries (apart from indicators for energy efficiency and CO₂ emissions under Goal 7 Target 7.A). However, the explicit responsibilities of developed countries, in particular in relation to consumption and production patterns, and its consequences for intra- and inter-generational equity are central to sustainable development.

3. How to bring sustainable development to the post-2015 development agenda?

While there is need to continue to strive for a complete success in achieving MDGs, there is also an urgency to turn the vision for sustainable development into a set of goals for global action after 2015. The world community must avoid repeating the mistake of presenting sustainable development mainly as an environmental issue.

A future development agenda will have to address the complexity of sustainable development and the linkages among its multiple dimensions, while recognizing that human development and a healthy planet go hand in hand. Thus three criteria should guide the integration of sustainable development in the post-2015 development framework:

- Aim at universal and equitable human development (minimum social thresholds) while staying within a safe operating space of the planet (ecological ceiling);
- Balance and integrate economic, social and environmental dimensions to promote synergies and avoid trade-offs favouring one dimension over the others;
- Reflect the complexity of sustainable development in its multiple dimensions while keeping a concise, simple, focused monitoring framework.

A possible monitoring framework

Taking the MDG framework as a basis, points 1-3 above could be addressed by the following two options, which can be combined together as illustrated in Figure 1:

- Option A: To select summary measures to monitor progress in the economic, social and environmental dimensions

Summary measures can be used to provide an overall picture of the economic, social and environmental dimensions of sustainable development. By combining several aspects into a single measure, certain of these measures better reflect the multidimensional character of sustainable development than simple indicators, and the combination of them can provide a more complete picture of trends in all three dimensions of sustainable development. It will then be possible to assess which policies promote synergies better, i.e. those leading to improvements across the three measures.

Summary measures giving a full picture of each of the dimensions are not readily available. For instance, measures like GDP per capita focus on some economic

aspects, the human development index (HDI)¹ provides a socio-economic summary, and the ecological footprint² provides a partial picture of natural resources use.³

Future work would need to identify the best indices to better measure each dimension, economic, social and environmental. For illustration purposes, Figure 2 shows HDI versus the ecological footprint. Countries with low HDI but within the sustainable ecological footprint values need to improve social development, whereas countries with high HDI values but with high ecological footprint need to reduce their environmental impact. This chart makes it clear that sustainable development will require efforts by all countries, by all countries, taking into account different national realities.

- Option B: To integrate the MDGs (or an updated version) into a larger sustainable development framework, reflecting economic, social and environmental dimensions MDGs 1-6 may be updated and reorganized around poverty reduction and the social pillar, consolidated into fewer goals and targets reflecting access to education, employment, health, food, shelter, water and sanitation. This initial set can then be complemented with goals/targets on: (i) key priority areas reflecting economic/environmental dimensions essential for the achievement of these updated MDGs; (ii) key areas not covered by the MDGs. In the selection of the goals/targets, the aim is not to be exhaustive (the measures of option A should already be comprehensive) but rather to select high priority areas in need of urgent action or areas which can trigger improvements in a wide number of areas (e.g. measles vaccination usually leads to increased immunization also for other diseases). Cross-cutting issues such as equity/equality, gender equality and

1 Since 2011, its calculation uses life expectancy, years of schooling and income per capita, using a geometric mean which values progress across the three factors and penalizes success in only of the factors at the cost of the others.

2 Measures the human demand on the biosphere using indicators on natural resource use (crops, fish for food, timber, grass for livestock feed, CO2 emissions).

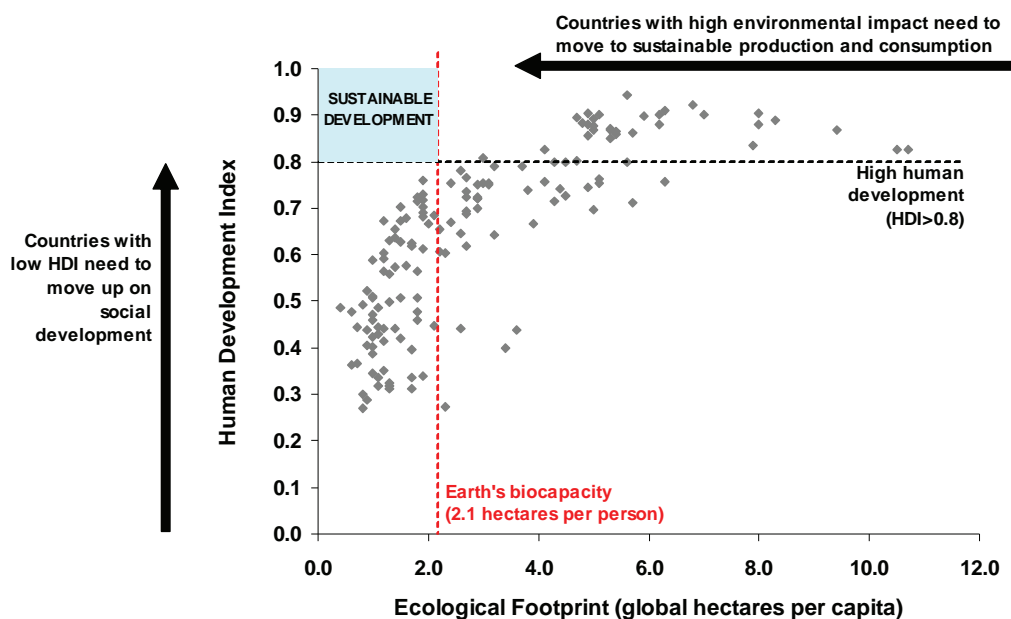
3 There's a plethora of measures which have been suggested to monitor social development and environmental protection/impact on the environment, like the Better Life Index, Living Planet index, Environmental Performance Index, etc. The HDI and the ecological footprint are included here for illustrative purposes. A careful study will be necessary to identify the best measures which provide a comprehensive summary of each dimension. Even the well accepted GDP, does not reflect aspects like debt and inflation are absent from GDP. The HDI and the ecological footprint are even less comprehensive, covering only a few aspects of respectively social and environmental dimensions, omitting issues like e.g. access to shelter or biodiversity.

women's empowerment, climate change adaptation and sustainable consumption and production (SCP) may be reflected across goals and targets.

Figure 1. Options for a monitoring framework

Social development measure	Economic development measure	Environmental impact and management measure
↓ Cross-cutting issues	Goals and targets addressing all dimensions: <ul style="list-style-type: none"> • updated and reorganized MDGs • key economic and environmental areas linked to the MDGs • other key areas not covered in the MDGs 	

Figure 2. HDI versus Ecological footprint, 2007⁴



Themes for the goals

During the preparatory process for Rio+20 and in the submissions to the zero draft of Rio+20, eight priority areas have been highlighted for sustainable development goals (SDGs): sustainable consumption and production patterns; food security and sustainable agriculture; sustainable energy for all; water access and efficiency; oceans; sustainable

⁴ Data accessed on 5/3/2012 from: <http://hdr.undp.org>

cities; green jobs, decent work and social inclusion; and disaster risk reduction and resilience. Apart from these themes, the report of the UN Secretary-General's High-level Panel on Global Sustainability also suggested climate change and biodiversity.

The SG's Sustainable Energy for All initiative with its targets on energy access, energy efficiency and share of renewable energy has also been attracting increasing attention as a successful integration of the economic, social and environmental aspects.

To the extent that achieving sustainable development goals requires incurring additional costs, at least during an initial period, a development agenda may also need to address the equitable distribution of those costs.

Integrating and balancing the social, economic and environmental dimensions

The three dimensions can be reflected across goals or within the same goal. For example, a goal for eradicating hunger could consider under the same goal food security (social), efficient use of water and land (economic) and decreased environmental degradation and waste in food production and consumption (environmental). In the same way, a goal on sustainable energy for all might encompass the three dimensions of sustainable development by considering targets for energy access (social), energy efficiency (economic), and use of renewable sources (environmental). Alternatively, an overarching goal on sustainable management of natural resources could encompass targets on water efficiency and energy efficiency (economic), clean energy and use of non-renewable sources (environmental), land use and soil fertility, sustainable management of forests (reflecting multidimensional aspects). Some themes, like energy, disaster risk reduction and resilience, or adaptation to climate change, are naturally linked to several dimensions. Other goals may be purely on one of the dimensions, like goals on health or education which address social issues.

Defining targets

Targets should be realistic and yet ambitious to move the development agenda forward:

- Social targets: Aiming at universal access to basic human needs – food, water and sanitation, shelter, sustainable energy, education and health – appropriate timeframes should be identified to meet social targets.
- Environmental targets: There is a body of research on environmental constraints which could inform the identification of necessary environmental targets.
- Economic targets: Economic targets on the efficient use of resources will have to be balanced by targets aiming at containing the rebound effect, i.e. an increase in consumption due to lower prices resulting from increased efficiency.
- Equality/equity targets: Inequality can be addressed by targets on universal access (equal access to all) where appropriate (e.g. access to sanitation, education, health). Access targets could also be set for specific groups (gender, urban/rural, wealth quintile). Summary measures of inequality could also be used to monitor progress towards equality.⁵

The identification of targets should take into consideration the inter-linkages among the economic, social and environmental dimensions. In other words, the targets should be balanced to avoid trade-offs and promote synergies across the three dimensions. For example, a target on universal access to energy should be balanced by a target promoting clean energies so that the social and economic gains of energy access are not achieved at the detriment of the environment. Similarly, targets promoting clean energy may lead to an initial increase in energy prices – such targets should then be complemented by targets which promote access to affordable energy by all.

4. Key intergovernmental processes and milestones

Two parallel processes currently exist, one discussing sustainable development goals (SDGs); another on the post-2015 development agenda which is trying to identify a suitable agenda for after 2015. The idea of SDGs has been discussed within the Rio+20 process and addressed by the UN Secretary-General's High-level Panel on Global Sustainability; some member States have suggested the creation of expert groups after Rio+20 to define the

⁵ Measures like the share of the poorest quintile in national consumption or the Gini coefficient have been used to measure income inequalities. Other more comprehensive summary measures have also been suggested, like the human opportunity index developed by the World Bank or the Gender Inequality Index developed by UNDP.

goals. The post-2015 development agenda is being discussed within the UN system Task Team which is expected to produce a report by May 2012; the UN SG High-Level Panel on the Post-2015 Agenda will pick this process up from July 2012 onward; and the discussion may be part of the 2013 MDG Review.

Key inputs, processes and milestones until 2015:

- UN Secretary-General's High-level Panel on Global Sustainability: Produced a report on January 2012 calling for the development of sustainable development goals.
- Rio+20 Conference 20-22 June 2012: The preparatory process has been discussing a possible set of goals to monitor and accelerate sustainable development.
- UN System Task Team on the post-2015 development agenda: Established in December 2011; a report is expected by May 2012.
- UN Secretary-General's High-level Panel on the post-2015 development agenda: Expected to be established after Rio+20.
- UNDP national consultations on 2015 development agenda: expected to start in 2012.
- UNGA 2013 MDG Review
- UNGA 2015 MDG review

Member States have repeatedly called for a single process. Indeed, one single development agenda is essential to ensure focus on the MDGs till 2015 and optimal coordination around one agenda after 2015. With the forthcoming Rio+20 Conference which may advance recommendations on SDGs, the convergence of the two processes faces some challenges – in particular, if any themes/goals are agreed upon at Rio+20:

- What will be the role of these new themes till 2015? Will they divert attention from the MDGs?
- Without the whole picture of the post-2015 development agenda, is there a risk to get stuck with themes/goals which may not to be the best ones to include in a post-2015 development agenda?

There have been calls to limit the agreement in Rio+20 to a process to define the goals without touching on the themes themselves. Another option would be to agree on a set of tentative sustainable development themes/goals for further consideration after Rio+20 and within the post-2015 development agenda. In particular, themes which have wide support

could be advanced. This pre-selection of themes could also indicate those themes for which further studies on feasible goals/targets and associated costs will be needed.

The several inputs of the different post-2015 processes (see box above) will also need to be coordinated and brought together possibly by an appointed body. This coordination will be essential to avoid the risk that a post-2015 framework becomes too diffuse with a multiplication of goals and targets, contrary to the perceived conciseness of the MDGs and to ensure the social and poverty eradication agenda continues to feature centrally in a broadened post-2015 sustainable development framework.

UN SYSTEM TASK TEAM ON THE **POST-2015** UN DEVELOPMENT AGENDA



Education and skills for inclusive and sustainable development beyond 2015

Thematic Think Piece

UNESCO*

Following on the outcome of the 2010 High-level Plenary Meeting of the General Assembly on the Millennium Development Goals, the United Nations Secretary-General established the UN System Task Team in September 2011 to support UN system-wide preparations for the post-2015 UN development agenda, in consultation with all stakeholders. The Task Team is led by the Department of Economic and Social Affairs and the United Nations Development Programme and brings together senior experts from over 50 UN entities and international organizations to provide system-wide support to the post-2015 consultation process, including analytical input, expertise and outreach.

The views expressed in this paper are those of the signing agencies and do not necessarily reflect the views of the United Nations.

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Education and skills for inclusive and sustainable development beyond 2015

1. Enabling and driving inclusive and sustainable development

Education, or the transmission, acquisition, creation and adaptation of information, knowledge, skills and values, is a key lever of sustainable development. This is based on a vision of inclusive societies in which all citizens have equitable opportunities to access effective and relevant learning throughout life delivered through multiple formal, non-formal and informal settings. As such, education is essential to individuals' development as it is to the development of their families, of the local and national communities to which they belong, and to the world at large. As a fundamental human right enshrined in a number of international normative frameworks,¹ and built into most national legislation,² the right to education is to be seen as an enabling right for the realization of other economic, social and cultural rights, as well as a catalyst for positive societal change,³ social justice and peace.

There is an important body of development literature that has long documented the positive impact of basic education on various facets of social and economic development.⁴ It is well-established that education is an important catalyst for achieving all development goals. It has been recognized that, within the MDG framework, there is "an interconnectedness of all development goals with key inter-linkages between education, health, poverty reduction, and gender equality, where improvement in one area has a positive effect on the others".⁵ Indeed, in the same way that education has positive effects on health, poverty reduction and elimination of hunger, as well as on gender equality, each, in

1 Foremost among these international normative frameworks are the Universal Declaration of Human Rights (art. 26), the International Covenant on Economic, Social and Cultural Rights (art. 13), as well as the Convention on the Rights of the Child (art. 28).

2 An estimated 90 percent of all countries have legally-binding regulations requiring children to attend school (UNESCO Institute for Statistics, 2009).

3 See, for example, Drèze and Sen (1995), *India, Economic Development and Social Opportunity*, Delhi: Oxford University Press

4 These have been extensively reviewed in successive issues of the UNESCO EFA Global Monitoring Reports

5 Report of the Secretary-General, *Implementing the Internationally Agreed Goals and Commitments in Regard to Education*, E/2011/L.28 (New York, 2011)

turn, has a positive effect on education. Higher levels of more relevant learning outcomes are thus both a condition for, as well as a result of, progress in other social sectors.

Beyond its well-established socio-economic role, education also has a crucial socialization function through the shaping of personal and collective identities, the formation of responsible citizenship and the promotion of critical social participation, based on principles of respect for life, human dignity and cultural diversity. Promoting respect for diversity within a human rights-based approach can facilitate intercultural dialogue, help prevent conflict and protect the rights of marginalized groups, thus creating optimal conditions for achieving development goals.

2. Trends in international educational development

If education, learning and skills are to be seen as both enablers and drivers of inclusive and sustainable development, it is important to review the experience of education within the framework of the international development agenda. The more comprehensive international education agenda is that of the six 'Education for All' (EFA) goals adopted in the 2000 Dakar Framework for Action. The annual EFA Global Monitoring Report (GMR) has been monitoring progress towards these goals since 2002/03. What do these trends tell us that can help define future perspectives?

While there has been rapid progress made in expanding access to formal basic education worldwide, significant inequalities between countries persist, and national averages in many countries continue to mask striking inequalities in levels of educational attainment and outcomes. Traditional factors of marginalization in education such as gender and urban/rural residence continue to combine with income, language, minority status, HIV and AIDS, age (particularly in the case of young adolescent girls), and disability, to create "mutually reinforcing disadvantages", particularly so in low-income and conflict-affected countries.⁶

⁶ United Nations Educational, Scientific and Cultural Organization, EFA Global Monitoring Report (Paris, 2011)

With the growing recognition of the challenges of “reaching the unreached”, there is a need to better exploit more disaggregated data (such as household, health and labour survey data) in order to better identify reasons for exclusion or disengagement from formal and non-formal learning opportunities, in view of putting in place more targeted strategies for the most vulnerable children, youth and adults. This has led some countries, in order to reach the hard to reach children, to include education as an integral part of social protection programs.

The expansion in access to basic formal education has also resulted in a shift from a quantitative focus on access and participation in formal education to a concern with qualitative aspects and the results of learning and their social distribution. The expansion of access to primary education has also resulted in the recognition of a growing demand for secondary and tertiary education and increasing concern for vocational skills development, particularly in a context of growing youth unemployment. Indeed, too many young people and adults are currently unable to develop the skills, knowledge and attitudes they need for today’s rapidly changing technologies and world of work.

This inadequate access to higher levels of learning is resulting in a knowledge divide that includes the ‘e-literacy’ gap. The ‘e-literacy’ gap is further pronounced between genders, where girls generally have a lower literacy rate. These trends have significant consequences in today’s technology-driven world, where lack of ICT knowledge limits employment opportunities.

In addition to insufficient quality of learning at basic education, we also have witnessed little progress on other EFA goals like Early Child Care and Education, Life skills and Literacy. In the perspective of lifelong learning, it is evident that exclusion from the learning process starts early. There is strong evidence that nutrition and cognitive stimulation in the early years of a child’s life is critical in forming the ability to learn later in life. This is particular relevant with regard to developing skills like creativity, flexibility and problems solving, skills that are coming more in demand in the knowledge economy.

In many countries too many children are learning far too little, and children leave school without having obtained fundamental learning skills. In this way many children and youth

are excluded because they do not acquire basic skills like literacy and numeracy which are critical for further learning. This has led to a stronger focus on the quality of early education as a foundation for learning.

Finally, there is a growing awareness of the pressures being placed on public financing of education. This has resulted in the need to seek more efficient use of these limited resources, ensure greater accountability in the investment of public resources for education, and ways in which to supplement these public resources through greater fiscal capacity, new partnerships with non-public actors, as well as through advocacy for increased official development assistance.

Beyond these trends, however, it is important to underline that the MDG framework narrowed the international education agenda to Universal Primary Education (UPE) and gender equality (narrowly equated with parity). More importantly, however, the narrower MDG focus resulted in a neglect of a broader vision of EFA that encompasses – within its vision of basic learning – early childhood care and education, youth and adult literacy, vocational skills development, as well as concern for the improvement of the quality and relevance of basic learning. On the other hand it can be argued that without this strong focus on enrolment it would not have been possible to change the trend of a growing number of out of school children, particularly in Sub-Saharan Africa and South East Asia. This shows that setting ambitious targets can have an attribution effect, in this case leading to many countries increasing education budgets and donors scaling up support.

With the education-related goals set within the comprehensive international MDG framework confined to primary enrolment and gender parity, the perceived relevance of the international education agenda for middle and upper-income countries began to wane as many of these countries had achieved or were close to achieving these goals. Any discussion of an international education agenda beyond 2015 would have to move beyond the traditional view of education embedded in the logic of North-South international aid, to one of global relevance. In this respect the quality of learning in the perspective of equity comes out as a universal issue that every country will have to relate to.

3. The international education agenda beyond 2015

With a stronger focus on sustainable human development, equity and inclusive growth, education should be at the center of the international development agenda beyond 2015.

In education there are also several strands of discussion within the current context of review of the MDG and EFA experience (2000-2015) and thinking about the possible process, format and content of the post-2015 international development agenda, and the ways in which these are inter-related.

In terms of process, some of the discussion has to do with the usefulness of setting targets at the international level on the grounds that such 'one-size fits all' global targets may be considered to be of greater or lesser relevance to countries depending on their specific development challenges. For instance, meaningful targets for an overall goal aimed at "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" (EFA Goal 6) can arguably only be realistically set at the national level. This is grounded in the assumption that each country has its own evolving conceptualization of the quality of education in terms of the performance of the system and the relevance of learning outcomes in specific development contexts. It is this conceptualization that would constitute the basis of national target-setting and subsequent selection of indicators to monitor progress in the realization of the overall goal of "improving all aspects of the quality of education". An issue will therefore be how to define quality in the perspective of national development needs and how to measure this.

The experience of global-target setting within the MDG and EFA experience since 2000 has encouraged reporting of aggregate national data, thereby masking the extent of inequality and disparity within countries. If our concern is with equity and our focus on reducing the observed trend towards widening inequality worldwide - and resulting exclusion from the benefits associated with positive societal development - then national target-setting would allow for the reporting of much more disaggregated data beyond traditional factors of discrimination such as gender and urban/rural residence. Indeed, such factors are often

further compounded by other factors of disparity for example linked to language to create “mutually reinforcing disadvantages” and “complex patterns of marginalization”.⁷

The starting point for the focus in education should be equity. That could imply that each of the education goals should have an equity focus (e.g. measuring progress for the bottom 20%, by rural/urban and gender). Given that the MDG on primary school completion has not yet been achieved, and those left behind are from the poorest households, living in rural areas or urban slums, and most often girls,⁸ access to basic education needs to remain a focus.

Ensuring quality learning and equity will require better targeting of poor and marginalized groups. As the provision of free basic education is defined as a basic human right, this will imply bringing in systems of accountability that better monitor delivery of education services. In this perspective, bringing in the voice of the learners will be critical in monitoring progress. Particular the voice of youth should be strengthened in order to ensure that learners are provided with skills to manage a successful transition to adult life and the work force.

With a combined concern for equity and quality of education, interest has gradually shifted to a focus on the results of the educational processes in terms of learning outcomes, as well as on their social distribution. Seeing the international education agenda as “unfinished business”, a focus on learning, on what is actually learned (knowledge, skills, competencies and values) - rather than on mere participation in educational processes - is also based on the recognition of the limits of traditional proxy indicators (such as pupil/teacher ratios, share of qualified teachers, and mean years of schooling) in gauging the quality of learning and the contribution of education to inclusive and equitable development. In response to these limitations, there is an emerging interest in better measurement and the assessment of the results of learning at various levels. Caution, however, needs to be exercised in relation to the recent emphasis on large-scale assessments of learning outcomes; it may be

7 United Nations Educational, Scientific and Cultural Organization, EFA Global Monitoring Report (Paris, 2011); Report of the Secretary-General, E/2011/L.28, Implementing the Internationally Agreed Goals and Commitments in Regard to Education (New York, 2011)

8 United Nations Educational, Scientific and Cultural Organization, EFA Global Monitoring Report (Paris, 2010)

argued that learning assessments should necessarily be grounded in local contexts and needs, if they are to be relevant for national educational processes.

It might be helpful in the context of the improvement of the quality of national education systems, to balance the focus on outcome targets at the global level, with more focus on process targets and meeting acceptable standards at the country level. Indeed, process targets and indicators may be better suited to report on: (1) national efforts made to monitor levels of learning and skills, as well as their social distribution, and (2) the use of such data in informing strategic interventions to improve the general levels of learning and skills and ensure their more equitable distribution. Such process targets and indicators would allow national education authorities to be more accountable regarding the results of public investment in education.⁹

4. Emerging trends and the future of education

The current context of global development is characterized by widening inequalities observed in many countries, growing youth unemployment,¹⁰ rising vulnerable employment,¹¹ and the increasing concentration of the poor in middle-income countries and in fragile states,¹² all of which are exacerbating social exclusion and undermining social cohesion.¹³ Furthermore, the diversification in sources of information, the continued acceleration in the production of and circulation of knowledge, combined with the development of new information and communication technologies (ICTs) and digital media, explain the emergence of new forms of civic and political socialisation and mobilisation in the context of the knowledge society.

9 See, for example, the discussion in Barrett (2011). "A Millennium Learning Goal for Education post-2015: A question of outcome or processes", *Comparative Education*, 47(1), pp. 119-133.

10 With almost 75 million young people under the age of 25 years of age out of the total of 200 million unemployed persons, global unemployment is clearly mainly affecting youth, see International Labour Organization, *Global Employment Trends 2012: Preventing a deeper jobs crisis* (Geneva, 2012).

11 According to latest International Labour Organization (Ibid) figures, vulnerable employment is on the rise mainly in sub-Saharan Africa (22 million persons) and in South Asia (12 million persons).

12 United Nations Development Programme, *Human Development Report 2011* (New York, 2011)

13 Vandermoortele (2009), "The MDG Conundrum: Meeting the Targets Without Missing the Point", *Development Policy Review*, 27:4, pp. 355 - 371

The growth of information and its changing nature

With the continued development of knowledge societies, the influence of new technologies on the creation of knowledge is growing. Not only are the rate of production and the volume of information continuing to grow exponentially, but information is also less and less dependent on text-based transmission and increasingly includes audio, graphic, and visual supports through a variety of media. The exponential growth in the volume of information and its changing nature are questioning the very notions of the authority of traditional bodies of knowledge controlled by legitimate educational institutions.

A shift away from teaching to an increased focus on learning

With formal education traditionally emphasising teaching more than learning, education systems have focused on the transfer of information and knowledge from the teacher to the learner. Such a teacher-dependent education system is also “time-dependent, location-dependent, and situation-dependent”.¹⁴ With the multiplication of new information and communication technologies (ICTs) and digital media, sources of information, knowledge and values are becoming more diversified and accessible beyond the confines of formal education systems. Recognizing that learning is increasingly happening individually beyond formal educational settings, the role of teachers will have to evolve from dispensers of information and knowledge to facilitators and enablers of learning.

Lifelong learning: Beyond a classroom-centred paradigm of education

Learning in formal education systems has long been associated with classroom teaching. While a great deal of learning covered by formal education may take place at home, at school, and elsewhere in the form of homework, reading and preparation for examinations, the physical space defined by the classroom remains a central feature of formal education systems at all levels of learning.¹⁵

Although the lifelong learning paradigm is not new,¹⁶ recent developments are reinvigorating the relevance of life-long education. These developments include the

14 Frey (2010)

15 What Frey refers to as ‘classroom-centric’ learning.

16 See, for example, United Nations Educational, Scientific and Cultural Organization, *Learning to Be* (Paris, 1972)

continuously quickening pace of technological and scientific development, the exponential growth and changing nature of information, the gradual erosion of the monopoly of authority by traditional sources of knowledge, such as teachers, professors, specialists, as well as the increasingly challenging task of forecasting the emergence of new professions and associated skills needs.

Future learning: Blurring boundaries between learning, working and living

Many countries have placed work-based learning for youth and adults at the centre of their approach to vocational skills. Internship and apprenticeship are going through a worldwide upswing. The key challenge remains to ensure that the life-long characteristics of workplace learning are reflected in education and skills strategies and policies. These include development of new approaches for recognition and validation of non-formal and informal learning and enabling flexible access to skills development and qualifications.

In many developing countries, skills development in the informal sectors of the economy is a principal route to skills and work for large numbers of workers, but is often of low quality and continues to receive relatively little policy attention. There is a need for new skills development approaches that capitalize on the full potential of all learning settings.

From the content of learning to a focus on assessment and validation of learning

The growing recognition of the importance of learning and relearning taking place outside the formal education and training systems raises the issue of the recognition, assessment and validation of learning acquired through self-learning, peer-learning, on-the-job training, or through other experiences beyond formal education. From a traditional focus on the content of learning programmes and teaching/learning methods, the focus is now shifting to the recognition, assessment and validation of knowledge and skills. In addition to the recent focus on the assessment of learning outcomes among children and youth, there is also evidence of increasing attention paid to the measurement of skills levels and the efficient matching of these skills with those required by the world of work. This is being done either

through the development of outcome-based national/vocational qualifications frameworks, or through large-scale assessments of skills levels among adults.¹⁷

Rising skills requirements and foundational skills

While progress continues to be made in reducing illiteracy worldwide and in narrowing gender gaps in access to basic literacy and numeracy skills, particularly among youth - essentially as a result of the expansion of access to formal education systems - there are still an estimated 800 million illiterate youth and adults worldwide.¹⁸ Not only does illiteracy continue to represent a persistent challenge, but notions of what constitutes a minimum threshold of functional literacy are changing as a result of progress in science and technology and the development of the knowledge society. Skills associated with the use of new digital media in our everyday lives are evolving and becoming more complex. Beyond minimalistic definitions of literacy and numeracy skills, educational development must address the issue of adequate literacy, information and media literacy required in the information and digital age and appropriate means of assessing these skills levels.

The most recent developments in the knowledge society and the subsequent changes in the world of work at the global level are raising skill/qualification requirements for job entry and subsequently demand for a more knowledgeable and skilled workforce. At the same time, a growing body of evidence suggests that the formation of skills is a life-cycle process that exhibits dynamic complementarities. In the process, foundational skills such as literacy and numeracy have often not been sufficiently recognized. Without these fundamentals, learners have difficulty to access vocational learning and can never attain the level of skills that will enable them to make informed choices with regard to the life of work. It is also clear that in many countries the lack of relevance of instruction, often focusing on traditional rote learning and passing of exams, is not adapted to the needs of the labour market. As a result large segments of educated youth are excluded from the life of work.

¹⁷ See, for example, ETF inventory, 2010; CEDEFOP (2011); ILO (2010); PIACC etc.

¹⁸ United Nations Educational, Scientific and Cultural Organization, EFA Global Monitoring Report (Paris, 2011)

Employability challenges: Facilitating transition from school to work

High rates of youth unemployment have become a structural problem in many countries. This situation denies opportunities for millions of youth to make their creative contributions to society. As well as being a threat to social cohesion, the weak labour market integration of youth is a loss to development as a whole. A persistent challenge for education and skills development policies is therefore to assist youth in learning skills for successful transitions between learning and work. In many countries, a key challenge is about opening up for women who are traditionally marginalized in the labor market and for the huge numbers of young people who lack foundations skills or have completed basic education and yet have few prospects of decent work.

Increasing employability requires that two dimensions be considered relating to both short- and long-term perspectives. The first perspective refers to the capacity of graduates to seize immediate employment opportunities and to address constraints arising from the labour market. The second is the capacity to stay in employment, and to move on in the workplace and more broadly in lifelong learning. A greater emphasis should be placed on knowing how to use the tools for navigating in the world of work and seeking further learning. This means that education policies and programmes must be built on the basis of a careful analysis of the needs and aspirations of the individuals, enterprises and societies in question and that they must be owned by all relevant stakeholders.

Anticipating change

In this context, the design of effective education and skills policies is challenged by the difficulty of anticipating change. There is a need to develop more responsive education and skills policies that include greater diversification and flexibility and that allow for the adaptation of skill supply to rapidly changing needs and ensure that individuals are better equipped to be more resilient and can learn to develop and apply career adaptive competencies most effectively.

This should also include increasing the capacity of education and skills development systems to identify skills needs early on, as well as anticipate their evolution, and make better use of labour market information for matching skills demands and supply. This also

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means closer collaboration between stakeholders active in skills anticipation. International cooperation should become an important feature for knowledge sharing and enhancing capacities in anticipating change.

Beyond 2015: Perspectives for the Future of Education

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Draft

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In discussing emerging trends in education and perspectives for the future, we must necessarily consider global development patterns and the possible impact that these may be having on education worldwide.

1. Global development patterns in a changing world

The current context of global development is characterized by widening inequalities observed in most countries resulting in social exclusion and undermining social cohesion¹, growing youth unemployment², rising vulnerable employment³, and where the poor are increasingly found in middle-income countries and in fragile states⁴. Moreover, the increased interdependency of all societies in a context of intensified economic globalisation goes unabated in a context of emerging economies and shifting multi-polar global geopolitics. Furthermore, the greater multiplication and diversification in sources of information, the continued acceleration in the production of and circulation of knowledge, combined with the development of new information and communication technologies and digital media, explain the emergence of new forms of civic and political socialisation and mobilisation in the context of the knowledge society. Finally, increasing pressures on natural resources and associated climate change, diverse and multifaceted crises and shocks, such as the food, the fuel, financial and debt crises, as well as natural and technological disasters, call for a re-examination of our conceptualisations of progress and dominant models of human development.

2. Redefining the relevance of the international education agenda

In considering the possible impact that global development patterns may be having on education worldwide, it is important to highlight the tension regarding the global relevance of the international education agenda set for 2015. The MDG framework adopted in 2000, only several months after the adoption of the EFA Dakar Framework for Action the same year, not only challenged EFA as the sole reference for educational development at the global level, but also narrowed the international education agenda to Universal Primary Education (UPE) and gender equality (narrowly equated with parity). Indeed, the narrower MDG focus resulted in a neglect of a broader vision of EFA that encompasses – within its vision of basic learning – early childhood care and education, youth and adult literacy, vocational skills development, as well as concern for the improvement of the quality and relevance of basic learning. With

¹ Vandermoortele (2009).

² With almost 75 million young people under the age of 25 years of age out of the total of 200 million unemployed persons, global unemployment is clearly mainly affecting youth (ILO 2012).

³ According to latest ILO (2012) figures, vulnerable employment is on the rise mainly in sub-Saharan Africa (22 million persons) and in South Asia (12 million persons).

⁴ UNDP (2011).

the narrow education-related goals set within the comprehensive international MDG framework, the perceived relevance of the international education agenda for middle and upper-income countries began to wane as many of these countries had achieved or were close to achieving the education-related MDG goals. If we are to truly consider emerging trends in education worldwide and perspectives for the future, then we must ensure that our vision of the international educational agenda post-2015 acknowledges the diversity of development situations worldwide and the specific challenges they pose for education in different types of context.

3. Trends in international education as we approach 2015

UNESCO has been monitoring progress towards the EFA goals since 2002/03 through the production of the annual Global Monitoring Report (GMR). Additionally, UNESCO also prepared the draft of the main report of the Secretary General of the United Nations for ECOSOC 2011 on the theme of “Implementing the Internationally Agreed Goals and Commitments in Regard to Education” synthesising data largely from the GMR. What do we know about international educational development that can help define future perspectives?

- While there has been rapid progress made in expanding access to formal basic education worldwide, significant inequalities between countries persist, and national averages in many countries mask striking inequalities in levels of educational attainment and outcomes. Traditional factors of marginalization in education such as gender and urban/rural residence continue to combine with income, language, minority status, HIV and AIDS, age (particularly in the case of young adolescent girls), and disability, to create “mutually reinforcing disadvantages”, particularly so in low-income and conflict-affected countries⁵.
- With the growing recognition of the challenges of “reaching the unreached”, there is a need to better exploit more disaggregated data (such as household survey data) in order to better identify patterns and causes of non-enrolment and school drop out, in view of the design of more targeted strategies for the most vulnerable children, youth and adults.
- The expansion in access to basic formal education has also resulted in a shift from a quantitative focus on access and participation in formal education to a concern with qualitative aspects and the results of learning and their social distribution.
- Expansion of access to primary education has also resulted in the recognition of a growing demand for secondary and tertiary education and increasing concern for vocational skills development, particularly in a context of growing youth unemployment, and in a continuous process of qualification/requalification.
- Finally, there is a growing awareness of the pressures being placed on public financing of education and a resulting need to seek more efficient use of these limited resources, greater accountability in the investment of public resources for education, and ways in which to supplement them through greater fiscal capacity, new

⁵ UNESCO (2011). Global Monitoring Report.

partnerships with non-state actors, as well as through advocacy for increased official development assistance.

In addition, the dynamics of international cooperation have significantly changed in the past decade with a multiplication and diversification of development partners and a proliferation of NGOs, foundations, philanthropists and multilateral aid agencies and funds, as well as emerging donors introducing new patterns of South-South and triangular cooperation.

4. The international education agenda post-2015

As we approach the target date set for EFA and education-related MDGs, global processes are being initiated to review experience thus far and to begin defining the possible shape of the post-2015 development and education agenda(s). There are several strands of discussion within the current context of review of the MDG experience 2000-2015 and thinking about the *format* and *content* of the post-2015 international development agenda, and the ways in which these are inter-related.

In terms of process, for instance, some of the discussion has to do with the usefulness of setting targets at the international level on the grounds that such 'one-size fits all' global targets may be considered to be of greater or lesser relevance to countries depending on their specific development challenges. For instance, meaningful targets for an overall goal aimed at "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" (EFA Goal 6) can arguably only be realistically set at the national level. This is grounded in the assumption that each country has its own evolving conceptualization of the quality of education in terms of the performance of the system and the relevance of learning in specific development contexts. It is this conceptualization that would constitute the basis of national target-setting and subsequent selection of indicators to monitor progress in the realization of the overall goal of "improving all aspects of the quality of education".

Moreover, the experience of global-target setting within the MDG and EFA experience since 2000 has encouraged reporting of aggregate national data thereby masking the extent of inequality and disparity within countries. If our concern is with *equity* and our focus on reducing the observed trend towards widening inequality worldwide - and resulting exclusion from the benefits associated with positive societal development - then national target-setting would allow for the reporting of much more disaggregated data beyond traditional factors of discrimination such as gender and urban/rural residence.

Indeed, the need to monitor national progress on educational goals through more disaggregated data relates to a second dimension of the discussion on the MDG experience since 2000 which has to do with the focus on outcome indicators. With a combined concern for *equity and quality of education*, interest has gradually shifted to a focus on the results of the educational processes in terms of learning outcomes, as well as their social distribution. Seeing the international education agenda as unfinished business, a focus on learning, on what is actually learned (knowledge, skills and competencies), rather than on mere participation in educational processes, is also based on the recognition of the limits of

traditional proxy indicators - such as pupil/teacher ratios, share of qualified teachers, and mean years of schooling - in gauging the quality of learning and the contribution of education to inclusive and equitable development.

But we must be cautious with the recent emphasis on learning, and the corollary interest in large-scale assessments of learning outcomes, as is being promoted by a range of international development partners. The World Bank Education Strategy 2020, for instance, views “learning gains as a key metric of quality”⁶ overlooking the fact that current large-scale assessments only measure a limited range of cognitive skills. In addition, it may be argued that learning assessments should necessarily be grounded in local contexts and needs, if they are to be relevant for national educational processes. Furthermore, it is important to highlight the fact that standardized assessments of learning and impact assessments are important business industries, with the associated risk of perpetuating the dependency of the most aid-dependent countries on the North for the design of these tools.⁷

It might be helpful, for instance, in the context of the improvement of the quality of national education systems, to focus less on the outcome indicators at the global level, but more on process indicators at the country level. Indeed, process targets and indicators may be better suited to report on: (1) national efforts made to monitor levels of learning, as well as their social distribution at various stages of education, and (2) the use of such data in informing strategic interventions to improve the general levels of learning and ensure their more equitable distribution. Such process targets and indicators would allow national education authorities to be more accountable to their partners (families, civil society, other national departments, employers etc...) regarding the results of public investment in education.⁸

5. Emerging trends for the future of education

The exponential growth of information and its changing nature

With the continued development of knowledge societies, the influence of new technologies on the creation of knowledge is growing. Not only are the rate of production and the volume of information continuing to grow exponentially, but information is also less and less dependent on text-based transmission and increasingly includes audio, graphic, and visual supports through a variety of media. The exponential growth in the volume of information and its changing nature are questioning the very notions of the authority of traditional bodies of knowledge controlled by legitimate educational institutions and an elite corps of specialists.

A shift away from teaching to an increased focus on learning

With formal education traditionally emphasising teaching more than learning, education systems have focused on the transfer of information and knowledge from the teacher to the learner. Such a teacher-dependent education system is also “time-dependent, location-

⁶ World Bank (2011). *Learning For All: World Bank Education Strategy 2020*.

⁷ UNESCO (2011). Summary of internal ERF discussion of World Bank Education Strategy 2020. Unpublished.

⁸ See, for example, the interesting discussion in Barrett (2011). “A Millennium Learning Goal for Education post-2015: A question of outcome or processes”, *Comparative Education*, 47(1), 119-133.

dependent, and situation-dependent⁹. With the multiplication of new information and communication technologies and digital media, sources of information and knowledge are becoming more diversified and accessible beyond the confines of formal education systems. Beyond the traditional curriculum-related questions of what to teach (learning content) and how to teach it (teaching/learning methods), the question is increasingly becoming *when* and *where* to teach and learn. Recognizing that learning is increasingly happening individually beyond formal educational settings, at different times and locations, the role of teachers will have to evolve from dispensers of information and knowledge to facilitators and enablers of learning.

Beyond functional literacy

While progress continues to be made in reducing illiteracy worldwide and reducing gender gaps in access to basic literacy and numeracy skills, particularly among youth - essentially as a result of the expansion of access to formal education systems - there are still an estimated 760 illiterate youth and adults.¹⁰ Not only does illiteracy continue to represent a persistent challenge, but notions of what constitutes a minimum threshold of functional literacy are changing as a result of progress in science and technology and the development of the knowledge society. It is thus important to consider the various forms of information and media literacy required for full integration into the contemporary knowledge society.¹¹ Skills associated with the use of new digital media in our everyday lives evolving and becoming more complex. Beyond minimalistic definitions of literacy and numeracy skills, educational development must address the issue of adequate literacy, information and media literacy required in the information and digital age and appropriate means of assessing these skill levels.

Lifelong learning: Beyond classroom-centred paradigm of education

Learning in formal education systems has long been associated with classroom teaching. While a great deal of learning covered by formal education may take place at home, at school and elsewhere in the form of homework, reading and preparation for examinations, the physical space defined by the classroom remains a central feature of formal education systems at all levels of learning.¹² Although the lifelong learning paradigm is not new¹³, recent developments are reinvigorating the relevance of life-long education. These developments include the continuously quickening pace of technological and scientific development, the exponential growth and changing nature of information, the gradual erosion of the monopoly of authority by traditional sources of knowledge, such as teachers, professors, specialists, as well as the increasingly challenging task of forecasting the emergence of new professions and associated skills needs.

A shifting focus from the content of learning to its assessment and validation

The growing recognition of the importance of learning and relearning taking place outside the formal education and training systems raises the issue of the assessment and validation of

⁹ Frey (2010).

¹⁰ UNESCO (2011). *EFA Global Monitoring Report*.

¹¹ UNESCO (2008) *Information and Media Literacy*.

¹² What Fey refers to as 'classroom-centric' learning.

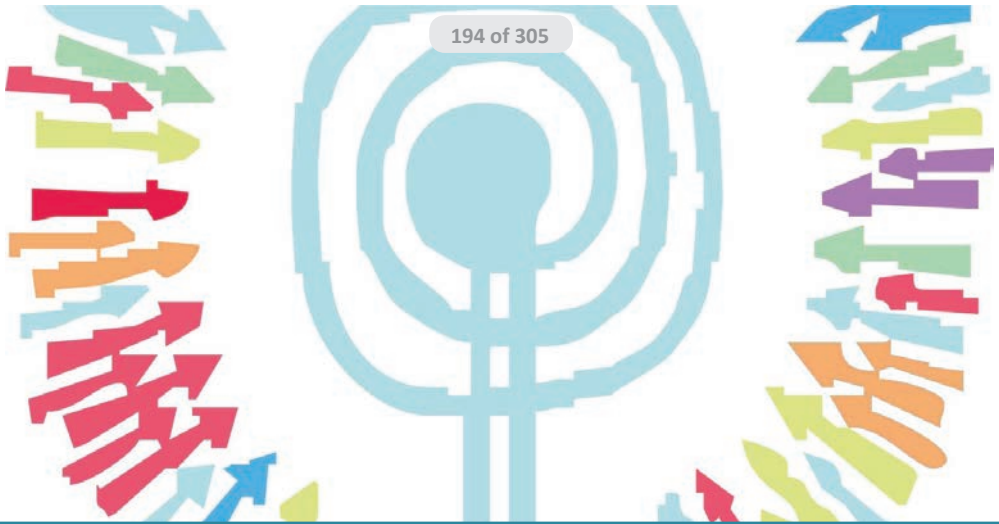
¹³ See for example UNESCO (1972). *Learning to Be*.

learning acquired through self-learning, peer-learning, on-the-job, or through other experiences beyond formal education. From a traditional focus on the *content* of learning programmes and teaching/learning *methods*, the focus is now shifting to the *assessment and validation* of knowledge and skills, regardless of the pathways through which they were acquired.

ICAE Virtual Seminar

A decorative graphic featuring a central target symbol with concentric circles and a vertical line. The target is surrounded by numerous colorful arrows pointing in various directions, creating a sense of movement and focus. The colors include shades of blue, green, yellow, orange, red, and purple.

“Adult Education and Development: Post 2015”



ICAE Virtual Seminar “Adult Education and Development: Post-2015” 10 – 24 of March 2014

The seminar will be based in the publication of *dvv international* in cooperation with ICAE, AE+D on the Post-2015 (“Adult Education and Development” Journal published once a year in three languages that was launched in December 2013).
http://dvv-international.de/index.php?article_id=1460&clang=1

The objectives of the ICAE Virtual Seminar are:

- 1- To promote a debate and dialogue on selected articles of the yearbook **AE+D POST-2015** in order to go deeper and broaden in the analysis
- 2- To create a virtual space as an opportunity to reflect on the links between the Post-2015 development agenda, the EFA goals and the CONFINTEA Belen Framework for Action, in order to strategize and define common advocacy actions
- 3- To give updated information on the Post 2015 process to follow up the Education agenda in the global scenario

Content

- Introduction by **Alan Tuckett**, President of ICAE.
- Post-2015: Quality Education and Lifelong Learning for All. By **Heribert Hinzen**, *dvv International*, Laos.
- Greetings and comments.
- “CONFINTEA and GRALE: Processes to be taken into account in the POST-2015” By **Nélida Céspedes**, Perú CEAAL Secretary General. ICAE Executive Council.
- Comments.
- The world needs a clear target on Lifelong Learning for All for another world to be possible. By **Alan Tuckett**- ICAE President.
- Comments.
- Reflection from a Caribbean perspective. By **Alison Cross** - VP, ICAE representing the Caribbean Region.
- African Adult Education CSOs’ Presence in the Post-2015 Process Needs a Revamp. Reflection by **Robert Jjuuko**, IALLA III Graduate, Uganda.
- Comments.
- Learning for All: The World Bank Group Education Strategy 2020. By **Elizabeth King**, Director of Education in the Human Development Network of the World Bank

- Comments on the article by **Elizabeth King** "Learning for All: The World Bank Group Education Strategy 2020". By **Sérgio Haddad** and **Filomena Siqueira** – Brazil.
- Challenges and opportunities with regard to lifelong learning for all as the post-2015 education goal. By **Ulrike Hanemann**, UNESCO Institute for Lifelong Learning (UIL).
- Adult and lifelong learning and the post-2015 Agenda – opportunities and challenges. By **Werner Mauch**, UNESCO Institute for Lifelong Learning.
- Comment by **Mr. Mor DIAKHATE**. Executive Director of the NGO ALPHADEV. Dakar- Senegal.
- The post-2015 prospects for social movements in adult education. By **Ronald Cameron**-Director General of ICEA. Institut de coopération pour l'éducation des adultes, Montreal. Canada.
- The Privacy of the Arab world. By **Iqbal elSamaloty**. Secretary General of the Arab Network for Literacy and Adult Education
- Some elements of our collective reflection so far By **Cecilia Fernández** – ICAE Secretariat.
- Input by **Cecilia "Thea" V. Soriano**, ASPBAE Programmes and Operations Coordinator.
- Africa Education challenges an POST-2015 Agenda. By **Lim bani Eliya Nsapato**. ANCEFA Regional Coordinator.
- Towards an Arab Adult Education Spring: Post-2015 Developmental Vision. By **Zahi Azar**. Secretary General Arab Network for Popular Education (ANPE). Ecumenical Popular Education Program (EPEP).
- Upstairs, downstairs: a view from below. By **Timothy D. Ireland**. UNESCO Chair in Youth and Adult Education - Federal University of Paraiba, Brazil. Individual member of ICAE.
- Comments.
- The MDGs post-2015. The crucial issues. By **Paul Bélanger**. Former ICAE President.
- Education in the national consultation process of the Brazilian civil society on the Post-2015 Agenda. By **Damien Hazard**. ABONG Co-executive director – Brazilian Association of NGOs.
- Education in Itaparica and in Brazil: statistics that hide more than they reveal. Comment by **Alex Pegna Hercog** - Salvador, Bahia, Brazil.
- A reflection from Chile about the need of dialogue between student's movement and adult learning advocates. Reflection by **Sebastián Vielmas** [1]
- Reflection by **Sofia Valdivielso**. Gender and Education Office of ICAE, Spain.
- Comment by **Carmen Colazo**. GEO/ICAE/REPEM. Paraguay.
- Working out ambiguities: lifelong education in the post-2015 definition process: MDGs and EFA. By **Jorge Osorio V.** - ICAE, Chile.
- Second synthesis of collective reflection. By **Cecilia Fernández** – ICAE Secretariat



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Introduction by Alan Tuckett President of ICAE



The Millennium Development Goals (MDGs) which were adopted in 2000 have concentrated the minds of development agencies and governments alike, and whilst few will have been achieved by 2015, they have had a galvanising effect on where resources are concentrated. You can see it best, perhaps, in education where the effect of adopting just two of the Education for All goals into the MDGs was to marginalise the other four goals. The result for adult learning was that the fine promises made by governments in CONFINTEA V and VI, the UNESCO world adult education conferences, and in the Dakar EFA were never backed by sufficient resources.

It is clear then that global targets are important – hence the ‘Post 2015’ focus for the first edition of the new annual DVV Adult Education and Development, which has been produced in co-operation with ICAE. This virtual seminar focuses on the core themes raised in the year book, and draws in particular on three contributions:

‘Lifelong Learning for All – A potential global goal for the post 2015 education and development agendas!’ by Heribert Hinzen;

‘Learning for All: The World Bank Group Education Strategy 2020’ by Elizabeth King; and ‘The world needs a clear target on Lifelong Learning for All for another world to be possible’, which I wrote.

In this introduction I want to bring the debate up to date – since the volume of consultative processes mean that the landscape of discussion and debate shifts rapidly, and to consider how the current debates on Sustainable Development Goals should relate to the Education For All process, and whatever succeeds EFA after 2015. I also want to highlight themes and issues considered in these three pieces by reference to other articles in the ‘Post 2015’ Adult Education and Development Yearbook. ICAE, and our partners in DVV International hope that you will be stimulated to contribute to the virtual seminar, that you will get hold of a copy of the Yearbook (Post 2015, Adult Education and Development, vol.80, 2013, DVV International, Bonn), and of course we hope that you will be enthused to re-double your advocacy efforts to secure a lifelong learning target with a meaningful commitment to rights based education for young people and adults.

Where then are we now? Since the High Level Panel report of May 2013, which was discussed in my paper for ‘Post 2015’, the UN General Assembly met, and the Secretary General reported in a broadly helpful way on the need to give priority to education, carrying forward the formulation ‘quality education and lifelong learning’, without alas highlighting education for young people and adults beyond labour market entry, and without highlighting the continuing challenge of securing the right to literacy for 775 million adults.

Up to the 2013 General Assembly, reflections on what should follow the MDGs had been substantially shaped by UN agencies.

Following the Assembly, responsibility shifted decisively to the representatives of member states, working through the Open Working Group (OWG) which was charged with developing proposals for Sustainable Development Goals. (SDGs) The OWG held eight initial open consultation meetings, and the co-chairs released at the end of February their draft summary of conclusions to date. On education, they argued:

1. Education is absolutely central to any sustainable development agenda. It is not only an essential investment but an important basis for human enrichment through life-long learning.
2. The post-2015 development agenda must achieve the MDG goal of primary education for all. However, it should also aim to address quality as reflected in learning outcomes, which will need to be more widely and effectively measured.
3. Gender equality in education is an important objective in its own right, with multiple social, economic and environmental benefits.
4. Moreover, to ensure productive employment in increasingly knowledge-based economies, greater emphasis is needed on secondary school and even tertiary attainment, and some countries may choose to set relevant targets.
5. Even if the emphasis is put on educating young people, continued attention is needed in many countries to raising adult literacy and in all countries to lifelong learning to facilitate adjustment to changing labour market conditions.

At a side meeting of the eighth meeting of OWG called by a coalition of the Global Campaign for Education, Education International, ICAE and the Open Society Foundations, the Deputy Ambassador for El Salvador explained that there was consensus among member states that education is a priority; however, debates continue as to whether this priority should be expressed through a stand-alone goal, or as a cross-cutting measure affecting all the SDGs. ICAE’s position on this is clear – that we need both a stand-alone goal that is life-long and life-wide, as Heribert Hinzen argues in his article in ‘Post-2015’, and that it is also a cross-cutting theme – since education, and particularly the education of youth and adults, is an

essential pre-condition for addressing other priorities – from infant survival rates, to clean water, to managing responses to climate change.

These debates about progress towards new post-2015 goals at the UN are paralleled in the monitoring of progress towards the Education for All targets, which like the MDGs are unlikely to be achieved on time. A key conclusion of the EFA developments to date is that EFA suffered from the separation of the MDG and EFA processes. For the collective voices of NGOs supporting EFA it has been a central demand that a single overarching education goal in the MDG/SDGs post-2015 be supported by an EFA mark 2, where the elements of the overall goal can be disaggregated, and monitored, and that UNESCO should have that responsibility.

This is not the position of the World Bank, or influential lobbying organisations like the Brookings Institute, which want a narrowly focused target. Adult educators, reading Elizabeth King's contribution to 'Post-2015' will be struck by the complete absence in the bank's analysis, at least reflected in the piece, of any mention of adult learning. The nearest the Bank's strategy comes to a recognition of the importance of learning through life is in the argument that there is a need to 'invest early because the ability to learn through life is best acquired in early childhood.' But what happens to people who missed out on the chance to get that experience?

In his stimulating contribution to the YearBook, 'If we don't look at how to finance Adult Education, we can forget about the post-2015 agenda' David Archer points to the risk that even if the words adopted in global targets are sympathetic to adult education, the key is to see where the money goes:

We may argue passionately and convincingly that in a changing world we need to support people to become active citizens to contribute to sustainable development – and that education underpins this. But money will talk and Adult Education will be left under-funded.

His advice is for adult educators to join the wider campaign for tax justice, and to overcome people's fear of economics, to insist on policies that work for everyone. It is an argument that looks beyond 2015, and remembers Adult Education's strengths in building mass popular movements. Camilla Croso points out, too, the need for civil society to mobilise to influence the debate, to secure 'what the Committee on Economic Social and Cultural Rights established in 1999: that the fulfilment of the right to education requires all its four dimensions be satisfied: its availability, accessibility, acceptability and adaptability.'

Another of David Archer's arguments is that the focus of efforts to secure those rights will need to be domestic, as Aid budgets shrink. Raquel Castillo demonstrates that such Aid for education as does reach developing countries is overwhelmingly concentrated on formal structures, with tiny percentages committed to alternative non-formal and informal routes. Hers is an example of the painstaking analytical work needed, alongside principled argument, and popular campaigning, if hundreds of millions of adults are not once again to be denied the right to learn.

What then are the key issues for us in this debate? First, how should advocacy energies be focused in the eighteen months before new targets are established. Second, what energies can we draw from our work on Post-2015, for the longer journey of work with youth and adults to create the other possible world to which we are committed? Third, how can we secure, as the Year Book does so well, that the debates and decisions that affect the lives of communities of learners throughout the world also listen to their experiences. I look forward to reading what colleagues say.



Post-2015: Quality Education and Lifelong Learning for All By Heribert Hinzen, dvv International, Laos



EFA and MDG

The year 2000 saw two very important events which both set goals and indicators to be reached by the year 2015, a milestone year which actually is just around the corner. Later these global gatherings were referred to as EFA for the education and MDG for the development agenda:

- EFA: Education for All, where the 1.500 participants of the World Education Forum in Dakar agreed on six goals covering early childhood, primary education, youth and skills, adult literacy and continuing education, gender equality, and improving quality.

- MDG: Millennium Development Goals, where at the Millennium Summit of the United Nations in New York, 193 member states agreed to achieve eight goals set towards reducing poverty, primary education, gender equality, child mortality, maternal health, HIV/AIDS, environmental sustainability, partnership for development.

The EFA agenda was a big step forward compared to the World Declaration on Education for All: Meeting Basic Learning Needs of an earlier World Conference in Jomtien in the year 1990 as the enlarged vision of EFA actually was orientated towards education and learning covering the whole life span – long, deep and wide.

Being involved

The global adult education movement got involved in these processes early, and was thus going beyond CONFINTEA, the series of UNESCO World Conferences on Adult Education. In the year 1990, just before Jomtien there was the ICAE World Assembly, also in Thailand. On national level, dvv international played a strong advocacy role in the preparatory task force within Germany, and the author was later invited to join the Government delegation that participated in Dakar. Since that time has this journal published special issues and numerous articles preparing for or reporting on the EFA events, and their outcomes in policy and practice on global, regional and national levels.

These contributions were honored by invitations and seats for ICAE, dvv international and other members in important committees like the CONFINTEA VI Consultative Group, the UN Literacy Decade Experts, or the Editorial Board of the Education for All Global Monitoring Report published on a yearly basis. The last one that came out for 2012 was on “Youth and Skills”, and the next will be on “Learning and Teaching for Development”.

In Dakar it was achieved already that two goals were close to our concerns:

- “(iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults...”

However, this potentially larger EFA vision during the decade of implementation was limited to the MDG 2 which called for: “Achieve universal primary education”. Therefore, only this aspect of the EFA agenda got higher attention by most governments and development partners. It would an important task to analyze the flow of development aid for education, and demonstrate how much – although not enough – was there for children and schools, and how little has there been for the continuing education and training needs of youth and adults.

Concerns and critiques from the adult learning community on the achievements of the MDG and EFA so far have therefore been on the limited concentration towards primary schooling, and where youth and adults and their learning and training needs have largely been left out. To help to reverse this trend, the Editorial Board of the journal decided that at this point in time a participation in the already running discussions towards the future perspectives of education for development would provide an excellent chance to get involved in the challenges that can be foreseen. It was stated: If we do not take it up now then the journal issue next year will be coming out too late for a meaningful contribution.

Post-2015 debates

A diversity of processes, conferences, and websites has been put in place to evaluate the outcomes so far, and start the debate of what should follow. All in all it has become clear that most of the eight MDGs have not been reached in most of the countries of the global South, and will not be reached by 2015. The same can be said for the six EFA goals, where most indicators show that and how much more is needed. This being said: There is no reason why not at the same the many successes should be further analyzed as they can provide lessons to be learned for the next decade, a job well done by the yearly GMRs which are full of such stories.

One stream of arguments is related to set global goals again, but to have national and / or context specific targets with related indicators. What is easy to reach in one country maybe very difficult in another one. Even within countries disparities persist often between opportunities in urban or rural areas, between richer and marginalized people, or the ongoing inequality between female and male access. For the new MDGs, which may be phrased later as Sustainable Development Goals, there is a growing understanding of the interconnectedness of the different goals: Healthier people learn better, better educated youth and adults are less vulnerable.

The UN System Task Team on the post-2015 UN Development Agenda published what they called a “thematic think piece” on “Education and skills for inclusive and sustainable development beyond 2015”. Following their understanding of the current state of development, they observe trends for education, and name respective chapter as:

- “The growth of information and its changing nature
- A shift away from teaching to an increased focus on learning
- Lifelong learning: Beyond a classroom-centered paradigm of education
- Future learning: Blurring boundaries between learning, working and living

- Rising skills requirements and foundational skills
- Employability challenges: Facilitating transition from school to work
- Anticipating change”

It seems that despite a variety and diversity of views and arguments, there is a growing common understanding which in respect to the different agendas calls for:

- An education specific agenda covering all aspects of schooling, training, and learning
- And that education must be everywhere in the implementation of the development agenda

This can be seen from the many documents floating around. The good thing is that there are so many opportunities to participate in the high number of meetings, websites, blogs and social media. The discussion in the Asia Pacific region can serve as a positive example where the UNESCO Bangkok office has taken the lead to explore future perspectives together with experts through a series of meetings:

- May 2012: Towards EFA 2015 and Beyond – Shaping a new Vision of Education
- November 2012: What Education for the Future: Beyond 2015. Rethinking Learning in a Changing World
- March 2013: Education in the Post-2015 Development Agenda. Regional Thematic Consultation in the Asia Pacific
- October 2013: Beyond 2015: Transforming Teaching and Learning in the Asia Pacific. Regional High Level Expert Meeting
- For June / July 2014 there is another regional meeting being planned which will look at the national EFA reports

Where are we now?

The debate reached a first global momentum with the UN Thematic Consultation on Education in the post-2015 development agenda. The meeting in Dakar, March 2013, came up with priorities towards: “More focus on quality and how to measure it; on equity and access for hard-to-reach children; and what should happen during the first 3 years of secondary school.” Therefore it is not wrong to state that unfortunately, the current flow of processes and debates demonstrate that the new EFA goals are again dominated by schooling needs of children.

However, again there is also a great step forward with the following formulation in the Summary of Outcomes: “Equitable quality lifelong education and learning for all” is proposed as an overarching education goal to realize the world we want”.

The Civil Society Communique of the Global CSO Forum on the Post-2015 Development Agenda, held in Bali March 2013, came up with a statement that a future “framework must include goals and zero-targets on universal access to equitable healthcare, quality, inclusive education and life-long learning, water and sanitation, and food and nutrition security.”

Taking these debates up now, and deepen them through our journal, should therefore provide an enlarged opportunity to have an in-depth-discussion why “Quality Education and Lifelong Learning for All” would be an overarching aim that has education as a human right as well as skills and competencies for citizenship, livelihoods, and vocational needs as an overall orientation.

It is not too late for the adult education community to get deeper involved. Members of ICAE should do it on national and regional level, and at the same time exchange arguments, and strengthen positions and claims by evidence based policy recommendation coming from good practice. The idea to strengthen this discussion and to widen it via a virtual seminar based on this journal issue and all the much other information seems to be a welcome opportunity. Potential issues to be raised could be:

- What are the alternative paradigms in and for education and development that transcend the limited orientation towards economic growth?
- How can education systems reach out to provide better access and more inclusive structures based on policy, legislation, and finance for all sub-sectors?
- How can civil society on national, regional, and international levels get better involved in these debates, and thus support the efforts by ICAE and others?

And this involvement should cover both, the education as well as development agenda. Youth and adult learning and training must be strong components in both.

CONFINTEA and GRALE

Complementary, and at the same time distinct from the EFA and MDG agendas there is also the chance to use the CONFINTEA process to strengthen our positions. The Belem Framework for Action coming from CONFINTEA VI in the year 2009 is monitored by the UNESCO Institute for Lifelong Learning. A mid-term report is due also in 2015.

Belem saw the first Global Report on Adult Learning and Education (GRALE). Now after the new GRALE which has just been published, the adult education community is in a position to know what has been achieved since Belem, and where

policy and practice, support and partnerships should concentrate on, including the highly needed governance, professional and financial structures and mechanisms.

It should be clear that opportunities and time for bottom-level-up debates are running very quickly. It seems that already in May 2015 in Korea the EFA-follow-up will take place as the World Education Forum. Why not to ask globally for: Quality Education and Lifelong learning for All – and have related goals for the diversity of specific education sectors and needs of the people, especially including youth and adults, and move to national targets and indicators for implementation and measuring of achievements.

Resources

UNESCO. 2013. *Education for All is affordable - by 2015 and beyond*. Paris, EFA global Monitoring Report. (Policy Paper #6.)
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/rethinking-education/beyond-2015/>
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/post-2015/>
<http://norrwg.wordpress.com/2012/09/17/education-and-skills-post-2015-what-education-what-development/>



Greetings and comments



Carmen Colazo - Paraguay

I am very happy that the Virtual Seminar has started. I hope to contribute to the presentations and also receive information and feedback on the subject from such distinguished experts!
 Greetings from Asunción!

Moema Viezzer- Brasil

Congratulations to ICAE on this new initiative! I will be accompanying and, if possible, contributing.

Babacar Diop Buuba - Senegal

These reminders and put into perspectives are useful. Bravo.

Malú Valenzuela and Gómez Gallardo

Popular Education Group with Women, B.C. Mexico

Cecilia, we wish you all the luck in the world with this new effort of ICAE, a big hug for the whole team. Thanks, I'll be watching to participate.

Juliana Alves de Araújo Bottechia to the introduction of Alan Tuckett

Good night!

I would like to congratulate the initiative of completing the Virtual Seminar and thank the opportunity to join the lists, although you use the Google translator (rs). I hope I can make myself understood...

My name is Juliana Alves de Araújo Bottechia and I am a teacher of adult education from public schools of the Federal District, and currently work in EAPE - School Improvement of Education Professionals. I've been forming literacy volunteers who work with their classes of non - literate, organized by the Department of Education / Coordination of Youth and Adult Education (EJA) with the help of popular movements that promote each phase, the inscriptions of these students in literacy teachers actions DF - Literate in classes in urban or rural areas.

In turn, they pass through the process of training and after completion of literacy will be assessed as to the level where they are and can move on to more advanced classes in the EJA series of public schools if they wish to pursue studies in.

Literacy volunteers receive a stipend, students and school food book, but in Brasilia are still about 10 illiterate people per square meter, or about 65 thousand illiterate, although these last three years many actions within the DF - Literate (in partnership with Brazil - Literate) program are being carried out.

The goal of the DF - Literate was literate at all until this year (2014), however, with population growth of around 2.82 per cent and the annual urbanization rate reaching 94.7 % (one of the highest in the country), the call rate of illiteracy - despite the actions literacy teachers - still reaches about 4 percent among people aged 15 and over.

Considering education as fundamental to the sustainable development agenda through lifelong learning, the shares are literacy teachers in the development agenda aiming at quality in terms of learning outcomes, as in the current knowledge society, emphasis is needed in teaching everyone, regardless of social diversity, generation, gender, ethnicity, religion, but directly dependent on the resources and investments.

**Daniel Baril, IALLA I
Institut de coopération pour l'éducation des adultes (ICÉA)
Canada**

Heribert remembers us of a lesson to take into account in our strategic considerations: the continuing narrowing of the education agenda to primary education or a paradigm centered on economic growth. Adult learning needs and demands, in all their diversity, as central as they are to personal and collective development, have still to struggle to emerge as a long overdue priority. « From rhetoric to action » was the calling of CONFINTEA VI. So true is still the analysis leading to it. Hopefully, so far in the debate, the global orientation proposed, i.e., equitable quality lifelong education and learning for all, opens up a wide space for international and national advocacy, as underlined by Heribert. But, as the past teaches us (MDG and EFA), as wide as a political space be, adult education will always have to fight to be included in policies, legislation and financing priorities.

I would like to highlight that, with the CONFINTEA VI following up process, the international adult learning community has another very specific forum to advocate from, in the defense of the right to adult education: the actualisation of the 1976 recommendation on the development of adult education. Next autumn, a new recommendation should be adopted at the UNESCO general conference. So we could expect being consulted in the near future. More specifically, it is proposed to join an action plan to the next Agenda post-2015. Regarding the place of adult education in the Agenda post-2015, this action plan should include, as an adult education action plan, the newly adopted Recommendation on the development of adult education. That would be a way to strengthen the always fragile place of adult education in the global agenda.

In all solidarity,
Daniel Baril



“CONFINTEA and GRALE: Processes to be taken into account in the POST-2015”

By Nélide Céspedes, Perú

CEAAL Secretary General. ICAE Executive Council



1. Rhetoric is more than action. Follow-up to the CONFINTEA VI. GRALE/UII Report

At the follow-up to the CONFINTEA VI, the UNESCO Institute for Lifelong Learning (UIL) took on the mandate of the Belem Framework for Action: Preparing the World Report on the progress made by governments and their commitments in relation to this Framework.

The Advocacy Group of Educational Policy of CEAAL (GIPE, for its acronym in Spanish) reviewed the reports prepared by the governments of Latin America and the Caribbean and made a critical analysis that formed the basis for analyzing the Global Report on Adult Learning and Adult Education (2010).

We appreciate the transparency of the report as it states that in relation to the axes of the mandates regarding Policy, Governance, Funding, Participation and Quality, rhetoric is more than action. This transparency is very beneficial because otherwise it would not help awareness-raising in order to take on commitments to policies and programs for youth and adults in the region. Therefore, the report rises "that the situation has not changed much after the CONFITEA VI was held", although the problems are part of the debates and they permeate processes in this field "at a slow pace", as we say.

a) A special focus on literacy

The Report includes a special concern for Literacy as it is a matter of ethical commitment. It is unfair that in the twenty-first century there are still millions of young and adult illiterates in the world and in our Latin America and Caribbean, and that their opportunity to exercise their right to education has not been assured. The report notes that literate environments and learning societies are important; however, a multidisciplinary and multisectoral approach is essential to overcome the causes of illiteracy, such as social injustice and unequal distribution of wealth in the continent.

Stressing the importance of the right to education, Katerina Tomasevski, former United Nations Special Rapporteur on the right to education, pointed out that "the right to education is [...] the key to unlock other human rights." Paulo Freire argued that it is an educational process that enables apprehending the world, having a place in it and contributing to its construction^[1], from an approach of contextualized, critical and transforming education with a pedagogy that enables the *empowerment of social actors*.

b) Latin America and the Caribbean: an intercultural continent

The report also states that there are no reliable data, that resources are limited, and the challenge will be the dialogue between different alternatives that are underway; it points out that together with this challenge there is the information gap in relation to cultural and linguistic diversity not only in terms of measurements but on how weak policies still are for indigenous people.

In a study conducted by CEAAL entitled "**At a Slow Pace**"(*) which analyzes reports from 22 countries submitted to the UIL for GRALE report, we found that: Native languages are weak in the regular offer and not in all cases there is a policy on the language of instruction for adults: only 11 of the 22 existing reports (46%) recognize the development of literacy processes in other languages other than the official and national languages. They also report that they do not have materials for literacy in indigenous languages, and rather do it in the national language or simply do not use materials. It must be assumed that literacy is essentially a process that aims people to get on as subjects of rights, as citizens and actors in the development of their community and their country and we need to address the intercultural reality of our peoples.

The Belem Framework for Action (BFA) and recommendations Policy

The report notes that progress has been made in the field of rhetoric, but policy implementation for ALE is still poor, and there is little recognition of non-formal and informal learning educations. In Latin America and the Caribbean it is essential to talk to the rich tradition of community education and ALE linked to Popular Education. In a recent study by CREFAL entitled "Towards a transformative ALE", many scholars have pointed out the need to open a debate regarding this political and educational approach because it aims at inclusion and the exercise of rights, it promotes the appropriation of the word, of communication to the transformation of social actors, to social transformation. This education nourishes from and seeks democratization, solidarity and cooperation. Its methodology starts from the real situation of people excluded, their historical context and its analysis to raise commitment towards change, and it works on knowledge as a dialogical process of active listening, criticality and proposals for people to assume their own personal and social development.

What does it outline about Governance?

The report highlights three important aspects: the decentralization of regional and local levels, the involvement of all stakeholders as policy support, and capacity building.

The development of regional and local education plans is a policy that is being promoted in the region, however, these plans are weak because they mean to transfer the management of education in general to local governments, evidencing their educational and financial inefficiency. In some regions of our countries there are types of medium-term plans that need to be improved as they are an attempt to bring the policy closer to the regional situation which is responsible for education, and to regional governments regarding funding, although bureaucracy impede these decentralization initiatives.

A very sensitive issue is participation. On many occasions, the participation of civil society is not taken seriously; however, this is also changing due to the role of civil society, of educators themselves who are permanently struggling to participate and make proposals. Such participation should be expressed by ALE subjects themselves who have a wealth of experience and know their needs, so it is necessary to use different mechanisms of inclusion in policy formulation and in listening to their voices by raising various strategies.

So in the context of Post 2015 debates, various civil society networks (ICAE, CLADE, REPEM, FSME, FLACSO) have spoken and made proposals for an understanding of education as a fundamental human right, and to make ALE visible. This has occurred in the 68th session of the General Assembly of the United Nations at the launch of the Special Report of the Secretary General Ban Ki-Moon entitled: "A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015". The debate there has not been easy, we have to fight for ALE to be understood as lifelong learning and to perceive its relation to policies, as well as to move forward towards a conception of the right to education that stops its commercialization and stripped it of its sense of common good.

Funding

In the previous report, underinvestment, lack of information, poor research and lack of political will are noted. Today, due to the limited funding, public accountability in ALE decreases and shoddy private training centers increase, who profit at the expense of the poor, and in which methods of corruption were even found by purchasing notes and certificates. And the authorities are aware of all this. On the other hand, in some Latin American countries there is a tendency to decrease the budget year after year: it is argued that there are few students and due to their low quality, inefficient schedules, lack of materials, and lack of cultural relevance and age, young people quit these centers.

A final wake-up call: if we keep assuming that ALE deserves poor education for the poor, it will not have the visibility and the place it deserves. The challenge is to take over a concept of lifelong ALE as a fundamental human right. While it is a matter of policy, it is also an ethical commitment towards our citizens who have been discriminated and excluded from their rights.

Quality

The report points out that several countries are in the process of improving the quality of ALE. The efforts made by the OIS (Organization of Ibero-American States), UNESCO and other countries to encourage initiatives that account for a smaller number of illiterate people in the region are recognized, and the campaign strategy is being exceeded, approaching it systematically and in a variety of modalities.

In a final result of surveys entitled *"It is never too late to go back to school"*(**), prepared by the UNESCO Institute for Statistics (UIS), it is noted that 36 million adults who can not read or write live in the region. In surveys conducted with women, they have said they do not match their age, they are not in relation to context or to their experiences, there are no adequate educational materials, they are not in the native language of the participants, and educators are not trained for that level. This explains why drop out, i.e. because of low quality.

It is important to recognize that civil society develops interesting educational experiences with youth and adults which - in some countries - are not well enough received and recognized in the design of policies for ALE.

What is left, then, is the great task of focusing on improving quality and articulating it with the development of citizenship, multiculturalism, and linking learning to the environment. It is important that policies and programs focused on ALE recognize its cultural heritage, traditional knowledge, representations, expectations and skills, as well as its contexts and needs. It is extremely important to emphasize the education of women, which represents a fundamental commitment to gender equality and non-discrimination, which is strongly related to achieving dignity, respect and justice.

As well, in Latin America and the Caribbean there is an EPJA Observatory (EDULAC Portal) in partnership with the UNESCO Regional Office in Santiago, UIL, OIS, INEA (National Institute for Adult Education) in Mexico and CEAAL/ICAE. The idea arose during the regional follow-up meeting to CONFINTEA VI in response to the scarce and scattered information about ALE in the region. Thus, EDULAC proposes to establish parameters for the generation of knowledge through the analysis and comparison of data, and to promote a space of cooperation and coordination between the 33 Member States of the region, but the challenge is based on its recovery.

Only by studying these analyses will we be able to make the necessary proposals towards the legitimate right to education young people and adults deserve.

<http://bibliotecasolidaria.blogspot.com/2009/09/la-educacion-como-practica-de-la.html>

(*) <http://www.ceaal.org/v2/archivos/publicaciones/carta/a-paso-lento.pdf>

(**) <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/IP15-2013-literacy-education-survey-statistics-en.pdf>



Comments

Carolyn Medel-Anonuevo Deputy Director of UIL

Thank you to ICAE for initiating this virtual seminar.

Daniel has pointed out that we should use the upcoming revision of the 1976 Recommendation on the Development of Adult Education (RDAE). This draft revision will be presented to the UNESCO General Conference in 2015 for approval and the Institute is now preparing a process (ensuring substantive discussions at the same following legal

procedures) to arrive at a revised RDAE. This will start with an expert meeting to be held in Hamburg this May, to be followed by an online consultation in June and a formal consultation process to Member States starting September.

The timetable of the revision of the 1976 RDAE is also coinciding with the Revision of the Recommendation concerning Technical and Vocational Education so we are working closely with our colleagues in Paris and in Bonn to make sure that these two documents are speaking to each other. The expert meeting in May in fact will address the two Recommendations and therefore bring together experts in AE and TVET.

We hope that you would all actively participate in our online consultation in June. For our part, we will be listening to the discussion and make sure that the key issues coming out from this are also reflected in the May expert meeting.

Carmen Colazo – Paraguay

Dear colleagues,

I find it very interesting the synthesis achieved and I share one by one the issues that have been considered as key priorities for inclusive and lifelong education, following the steps of the CONFINTEA VI in Belem Do Para. However, I want to make three specific points that I think we can relieve in this dialog:

a) The compliance with the constitutional mandates of the region, especially in recent Constitutions, which have taken a huge step in the incorporation of Human Rights, the normative framework of human rights within international law influencing our domestic legislation, because these Constitutions mark a way forward, determine a priority for states and their budget allocations, as well as to the follow-up of their progress in terms of DESCs and the respect of multicultural and intercultural aspects defined in them (most mother tongues are transmitted by indigenous women in the region, the most illiterate ones, with all the problems of educational governance and educational quality that this entails).

b) The inclusion of gender in education, in a cross-cutting way, for a COEDUCATIONAL education (a part of the quality we're talking about), that exceeds quantitative approaches and deepens qualitative ones that keep repeating sexist patterns that are then translated into the reality of lack of rights and problems of development for half the regional population that are women, and also for people with other sexual orientations and gender identities that, even if they are now included in some constitutions (such as Ecuador and Bolivia) as subjects of law, education systems have not adapted at all for these rights to be real and effective in their lives.

c) Finally, I am concerned about ICTs, especially in their view of gender, sexual orientation, multi and intercultural aspects, gender violence, from the educational point of view. I think we have to say that if multicultural and intercultural co-education is not funded, there will be no changes in the states, democracies and governances in our so diverse region. A big hug and let's continue the debate!

Carmen Colazo (Feminist Academic, Women, Gender and Development with Equity Network Coordinator. School of the Americas. Inter-American University Organization -COLAM - OUI). From Paraguay.



The world needs a clear target on Lifelong Learning for All for another world to be possible (*)

By Alan Tuckett- ICAE President



The story to date

Ever since the eighth World Assembly of ICAE in Malmö in 2011 we have followed three key threads of the process which will lead to the adoption of new global development targets for the period 2015-2030. The first strand focused on the world Earth Summit conference in Rio in 2012. At this conference UN member states made the commitment to create Sustainable Development Goals, and commissioned 30 countries to lead an Open Working Group to report in 2014. Adult educators had only modest success at the summit in Rio in securing two discrete mentions of the Lifelong Learning agenda in the formal agreement of the conference, but ICAE made an effective alliance with other education civil society organisations, and led the preparation of a civil society policy paper on education for the world we want.

The second strand of our work was the Education For All process – which monitors progress on the range of education goals adopted at Jomtien in 1990 and confirmed in Dakar in 2000. Three of the EFA goals have a direct bearing on our interests. Target 4 makes a commitment to gender equality – but has in practice been focused overwhelmingly on access to

schooling for girls. Target 2 commits to expanding learning opportunities for young people and adults – and whilst the EFA Monitoring Report in 2013 reported on skills for youth, no attempt at all has been made to monitor wider adult learning provision. Target 3 promised a 50% reduction in the numbers of adults without literacy skills – but in 23 years there has been an improvement in the literacy rate overall of just 12%, and numbers (just short of 780 million) are broadly static given the expansion of the world's population. No improvement has been achieved in the proportion of women without literacy – still 64% of the total number.

ICAE and its partners have been relatively successful in influencing the EFA agenda, through the Consultative Committee of NGOs, the EFA steering committee, and the Dakar Consultation on Education, held in March 2013, which adopted an overall goal of “Lifelong Education and Quality learning for All”. All well and good – but the summary of the Dakar event still managed to omit any mention of adults.

The third process has been the work in considering what should follow the Millennium Goals. This has had a bewildering range of threads, co-ordinated by the UN Secretary-General's High Level Panel (HLP), and we have found it difficult at times to see how best to contribute. The Panel reported at the end of May 2013.

The report, *A New Global Partnership*, is in some ways more positive than I had feared, but it also contains major and disturbing omissions, and clarifies areas where we need to redouble our advocacy. It provides, though, one clear context for our immediate discussions, and in my view highlights some key challenges the adult learning movement needs to address.

The report bases its recommendations on global goals on an analysis that five “big, transformative shifts” in priority are needed for a sustainable future in which poverty can be eradicated. These are:

1. “Leave no one behind” – income, gender, disability and geography must not be allowed to determine if people live or die, or their opportunities. Targets are only to be achieved when they impact equally for marginalised and excluded groups.
2. “Put sustainable development at the core” – the report argues that it should shape actions by governments and businesses alike. There is little, though, securing sustainable ways of living.
3. “Transform economies for jobs and inclusive growth” – jobs are what help people to escape poverty but people need “education, training and skills” to be successful in the job market. There is, though, nothing on the need to strengthen the skills of people working in the informal economy – though these are the overwhelming majority in sub-Saharan Africa and in India.
4. “Build peace and effective, open and accountable public institutions” – the report argues that freedom from conflict and violence are essential foundations for effective development, and that “a voice in the decisions that affect (people's) lives are development outcomes as well as enablers.”
5. “Forge a new global partnership” – including a key role for civil society.

A new global partnership then offers, for illustrative purposes twelve universal goals, each with between four and six sub-goals, to be accompanied by targets set nationally, and indicators that can be disaggregated to see the impact on marginalised groups. The targets are ambitious, wide-ranging, and as the report argues, interrelated:

1. end poverty;
2. empower women and girls and achieve gender equality;
3. provide quality education and lifelong learning;
4. ensure healthy lives;
5. ensure food security and good nutrition;
6. achieve universal access to water and sanitation;
7. secure sustainable energy;
8. create jobs, sustainable livelihoods and equitable growth;
9. manage natural resource assets sustainably;
10. ensure good governance and effective institutions;
11. ensure stable and peaceful societies
12. create a global enabling environment and catalyse long-term finance.

It is an impressive list, weakened by little clarity about how everything is to be paid for, but adult educators will recognise that few, if any of these goals can be achieved without adults learning – understanding, adapting to and shaping the changes that are needed. But it is perhaps no surprise that this is not a central conclusion of the report. Nevertheless, there are things to welcome. First, the reassertion of human rights as the basis for development, and the determination that new targets should focus on ensuring that “no-one gets left behind”. The key proposal that no targets can be met unless they are achieved for each quintile (20%) of the income distribution, and that they are achieved for women, for disabled adults, for

migrants, and for others previously excluded is reiterated through *A new global partnership*. The report recognises that for this to happen, there needs to be major investment in improving data, which can be disaggregated to provide accurate information on how effectively marginalised and excluded groups are reached. Improved household surveys, including questions about participation in learning would go a long way to assist adult educators in monitoring the success of programmes in meeting the needs of under-represented groups.

A second benefit is that the Millennium Development Goals and Sustainable Development Goals processes are brought together. It argues, like the Earth Summit that antipoverty and sustainable development goals must be developed hand in hand. It recognises, too, that the 12 goals identified are interrelated.

At first glance, the recommended goal for education looks positive, too. The third goal, to “provide quality education and Lifelong Learning” – at least includes Lifelong Learning on the agenda. Yet it differs from the Dakar education thematic conference in omitting any commitment to make provision “for all”. And when we look at the detailed targets we find that the one covering youth and adults is to “increase the number of young and adult women and men with the skills, including technical and vocational needed for work”.

This formulation of a Lifelong Learning goal – as yet only illustrative – fails to meet the challenge the High Level Panel set in their overview. They say: “Education can help us reach many goals, by raising awareness and thus leading to mass movements for recycling and renewable energy, or a demand for better governance and an end to corruption. The goals chosen should be ones that amplify each other’s impact and generate sustainable growth and poverty reduction together.”

Again, reporting on what young people told the panel, they note that what is wanted is “for education beyond primary schooling, not just formal learning but life skills and vocational training to prepare them for jobs ... they want to be able to make informed decisions about their health and bodies, to fully realise their sexual and reproductive health and rights. They want access to information and technology so that they can participate in their nation’s public life, especially charting its economic development. They want to be able to hold those in charge to account, to have the right to freedom of speech and association and to monitor where their government’s money is going.”

The proposed goal addresses hardly any of that agenda. Nor does it address the challenge identified in goal 2: “Empower girls and women and achieve gender equality”. There the Panel notes: “A woman who receives more years of schooling is more likely to make decisions about immunisation and nutrition that will improve her child’s chance in life; indeed more schooling for girls and women between 1970 and 2009 saved the lives of 4.2 million children.”

The report fails to mention adult literacy as an issue at all. Nor does it recognise that for all those currently excluded, or who missed out on quality education in the past, the right to a first or second chance education for adults – lifewide as well as vocational – is essential if no one is to be left behind.

What next?

For me, a key challenge from all the work so far is how to find a better voice for adult learning and education in the education community itself. We need to ensure that the energies of our colleagues in the wider educational community understand enough, and are convinced to include the case for adult learning and education (ALE), which is rights-based, and includes the right to literacy, vocational, democratic and civic education, education for well-being; for sustainable lives, that is alive to arts and culture, intergenerational learning, and respects diversity and difference. That was, of course, the essential vision of the UNESCO World Conferences on Adult Education CONFINTEA V and VI, but it is not yet a vision colleagues working in schools and universities automatically include in their advocacy. Adults, like children, need quality education from properly trained teachers. Children do better in school when their mothers learn. Early childhood education works better when families are engaged. We need to be better at stressing our common and interrelated goals, but also at explaining our own clear priorities.

Related to this, we have a major task in helping the wider development community to understand better the role education of adults has in securing other goals for overcoming poverty and securing a better quality of life. An early task for us is to enumerate for each of the 12 universal goals proposed in the High Level Panel report just how adult learning makes a difference, backed ideally by hard evidence – of the kind the Wider Benefits of Learning Research Centre in the University of London’s Institute of Education pioneered, and OECD (Organisation for Economic Cooperation and Development) has taken up. It will be important not to over-claim, but work in building that case would be a constructive use of the virtual seminar ICAE will run with DVV International following the publication of the journal. *[For more information, click here: http://www.dvv-international.de/index.php?article_id=1510&clang=1].*

Of course, the most important task of all, in my view, is to frame concrete proposals for a clear and easy to understand Lifelong Learning target, and to articulate the indicators that can be measured. Mine would include just a modest change to the High Level Panel report goal adding “for all” to the current formulation – to read “provide quality education and

Lifelong Learning for all". This will then inevitably involve recognition that Lifelong Learning covers formal, non-formal and informal learning.

My three indicators would start with adult literacy. It is a fundamental right – and we should secure universal literacy by 2030, with the number of adults without literacy halved in every country by 2020, and halved again five years later, with an immediate priority given to eradicating the gender gap in access to literacy. Given that the new targets are to cover the industrialised as well as developing world, it also needs to recognise that literacy skills are context specific, and the millions with poor literacy skills should be identified, and their numbers reduced.

ICAE, like DVV International has a commitment to decent learning for decent work. Access to fit for purpose education should be accessible to people working in the formal and informal economy, and the participation gap between the numbers reached in the most affluent quintile of a country's population, and those in the least affluent 20 percent should narrow with each five-year measurement of progress.

Thirdly, education for democratic engagement needs to be a priority. But since that is so hard to measure, and since the power of learning to leak from one domain to another is so strong, I would settle for an overall participation target – measured by household surveys, and with data disaggregated by all the groups highlighted in the HLP report. Then the indicator would again seek to secure a reduction in under-representation by marginalised groups.

I have concentrated here on the High Level Panel report, since it is the first attempt to bring the full range of issues together. But the parallel work of the Secretary General's Open Working Group on sustainable development targets will, doubtless, shift the debate again in different directions, and we must be ready to argue the case for education for sustainability to include the themes discussed here. And then there will be a parallel process to identify Education for All targets for the world after 2015. There is, without doubt, a great deal to do. But the vision of a learning society where everyone can learn to know, to do, to be and to live together, laid out in the Delors report in 1996 has yet to be achieved, and it is well worth working for.

Reference

High-Level Panel of Eminent Persons on the Post-2015 Development Agenda (May 2013): A New Global Partnership: Eradicate poverty and transform economies through sustainable development. The Report of the High Level Panel of Eminent Persons on the Post-2015 Development Agenda. Available at <http://bit.ly/1aF1nGJ>

(* The article is part of the *Adult Education and Development: Post 2015 publication*
http://dvv-international.de/index.php?article_id=1460&clang=1



Comments

Daniel Baril, IALLA I
Institut de coopération pour l'éducation des adultes (ICÉA)
Canada

Reading Nélida and Alan contribution, after 45 minutes of snow shoveling, in this Canadian surprised march snow storm morning, it appears to me that we might be faced with a paradox. As Nélida underlined, policy implementation has not followed the rhetoric. That should bring us to strive to have a strong and practical commitment for adult education policy implementation in the next Agenda post-2015. But, as Alan point out, a focus on a major international instrument (ex.: MDG) has, as a secondary effect, to bring government to marginalise other instruments (ex.: EFA and CONFINTEA). So, what should be our strategy, taken those thoughts into consideration? Some caution seems to be called for.

At a minimum, the post-2015 agenda will have to be explicitly and strongly linked with other instruments, like CONFINTEA VI and the next recommendation on the development of adult education. Ideally, a detailed action plan, with specific disposition for adult learning will be included in the post-2015 agenda. But memory tells us that the CONFINTEA V Agenda for the future was such a specific and detailed action plan for adult education. Two decades later, we are still hoping to go beyond rhetoric. It seems to me that we need to find a way to move from a leap of faith to a quantum leap. I still don't know how to translate that into strategic action. But, like Albert Camus said about the fate of Sisyphus, hope keeps him striving et happy.

Babacar Diop Buuba Dakar, Senegal

Excellent contribution, good analysis of trends with objectivity and a clear and relevant commitment for progress and solidarity. In a word, dialectics working. Congratulations, dear Alan.



Reflection from a Caribbean perspective By Alison Cross - VP, ICAE representing the Caribbean Region



“The more things change...the more they remain the same”.

The International Council for Adult Education (ICAE) is partnering with DVV international in presenting this set of essays and reflections on the issues under debate and discussion as new goals, targets and indicators are worked on for the period 2015–2030.

I offer a short reflection of where the Caribbean region needs to focus on in seeking to influence the post-2015 global development targets, and review issues that need attention over the next year, as the UN system shapes its final proposals for overall goals, and a parallel process is developed for Education for All (EFA) beyond 2015. I will also comment briefly on the article by Heribert Hinzen DVV International, Laos “Lifelong Learning for All – A potential global goal for the post-2015 education and development agendas!”

Background information:

The Caribbean Council for Adult Education (CARCAE) is a regional body of the International Council for Adult Education (ICAE). It officially came into being in 1978 at the ICAE Executive Meeting held in San Jose, Costa Rica, the decision was taken to recognize the Caribbean, not as a sub-region within the Latin American region, but as a region in its own right. One year later, at the ICAE General Assembly held in Helsinki; the non-Spanish speaking Caribbean was given full recognition as a region. Thus CARCAE serves twenty-two countries within the Dutch, English and French speaking Caribbean region. Unfortunately in the last few years, since the CONFINTEA VI held in Brazil, CARCAE has been dormant.

The Jamaican Council for Adult Education (JACAE) is a, not-for-profit, civil society organization whose members are organizations and individuals involved in a wide range of adult and continuing educational activities in both the formal and non-formal education sectors. The member organizations include government agencies, universities and colleges, the media, private sector organizations, as well as other civil society organizations. For over twenty-five years JACAE has been committed to promoting and sustaining the development of adult continuing education and lifelong learning for individual and national development and to uniting adult educators in Jamaica. In the last year JACAE has been relatively inactive due to significant challenges experienced with its executive members.

Guided by the EFA & MDG Roadmap

In his article, Hinzen reminds us that ICAE and DVV have been actively involved, participating in all the major adult education committees over the last fifteen years to ensure that the voice of adult learning and education receives priority status within the broader context of the agenda issues. The frustrating challenge for those of us in the Adult Education community is that youth and adults and their learning and training needs have been for the most part put on the “back burner”. This is not acceptable for ICAE or DVV nor is it acceptable for the majority of us in the field of adult learning and education.

Realistic POST-2015 Debates

There is a global babble, which is increasing in intensity, on the successes and lack of achievements regarding the outcomes of the MDG’s and the EFA Goals. *What have we achieved? What should we focus on? How should we organize or re-organize to achieve successes at the global and more specifically at national levels?*

Hinzen suggests that as we explore which global goals are needed for post-2015, that it may be time for countries to become more vocal and more involved in setting their own “national” or “context-specific” targets with related indicators. Of course this makes sense! Can you imagine if the English speaking Caribbean came together on the 3rd and 4th goals to start with: Goal 3: Promoting learning and life skills for young people and adults; Goal 4: Increasing adult literacy. In Jamaica alone, we are so fragmented with our efforts, each movement operating as if within a “silo” rather than with a more effective collaborative vision and action plan. I know Vision 2030’s National Development Plan has set the tone for functional collaboration – but this is for the large part not working for adult and youth education and learning.

I agree that the Caribbean should use the momentum of the post 2015 debate to focus on the interconnectedness of the different goals recognizing that: *Healthier people learn better, better educated youth and adults are less vulnerable.*

There are many possible themes being discussed as the major focus for the agenda post-2015, the Adult Education community is already weighing in on the main goals that we believe will achieve the greatest successes for the next fifteen years.

The ones that seem to have the most traction include:

- an education-specific agenda covering all aspects of schooling, training, and learning;
- that education must be everywhere in the implementation of the development agenda;
- that we must have a holistic lifelong lifewide learning framework.

If I close my eyes I can actually see Hinzen articulating in his firm, calm manner the charge to us in the Adult Education community that we MUST, “...step up our efforts if we are to influence future goals.” ...before he adds, perhaps with a half-smile on his face, “Luckily, all of us are invited to join the discussion.” This is where I begin to get concerned. Sure, we are all invited to join the discussion. I can predict which of my colleagues worldwide who will join in – the European region, the Asia-Pacific region, the African region, and of course the Latin American region will be very actively present...but where will the English speaking Caribbean’s voice be? We are quick to accept invitations to all kinds of agendas, but not so quick to participate in the agenda for adult and youth education. This is so very worrying.

Where is ALE in the Caribbean today?

The debate on adult learning and education in the Caribbean has been one of the best kept secrets to the general public within the Caribbean context. There has in fact been much research and articles written on this topic by the following groups: UNESCO, the InterAmerican Development Bank (IDB), the World Bank, the Caribbean Policy Research Institute (CaPRI), PREAL, OAS, USAID, UNICEF, the Caribbean Development Bank, our local Universities, the Ministries of Education, and I could go on and on. The question is...what do we do with the information we glean? How do we use this information to influence the process of adult learning and education within the Caribbean context? The results of all this research and publications are marginally tangible (if at all) and are not visible, so what is the point??

CARCAE and JACAE need to be revitalized. We need more voices represented in the Adult Education community. If we don’t have active Adult Education communities, we cannot participate. If we don’t participate, we will be left further and further behind.

Here I go back to Hinzen’s article and endorse his challenge to those of us in the Adult Education community to strengthen our position and to join this discussion. This is a special plea for the Caribbean Adult Education community to reach out, to participate...we have a strong and powerful voice...we need to use it now more than ever.

For ease of reference to my brothers and sisters in the Caribbean I will borrow two of the points from Hinzen’s article on potential issues covering the **education** as well as the **development agenda** focusing on **youth and adult learning and training** which we could raise in the Caribbean context:

- What are the alternative paradigms in and for education and development that transcend the limited orientation towards economic growth?
- How can civil society at the national, regional, and international level get better involved in these debates, and thus support the efforts by ICAE and others?

In the Caribbean region, what are the issues affecting youth and adult learners in the EFA process, and what kind of action is necessary to influence the process? We need to respond to these questions within the Caribbean regional and specifically at the National levels?

What Next for the Caribbean region?

In reading Alan Tuckett’s article for this debate, “The world needs a clear target on Lifelong Learning for All for another world to be possible”, I recognized that one of the many challenges facing the Caribbean Adult Education community is that as a collective group in the Caribbean, perhaps we don’t fully understand enough about **the case for adult learning and education (ALE)**, which is rights-based, and includes the right to literacy, vocational, democratic and civic education, education for well-being; for sustainable lives, that is alive to arts and culture, intergenerational learning, and respects diversity and difference. This is **not** a vision articulated by policy makers – at any level and in any field.

Perhaps our role in this DVV / ICAE virtual seminar and other discussions is to help foster the wider Caribbean development community to understand better the role education of adults has in securing other goals for overcoming poverty and securing a better quality of life.

The Caribbean pulls together to achieve monumental milestones in sports, in music and in many other contexts. We **can create**, through a stronger more active Caribbean Adult Learning community, **a Caribbean worth living in**.



African Adult Education CSOs' Presence in the Post-2015 Process Needs a Revamp

Reflection by Robert Jjuuko, IALLA III Graduate, Uganda (1)



Introduction

Horizontal and vertical partnership amongst African NGOs and other civil society actors in the field of adult education has zigzagged for too long. This rather imprudent crisscrossing needs a closer examination if African civil society is to make a mark on the post-2015 education agenda. In their articles for this virtual seminar, both Hinzen (2013) and Alan (2013), imply a greater participation of civil society individual actors and groups in shaping the global education and development agenda since the 1990s. The engagement of Adult Education-based CSOs in the post-2015 debates is more crucial today than 20 years back given evidence of increased subordination of the sub-sector from 2000s.

The fronts of engagement are multiple and diverse. The well known and claimed versatility of CSOs is at a test. For instance, as Alan (2013) puts it, *we need a better voice for adult learning and education in the education community itself*. This better voice ought to have local, national, regional and global legitimacy and cohesion. As advocates, we all agree that collective voices are better heard. Global voices are no substitute to regional voices. Regional voices and no substitute to national voices, and indeed national voices do not replace local views. Where are the African civil society voices in the global education debates, particularly those related to adult learning and education (ALE)? If you are familiar with the African adult education terrain, you could be having an idea of several attempts to create and nurture civil society voices at national, regional and continental levels.

The earlier attempts of the 1980s

The African Association for Literacy and Adult Education (AALAE) is arguably the most pronounced platform created in the 1980s to advance the promotion of literacy and education on the continent. There are pointers to significant achievements made by AALAE despite the huge ideological and management quagmire that befell it in the 1990s. With its collapse and eventual closure of its headquarters in Kenya, signs of a 'successor' network began to emerge. The Pan African Association for Literacy and Adult Education (PAALAE) was born to drive forward a similar agenda. Based in West Africa, PAALAE struggles but its muscle to bloom the storm is rather debatable.

The attempts of the 1990s and 2000s (EFA)

The EFA boom brought tremendous steam and hope. Indeed, there was a feeling of renewed interested in adult literacy / education. The hope for increased resource mobilization and financing for education motivated individual citizens and groups. New and old International initiatives such as the International Council for Adult Education and Global Campaign for Education, wantonly and unwittingly tickled many. Networks and Associations such as the Network Campaign on Education for All (ANCEFA) became visible at the continental level with national chapters in some countries. Apparently ANCEFA, by practice, has a strong inclination to formal schooling and the push to offset the effects of EFA boom.

In the early 2000s, REFLECT practitioners and theorists formed a network called PAMOJA Africa REFLECT Network. Besides, the preoccupation to promote and nurture a hybrid of psycho-social and Freire radical approach to literacy learning, PAMOJA was a useful platform for linking literacy practitioners. Apparently, there seem to be PAMOJAs in East Africa, PAMOJA West Africa and the block for South Africa. The discussion about intra-PAMOJA linkages is outside the scope of this conversation though signals indicate some challenges to live to the original vision.

The attempts during the CONFINTEA VI build-up

In preparation for the CONFINTEA VI Preparatory Meeting for the African Region, some four networks (ANCEFA, FEMNET, PAALAE and PAMOJA) established a loose super network called African Platform for Adult Education. This platform was instrumental in preparing a civil society input (CSO shadow report) which was shared during CONFINTEA VI Regional Conference held in 2008 in Nairobi Kenya. Visibility of this Platform was only felt during the CONFINTEA VI pick of activities. Yet it seemed like a new springboard for bolstering African adult educators' voice!

What are the issues?

The 2015 EFA Agenda was debated and concluded on African soil. The super education goal proposal 'Lifelong Education and Quality learning for All' was agreed in 2013 in Dakar through intensive discussions involving NGOs. Of course an audit to identify the contribution of African NGOs is not something I want to propose but it is worth thinking about. Something must be done by African adult educators. On a continent, where the pioneer President of ICAE was born, we must reflect on the previous attempts to generate collective voices to influence global debate. We need to identify lessons from our past to inform our imaginations and strategies to influence the post-2015 education and development debates. It is important that we address one of the key questions of the virtual seminar which I have tailored to fit my contribution. *How can African civil society at the local, national, regional level get better involved in these debates, and thus support the efforts by ICAE and others?*

Of course numerous local and national initiatives abound the continent. Thousands of CBOs and local NGOs engage in diverse advocacy initiatives to ensure that the right to education becomes a reality for millions of non-literate youths and adults in Africa. But these initiatives are rarely documented and disseminated. Actors do not inform each other of what works and does not. The time is now to once again profess and declare our willingness and preparedness to network within and beyond our borders. In his article, Hinzen (2013) says that it should be clear that opportunities and time for bottom-up debates are running out very quickly.

I think our effective engagement in the Post-2015 education and development processes entails a real paradigm shift. This shift involves rethinking and vigorously tackling the tensions and interests that often undermine the growth and development of national and regional adult education networks. There is a greater need to share and nurture linkages to generate an African voice. Whether the African Platform or some form of loose connections amongst ICAE members or IALLAs, something has to be done and done differently for that matter. If administering mega-networks or associations is problematic, could we explore possibilities of issue-based linkages between and among actors? Could we explore how interested individuals and organizations across the continent can for instance track and report on how AU and other regional inter-governmental bodies are engaging in the Post-2015 official negotiations?

We ought to remain true to the universal conception of lifelong learning by broadening our adult education / literacy advocacy messages and targets to include decision makers and colleagues in ministries of education, primary and secondary schools, universities, ministries of labour. For over two decades, we are painfully paying for isolating ourselves and taking our actions to the periphery of mainstream EFA and MDG policy dialogues. We need to resolve to do certain things differently. For instance, we better declare never again to engage in international literacy day celebrations that target decision makers from only those Ministries responsible for adult literacy. The plight of semi and unskilled workers who as human being deserve decent work terms and conditions are often not included in our advocacy programs because we ordinarily think this is a preserve of trade unions. Intersectionality should be seen to be in force. Synergies between and among promoters of education and learning is all their facets is what we should help to build.

Thank you Prof Alan and Prof Hinzen, I have read your articles with keen interest. They have stimulated my imaginations. I wish to associate myself with many of the issues you raise.

(1) About the Virtual Seminar Participant (March 2014)

He is an educationist, research and development worker. He is the Executive Director of Education and Development Initiatives Uganda (EDI Uganda). He teaches research methods, community education methods and project planning and management at the Department of Adult Education of Kyambogo University. He is an IALLA III Graduate.

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Comments



Inayatullah from Pakistan President of PACADE

Dear All,

While I generally endorse the points made regarding Hinzen's most perceptive paper, as far as the achievements of EFA Goals in developing countries is concerned, unless governments in these countries make very special efforts and provide adequate funds (at least 4 percent of GDP), the possibility of realizing these goals will remain a distant dream. Take for instance Pakistan which is required to attain Literacy rate of 86% by 2015, claims to have reached hardly 58%. At this rate it will take more than 2 decades for it to reach the targets.

It is also unrealistic to expect that the civil society/NGOs can make any substantial contributions. Exception apart, only government has the resources to establish tens of thousands of centers to speedily spread adult literacy.

In Pakistan currently 60 million people of age 10 and above are totally illiterate. Instead of laying down and in fact repeating known ideas and strategies for Access and Quality of Learning, in general terms, it is time that ICAE and its regional components concentrate on some of the countries left far behind the rest of the world and focus efforts on advocacy and mobilization of funds to ensure that governments and civil societies in these countries are substantially helped to launch the necessary plans and programmes.

Merely restating or recounting the need for undertaking good programmes and desirable strategies will not be of much use.

To repeat, efforts must be focused on laggard countries, as suggested.

High Regards,

Inayatullah - President PACADE

Ex-Chairman National Commission for Literacy and Mass Education, Pakistan

Carmen Campero from Mexico

IALLA VII

I want to acknowledge the important work of ICAE in various current international scenarios, mentioned in different contributions to this seminar, to position the education of youth and adults (ALE) in global agendas, from a broad and comprehensive view, based on the exercise of human rights, which largely outlines the action Plan for the Future of CONFINTEA V.

This task performed by ICAE, along with other networks, associations and foundations, is also key because in national education policies of many countries, including Mexico, ALE takes second place, and a compensatory approach centered in achieving quantitative targets in terms of literacy and basic education (primary and secondary) certificates predominates in its proposals, leaving aside the quality of educational processes and other areas of action included in this educational field. In this context, we do advocacy based on the commitments made by Mexico in the international level, in other socio-educational practices and in the results of researches conducted from different methodologies.

I would like to highlight two aspects mentioned by Heribert and Alan.

The first one relates to the importance that decision makers at national and international level understand the contributions of young and adult education in overcoming poverty and the efforts to ensure a better quality of life for many of them, for the exercise of their rights: in other words, we need to have evidence that supports that education makes a difference in the lives of people. This is where research from different methodologies, incorporating qualitative research and that related to popular education such as the systematization of experiences and action research, regain importance. Therefore, it is also essential to position the importance of promoting policies to encourage research in ALE that promotes diversity of strategies and methodologies to produce knowledge beyond many stuffy proposals by the "academy". It would also be very good that Alan shares the league of the Research Center on Major Benefits of Learning of the Institute of Education, University of London.

In this sense, in the short term, in order to have evidence of the importance of ALE, it would be positive to launch a broad initiative to get testimonies from young people and adults about how education has made a difference in their lives (the axis and strategy should be specified), something like those presented in the issue of the Dvv Journal Education and Development, which is the basis of this seminar, but they should be shorter. A similar experience is the call made by CLADE a year ago, for videotaping interviews with literate people which are part of the "Amplifying Voices" project.

A second comment refers to Alan's proposal of suggesting a clear and understandable goal and defining measurable indicators, he particularly intends to do so from the objective of "Providing quality education and lifelong learning for all"; I would propose "... for the entire population", to use inclusive language and make women visible.

If this proposal is adopted, there is a concern about it: that some studies in relation to Latin American show that the region does not speak of lifelong learning, but of education or teaching and learning processes with young people and adults, making reference to the programs and actions that take place in multiple spaces and modalities and that target diverse sectors of the population. For some colleagues, a concern of speaking only of "lifelong learning" is that this might imply, implicitly, to relieve from governments the obligation to promote specific policies and programs for realizing the right to education of all persons, as well as neglecting the importance of professionalism - training and working conditions - of educators working in this field of education. I consider these two aspects would have to be incorporated into sub goals and indicators, in order to avoid those risks.

Two other issues to discuss are the importance of the use of inclusive language to make visible boys and girls, young men and women as well as adult people, many of whom are women, as another means for positioning the gender perspective

and its inclusion in the agendas. Taking into account the distinctive features of each language, we have to search for terms that make women present; for Spanish these could be: population, adult people and sometimes mention at least in some parts of the documents: men and women, men and women educators...

Finally, to be aware of participating in face to face and virtual spaces to position our proposals, as the one convoked by Carol from UIL.

All best wishes from Mexico.

Carmen Campero Cuenca

National Pedagogical University and Youth and Adult Education Network



Learning for All: The World Bank Group Education Strategy 2020 (*)

By Elizabeth King

Director of Education in the Human Development Network of the World Bank.



Education is one of the most important drivers for ending poverty and boosting shared prosperity. Since 1990, targeted actions by a number of countries and their development partners have helped reduce by half the number of out-of-school children around the world. Yet 61 million children today are not in school – and there is abundant evidence that learning outcomes in many developing countries are alarmingly low, especially among disadvantaged populations. Because growth, development, and poverty reduction depend on the knowledge and skills that people acquire, not the number of years that they sit in a classroom, we must transform our call to action from Education for All to Learning for All. Learning for All means ensuring that all children and youth – not just the most privileged or most clever – not only can go to school but can acquire the knowledge and skills they need to lead healthy and productive lives, secure meaningful jobs, and contribute to society. Learning for All is exactly what the ten-year World Bank Group Education Strategy 2020 (World Bank Group 2011) emphasises:

- Invest early because the ability to learn throughout life is best acquired in early childhood.
- Invest smartly because national, family and donor resources are limited and must yield results.
- Invest for all because a nation can prosper only when all students – including girls and disadvantaged groups – can learn.

In 2010, the World Bank Group embarked on a year-long, comprehensive process of global consultations and technical work to shape the Bank's Education Strategy 2020. From Argentina to Mongolia, extensive consultations were held with stakeholders from more than 100 countries. In these conversations, representatives of governments, development partners, students, teachers, researchers, civil society, and business shared their views about the emerging education challenges facing developing countries and how the Bank can best support countries to expand both education access and quality.

What did we learn from this process?

First, foundational skills acquired early in childhood make possible a lifetime of learning. The traditional view of education as starting in primary school takes up the challenge too late. The science of brain development shows that learning needs to be encouraged early and often, both inside and outside of the formal schooling system. Prenatal health and early childhood development programmes that include education and health are consequently important to realise this potential. In the primary years, quality teaching is essential to give students the foundational literacy and numeracy on which Lifelong Learning depends. Adolescence is also a period of high potential for learning, but many teenagers leave school at this point, lured by the prospect of a job, the need to help their families, or turned away by the cost of schooling. For those who drop out too early, second-chance and non-formal learning opportunities are essential to ensure that all youth can acquire skills for the labour market.

Second, getting results requires smart investments – that is, investments that prioritise and monitor learning, beyond traditional metrics, such as the number of teachers trained or number of students enrolled. Quality needs to be the focus of education investments, with learning gains as the key metric of quality. Resources are too limited and the challenges too big to be designing policies and programmes in the dark. We need evidence on what works in order to invest smartly.

Third, learning for all means ensuring that all students, and not just the most privileged or gifted, acquire the knowledge and skills that they need. Major challenges of access remain for disadvantaged populations at the primary, secondary and tertiary levels. We must lower the barriers that keep girls, children with disabilities, and ethnolinguistic minorities from attaining as much education as other population groups. Learning for All promotes the equity goals that underlie Education for All and the Millennium Development Goals (MDGs). Without confronting equity issues, it will be impossible to achieve the objective of Learning for All.

Seeing Results

Since we launched our global education strategy in April 2011, World Bank-supported programmes have:

- *Helped countries accelerate progress toward the Millennium Development Goals for universal primary education.* Over the past two years, the Bank has provided more than \$2.7 billion in financing from the International Development Association (IDA) for basic education in the poorest countries. We are working closely with the Global Partnership for Education (GPE) – the Bank supervises the implementation of most GPE grants, and has provided IDA co-financing in a number of countries.
- *Reduced inequality in education.* Some examples include enabling private-public partnerships to expand access and quality of education for low-income children in Pakistan; providing stipends for girls to go to school in Bangladesh; and job training programmes for young women in Ethiopia and Jordan.
- *Improved the quality of service delivery.* The Bank is supporting performance grants to secondary schools based on test scores and teacher attendance in Nigeria; school grants based on achievement of school plans in Indonesia; expansion of training in priority occupations aligned with employer demands in Rwanda; and is helping a number of countries like Ethiopia, Mozambique, Angola, Zambia, Armenia, Kyrgyz Republic, Tajikistan, and Vietnam build regulatory and quality-assurance frameworks to strengthen their student assessment systems.
- *Generated new evidence to improve learning outcomes.* Through our Systems Approach for Better Education Results (SABER)¹, the Bank is building a comparable, worldwide database on education policies and institutions so countries can assess and benchmark themselves in key policy areas such as teacher policies, student assessments, school management, and workforce development. The Bank is also building a unique provider-level database on the quality of service delivery in African countries.

Expanding Students' Horizons

Our strategy stretches to 2020, but who knows what the world will look like seven years from now?

We must prepare our youth today for the world we hope to realise: A world in which people can escape the bonds of deprivation and disadvantage to become their own agents for development and prosperity. To get there, we know that investments in education must focus not just on inputs like new classrooms, teacher training, textbooks, and computers, but also on all the policies, incentives, and financing that make education systems work.

To ensure that developing countries can be competitive in today's global marketplace, we must equip the next generation with the essential cognitive skills and the skills for critical thinking, teamwork, and innovation. Knowledge and skills can expand the horizons of our youth and enable them to take advantage of emerging opportunities. We must also measure what students learn, and hold governments and educators accountable if they don't.

(* article published in "Adult Education and Development" 80/2013 http://www.dvv-international.de/index.php?article_id=1473&clang=1

1 Systems Approach for Better Education Results (SABER). Available at <http://bit.ly/12cM1IV>

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World Bank Group (2011): *World Bank Group Education Strategy 2020: Learning for All: Investing in People's Knowledge and Skills to Promote Development.* Available at <http://bit.ly/hTilbA>

For more details on the progress of the World Bank Group Education Strategy 2020, please visit: <http://bit.ly/1SCttF>



Comments on the article by Elizabeth King "Learning for All: The World Bank Group Education Strategy 2020" By Sérgio Haddad and Filomena Siqueira - Brazil

The presence of economists in the field of education is not new, particularly in the debate on the relationship between education and development. Depending on their thinking and their ideological position, they end up by placing themselves among those defending education as a factor responsible of development or, on the other hand, among those who see in development a factor necessary to achieve a good education. The first ones, who are closer to liberal and orthodox ideas, eventually identify in the internal factors of each country and the "quality" of their members, the drivers of processes of collective development, while the second ones, more heterodox, tend to see in macroeconomic factors and international relations between countries factors enabling a favorable environment for the development of quality education systems.

The article by Elizabeth King, principal spokesperson of the World Bank in terms of education for developing countries, summarizes the document of Education Strategy 2020, produced by her organization, entitled "*Learning for All. Investing in People's Knowledge and Skills to Promote Development*". From the name of the document itself we can perceive the position in which the Bank and its spokesperson are located in the aforementioned debate.

It is not new that the Declaration of Human Rights, promoted in the environment of the United Nations with its consequent international legislative divisions and improvements and in every country, recognizes education as one of human rights. Recognizing it in this statute means not to dissociate it from the realization of other political, social, economic and environmental rights and consequently, from the collective role they play in building more just and sustainable societies in their also multiple social, political, economic and environmental dimension.

The World Bank's 2020 Strategy, however, leaves aside this fundamental starting point to define education as a "tool for children and youth to acquire the knowledge and skills that they need to secure meaningful employment in the labor market of the XXI century". In that sense, it reduces the human right to education to a tool to achieve a purely economic objective, leaving aside the comprehensive and education dimension of human beings for political and civic participation, for life in society, for the preservation and sustainable use of natural assets.

At the same time, when focusing the attention on children and youth, and even recognizing as one of the objectives of the 2020 Strategy that "everyone has opportunities to learn", nowhere in the document there is reference to the nearly 770 million adults in the world who can not read or write, or suggests a strategy to overcome the denial of the right to education of that portion of the population. So, the document does not recognize another feature of the human right to education: its universality.

The World Bank's position is clear when it comes to defining its role in the development agenda by focusing and reducing its efforts to learning aimed at the labor market and focusing on early childhood education. By indicating among its strategies that it is necessary to "investing early, because the ability to learn throughout life is acquired during early childhood" and "invest smartly, because domestic and family resources, and those allocated by donors are limited and must be productive", it uses a productivist language rather than a comprehensive language that embraces and guarantees the right for all people regardless of their class, race, age, where they live and their physical and mental development.

It is also worth noting that by reducing the field of education as a major factor for developing countries to be "competitive in today's global marketplace", the World Bank eventually holds the student and youth responsible for that task. In the words of Mrs. King, "We must prepare our youth today for the world we hope to realise: A world in which people can escape the bonds of deprivation and disadvantage to become their own agents for development and prosperity." That's too much responsibility!

The question of quality

Many of the assessments developed in recent years have shown that, although there has been an increase in enrollment in basic education, the quality of education has not improved, which makes that many children and youth, despite spending years in school, they do not have minimum command of writing and mathematics. Based on this fact, the World Bank's strategy highlights the importance of "quality learning". The concept of quality for the World Bank is, however, reductionist, understood as the possibility for children and youth to acquire the skills that they need to meet the demands of the world of work and its values.

To ensure that quality learning proposed, the Bank considers it essential to implement evaluation systems that may indicate the progress of the students. Therefore, standard test to measure the results have been adopted and encouraged to monitor the development of students.

The consequences generated by this model are almost always negative: it does not recognize the cultural differences of each country, it does not consider the educational path of each student and the stage in his learning, it gives priority to disciplines considered to be more important, like grammar and math, at the expense of other less valued in the logic of the market.

At the same time, the incentive to privatize education is also presented as natural and desirable in the 2020 Strategy to provide education for all. In this sense we note that the concept of free education, another characteristic of education as a right, is at stake in the current debates through the incentive of low cost schools ("*lowfee Private Schools*") at the expense of the expansion and strengthening of the offer of free public schools by the National States.

Finally, values that encourage competition and individualism at the expense of solidarity and cooperative approach, eventually appear in mechanisms of bonds appreciation of learning processes as we see in the examples cited by the author in relation to improving the effectiveness in spending and outcomes:

"In Nigeria, the Bank is supporting performance grants to secondary schools based on test scores and teacher attendance; in Indonesia, the Bank finances school grants based on achievement of school plans".

"Expanding Students' Horizons"

The expansion of horizons referred to in the article, aiming at promoting prosperity through learning, means economic prosperity and education as a tool available to the market. The World Bank and other international agencies of global influence argue that this growth is the starting point for all other issues (social, political and environmental) which are results to be achieved from economic needs.

The World Bank's 2020 Strategy is not usually anchored by international standards and norms, built through years of struggles and debates in conjunction with its various actors - government, civil society and other stakeholders - ignoring the assumption of the human right to education, dismissing the accumulation built in documents such as the Dakar Framework for Action in 2000, and the CONFINTEA meetings, among others.

Given this situation, it is necessary to hear and evaluate the initiatives of various organizations and movements of civil society that have built an alternative agenda and for decades have advocated the concept of education as a human right as, for example, the current ones towards the post-2015 in which they state: "*Every human being is entitled to the right to education. The aims and objectives of education are the full development of the human personality and the sense of its dignity, the strengthening of respect for human rights and fundamental freedoms, the effective participation of all persons in a free society, the promotion of understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups and the maintenance of peace, enabling everyone to participate effectively in a democratic and pluralistic society. Because education is a human right, all human beings are equally entitled to it*" (*).

(*). *Civil Society Joint Statement: "The Human Right to Education in the Post-2015 Development Agenda". Available at: <http://www.icae2.org/index.php/en/home/13-news/65-civil-society-joint-statement-the-human-right-to-education-in-the-post-2015-development-agenda>*



Challenges and opportunities with regard to lifelong learning for all as the post-2015 education goal

By Ulrike Hanemann, UNESCO Institute for Lifelong Learning (UIL)



The post-2015 debate is currently being conducted in the form of many different processes that involve a diversity of actors and relate to a variety of international frameworks and commitments. This contribution, however, will focus on education and UNESCO's position on the post-2015 education agenda which should, of course, be an integral part of the broader international development framework.

Since 2000 this broader development framework has been the United Nations' set of eight Millennium Development Goals (MDGs), one of which (Goal 2) specifically concerns education, namely universal access to primary education. Unfortunately, this does not reflect the scope of the Education for All (EFA) goals – the Dakar Framework for Action – adopted at the World Education Forum in Dakar, Senegal, also in 2000. The commitment to EFA requires meeting the basic

learning needs for all: preschool-age children, school-age children, adolescents, young people, and adults, including the elderly. In most countries nowadays basic education goes beyond primary education. It covers at least lower secondary education, but often also upper secondary education, and increasingly a year of pre-school education. In any case, EFA is not as limited to children as MDG 2 is. [i] Despite being critical in contributing to development, adult literacy and adult learning and education were not included as a MDG.

In December 2009, the Sixth International Conference on Adult Education (CONFINTEA VI), took place in Belém do Pará in Brazil. Its guiding principle was “Harnessing the power and potential of adult learning and education for a viable future”. The Belém Framework for Action (BFA) adopted by the representatives of 144 member states of UNESCO at this conference, included the acknowledgment of the critical role of lifelong learning in addressing global educational issues and challenges. Furthermore, the BFA contains the recognition that adult learning and education represent a significant component of the lifelong learning process, which embraces a learning continuum ranging from formal to non-formal to informal learning.

Lifelong learning is founded on the integration of learning and living, covering learning activities for people of all ages (children, young people, adults including the elderly, girls as well as boys, women as well as men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems which promote lifelong learning adopt a holistic and sector-wide approach, involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals. [ii]

Basic education and basic skills (as defined by EFA) are vehicles to support the achievement of the MDGs and to empower in particular the poor. Most if not all MDGs involve knowledge, change of habits and attitudes, and of course learning: Without a largely educated population, it is difficult to eradicate extreme poverty and hunger, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases and ensure environmental sustainability. Education and learning are among the most powerful ways of improving people’s living conditions. Education is a way of reducing existing inequalities and achieving personal, social, economic, political and cultural development. Therefore, reflections on the post-2015 agenda must take the link between education and development into consideration.

After taking stock of achievements and shortcomings of EFA, and analysing emerging trends, challenges and changing requirements in terms of the type and level of knowledge, skills and competencies required in today’s world, UNESCO has developed a “Position Paper on Education Post-2015” [iii], which will be presented to Member States for discussion and consideration at the upcoming 194th Executive Board session in April 2014. In this paper, UNESCO advocates for a clearly defined, balanced and holistic education agenda which should take a lifelong learning approach. This objective includes the challenge of how to develop post-2015 education strategies which are clear, simple and measurable, and at the same time address the lifelong learning approach. Looking backwards to better understand the nature of this challenge, I would like to illustrate how difficult it has been in policy and practice to address, for example, literacy (EFA Goal 4) [iv] in a lifelong learning perspective.

The development of reading, writing and numeracy skills involves a continuous process of sustained practising and application in order to advance from the ability to perform most simple tasks towards higher-level, more demanding and complex tasks. Even if a high level of literacy and other skills has been achieved, there is no guarantee that (for different reasons) people retain the skills level they have already acquired. Evolving demands may even require the acquisition of new skills, or the development of a higher level of proficiency of existing ones. Therefore, literacy learning is an ageless and continuous activity. The acquisition and development of literacy takes place before, during and after primary education, it takes place inside and out of school, through formal, non-formal and informal learning. It is a life-wide and lifelong learning process.

Therefore the achievement of literacy for all requires working simultaneously on at least five complementary fronts:

- 1) Laying strong foundations for later learning and addressing disadvantage through good-quality early childhood care and education programmes.
- 2) Providing universal good-quality basic education for all children (in formal or non-formal settings).
- 3) Scaling up and reaching out with relevant literacy provision to all young people and adults.
- 4) Developing literacy-rich environments and a literate culture at local and national level.
- 5) Dealing with the root causes of illiteracy (mainly poverty, societal injustice and all kind of disadvantages) in a deep structural manner.

This approach reflects the interconnected nature of the six EFA goals. It also calls for sector-wide – and even cross-sectoral – approaches to promote literacy as a foundation of lifelong learning. Linkages and synergies between formal and non-formal education systems need to be created and used in order to promote learning and to break the intergenerational cycle which reproduces low levels of literacy. Family literacy and community learning programmes – as examples for intergenerational and integrated approaches to learning – have proven to be successful approaches which involve whole

families and communities in the effort to promote basic skills development and to work towards literate and learning families, communities and societies.

We know from experience what is necessary to make this work, for example that political commitment from the highest level is essential, as are well-defined government policies. Governments must clearly assign responsibility for adult literacy, which is often diffused across several ministries. Implementation also involves many partnerships at all levels of government and with civil society organisations. A continuous dialogue mechanism needs to be developed among literacy stakeholders to build consensus around viable and integrated approaches to learning. However, reality demonstrates how demanding it is to work with a lifelong learning approach. Education systems tend to still function in fragmented ways where sub-sectors do not cooperate to ease transitions from one level or modality to the next or to offer integrated and holistic learning opportunities which suit individual needs and life circumstances.

In its Position Paper, UNESCO recommends to its Member States that “Ensuring equitable quality education and lifelong learning for all by 2030” might be a suitable overarching goal. This is then translated into ten specific global targets to which countries would commit, a commitment they could be held accountable for, and for which corresponding indicators need to be agreed upon. The ten suggested targets are organised into six priority areas: basic education, post-basic and tertiary education, youth and adult literacy, skills for work and life, quality and relevant teaching and learning, and financing of education. After a closer look at the specific targets and possible indicators within these priority areas, it becomes obvious that it is extremely difficult to avoid overlap if the lifelong learning approach is consistently applied. Basic education should be the minimum foundation for all, not only children, while literacy skills should not be a concern only for young people and adults. Actually, literacy lies at the heart of basic education and constitutes the foundation of lifelong learning. In addition, literacy can no longer be perceived and dealt with as a stand-alone skill. It should rather be seen as one component of a complex set of skills and competencies which are necessary to perform in the modern world of work and learning societies. Therefore, it is complicated to draw a clear line between the priority areas of youth and adult literacy and skills for work and life.

These are only some examples that demonstrate how easy it is, on the one hand, to use the lifelong learning paradigm in the discourse, and how difficult it is, on the other, to apply it consistently in practice. The principle of lifelong learning does not seem to automatically help in overcoming the trend of fragmentation and stand-alone interventions in education. Its application requires bold if not radical thinking which may lead to completely new systems, strategies and mechanisms. The current post-2015 debate illustrates the conflicting roles of UNESCO: while acting as an intellectual “think tank” in terms of developing educational visions such as the lifelong learning paradigm in the Faure[v] and Delors[vi] reports; at the same time it takes on a rather bureaucratic-technical role to promote a narrow approach of functional skills for development such as the one advanced by the international aid community. The post-2015 debate is also an opportunity to strengthen UNESCO’s role as a forward-looking and visionary organisation against the pressures to reduce it to a development agency which is producing measurable results. Civil society organisations around the world, including the ICAE, can play an important role in this process.

[i] MDG 2, Target 2A: “Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.”

[ii] UNESCO Education Sector Technical Notes, *Lifelong Learning*, February 2014, p. 2.

[iii] <http://unesdoc.unesco.org/images/0022/0022266/226628e.pdf>

[iv] EFA Goal 4: “Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.”

[v] Faure et al. (1972) *Learning to be: the world of education today and tomorrow*, UNESCO, Paris.

[vi] Delors et al. (1996) *Learning: The Treasure within*, UNESCO, Paris.



Adult and lifelong learning and the post-2015 Agenda – opportunities and challenges

By Werner Mauch, UNESCO Institute for Lifelong Learning



At a time when post-2015 strategies are taking shape the situation may look quite optimistic and promising from the CONFINTEA perspective: Many of the actors present at Belém in 2009 were already well aware of the fact that the mid-term point of the Belém Framework for Action (BFA) (i.e. six years after CONFINTEA VI, 2009) would coincide with the expiry of the EFA and MDG time-lines in 2015. With its (implicit) perspective oriented towards CONFINTEA VII in 2021, the BFA was hence already predestined to represent an element of international educational cooperation reaching beyond

2015 while reiterating the relevance of adult learning and education for future global efforts in connection with providing

lifelong learning for all. The BFA's central message that "the role of lifelong learning is critical in addressing global educational issues and challenges" [i] seemed to be perfectly in line with the growing worldwide interest in lifelong learning and its relevance within education agendas. Meanwhile a strong recommendation has been put forward concerning the new UN Development Goals to aim for quality education and lifelong learning in order to end poverty within a truly universal approach. [ii]

The UNESCO Medium-Term Strategy 2014–2021[iii] provides another promising perspective for the years to come. For UNESCO's Education sector three strategic objectives are formulated which comprise a) developing systems to foster quality lifelong learning for all, b) empowering learners to be creative and responsible systems, and c) shaping the future education agenda, explicitly in order "to ensure that education remains a global priority beyond the 2015 target date, as a basic human right and as a prerequisite for peace and sustainable development"[iv]. UNESCO's new position paper on education post-2015 also includes a strong proposal to support youth and adult literacy with the aim that "All youth and adults achieve literacy, numeracy and other basic skills at a proficiency level necessary to fully participate in a given society and for further learning"[v].

The UNESCO Institute for Lifelong Learning (UIL) will play its role within UNESCO according to its mandate, namely "to promote the recognition of and create the conditions for the exercise of the right to education and learning". To that end it will "undertake research, capacity-building, networking and publication on lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education". [vi]

Within this context, the ground should be prepared for assuring that adult learning and education will be a crucial element within the efforts of the international community to strive for a peaceful and sustainable future.

Are the perspectives really that bright?

A closer look at the proposed new development goals mentioned above shows that three out of four indicators on the proposed Goal 3 ("Provide quality education and lifelong learning") focus on children and formal education [vii] – only! And indicator no. 4 addresses the development of skills "needed for work" – only! Adult literacy as a field of necessary action is virtually absent, despite the evidence that more than 780 million people do not have at their disposal the basic skills they need to actually participate in their communities and to take their life and destiny "into their own hands". Despite all efforts to help understand universal literacy as a condition for sustainable development, adult literacy is still far from being recognised as a decisive field for further investment of (notoriously scarce!) resources. A few coins might end up in the hands of those who attempt to improve their standing vis-à-vis the labour markets. Consequently, adult learning and education would be reduced to skills development only.

UNESCO's present precarious financial situation has implications for its programme implementation. The underlying assumption is that in principle it will be possible to maintain the foreseen programmes by just reducing their scope. Further efforts will be invested in raising extra budgetary funds which should help to bridge the gap but would also increase dependencies on donors. As usual, this will furthermore mean that "structures" will become "leaner", but that at the same time further cost will be incurred in terms of available human resources (not to mention consequences concerning "intrinsic" and "extrinsic" motivation) as well as in terms effectiveness of programmes. It is important to note that programmes in support of lifelong learning policies and literacy have still been rated high by UNESCO Member States and have consequently been prioritised. Lower priority, however, is given to the promotion of the right to education, an area where regular funding has been reduced.

UIL has just finalised its programme for the coming years, during which the Institute will continue to build on its three programmes [viii] and their achievements. The focus of the ALE programme will remain on the CONFINTEA Follow-up. For the nearer future, the following principal activities are foreseen:

- 1) Completing the cycle of Regional Follow-up Meetings (by the meeting for the Arab States in September 2014) and consolidating the results of those regions where follow-up meetings have already taken place, i.e. Latin America and the Caribbean (2011), Africa (2012), Asia and the Pacific (2013) and Europe and North America (2013.). The key objective will be to support the further implementation of the Belém Framework for Action with a focus on priority action points identified by the regional meetings.
- 2) Revision of the 1976 Recommendation on the Development of Adult Education as requested by the Belém Framework for Action.
- 3) Preparing the next issue of the Global Report for Adult Learning and Education (until the end of 2015), i.e. collecting and analysing national progress reports.

With its limited resources UIL will rely on increased cooperation within UNESCO (with HQs, Field Offices and Institutes) as well as building on further cooperation with partners. In general it seems likely that there will be a wide range of opportunities to further promote the translation of the concept of lifelong learning into educational practice. At the same time we will also see more competition among actors in the search for funding for activities that are using "lifelong learning" as an accepted label. In the field of adult learning and education there might be increased opportunities for supporting work which is related more or less directly to skills development and youth. At the same time provision of

literacy for those women and men who are most at risk to be neglected by educational practice may even become more difficult. Realisation of the right to education and learning for all is likely to remain more of a long-term expectation than a valid operational aim. These tensions are not new, the mission of making adult learning and education a recognised and indispensable component of lifelong learning systems will continue. UIL will take on its role as mandated by the Belém Framework for Action – and continue to foster its long-established partnership with ICAE and its branches to that end. All this is being undertaken in the conviction that the power of adult learning is in fact the key energy for living and learning for a viable future as stated in Belém.

[i] See *Belém Framework for Action* (<http://unesdoc.unesco.org/images/0022/002266/226628e.pdf>) p.5, pt. 7.

[ii] See the *Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda*

http://www.un.org/sg/management/pdf/HLP_P2015_Report.pdf

[iii] UNESCO 37 C/4, *Draft Medium-Term Strategy 2014–2021* <http://unesdoc.unesco.org/images/0022/002200/220031e.pdf>

[iv] *Ibid.*, p. 24.

[v] See <http://unesdoc.unesco.org/images/0022/002266/226628e.pdf> p. 4

[vi] From the statutes of UIL, p. 2, see:

[http://unesdoc.unesco.org/images/0014/001448/144880e.pdf#xml=http://www.unesco.org/ulis/cgi-](http://unesdoc.unesco.org/images/0014/001448/144880e.pdf#xml=http://www.unesco.org/ulis/cgi-bin/ulis.pl?database=extd&set=5325EEFE_0_17&hits_rec=3&hits_lng=eng)

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[vii] *Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda*, op. cit., p.36.

[viii] *Lifelong Learning Policies and Strategies (LLPS), Literacy and Basic Skills (LBS) and Adult Learning and Education (ALE)*.



Comment by Mr. Mor DIAKHATE (*) Executive Director of the NGO ALPHADEV. Dakar- Senegal



We recognize the relevance and quality of the productions presented in the yearbook, but also this great initiative of ICAE to open and run this virtual seminar.

As head of a Senegalese organization working on adult training and education, we would like to make our modest contribution on two aspects namely the financing of adult education and the place of national civil society in the post-2015.

What balance should be found between adult literacy programs and the massive expansion of education?

Literacy is not an end in itself; it is a fundamental human right and a development tool. <... literacy as education in general, is not the lever of historical change. It is not the only way to liberation, but an indispensable tool for all social change> (Declaration of Persepolis in 1975)

In the argument developed by Elisabeth KING, of the World Bank group, three major themes are developed and funding of education is considered an investment in human capital. Developing countries need to build their development policy based on this aspect if they aspire to become emerging countries.

We agree that the development of early childhood should be a priority for developing countries but at the same time we must be aware that our nations cannot overcome underdevelopment with illiteracy rates higher than 50% and less than 1% of the education budget allocated to this sector.

At this level, a better budget arbitration is essential for a more equitable education system.

As Elizabeth says, to ensure that developing countries can become competitive on today's global market, we must provide the next generation with key cognitive skills and all the necessary skills to critical thinking, teamwork and innovation. Meanwhile, we must also ensure that the current generation receives quality training enabling them to compete in the labor market.

Internationally, there is no agreement on the methods and means of achieving universal education for adults, but we can however conclude that basic education programs for people of all ages are needed.

The hopes of some Ministries of Education that illiteracy will be defeated through universal primary education or a national law establishing a compulsory education are overturned by the large number of children who leave primary school before reaching written communication skills.

Studies on adult education have proved that in general educated parents encourage their children to continue their education and statistics show that school attendance of children of literate parents or of parents who went to school is higher than those whose parents did not receive any formal education.

The balance between adult education and primary education probably varies, but it is necessary everywhere and this need must be clearly stated in the document of education policy in different countries.

The success of literacy programs is closely linked to national policy. It is achieved when, in a country, the vast majority of individuals constituting the nation are literate. Experience in some countries has shown that success is possible through many different methods and varied financial means. However, it is the political determination which, in all cases, is crucial. As Mr Amadou Mokhtar Mbow, former Director-General of UNESCO in 1975, said:

<The victory over illiteracy can only arise from the political will of the country concerned. It is obvious that whenever a governor tackled this issue because it was a prerequisite to other social change, the results were positive>

Which organizations of national civil society for the post-2015?

Dakar 2000 had raised great hopes at country level with the establishment of national coalitions as a space that could take over advocacy for EFA.

But not far from 2015, it must be recognized that many networks or coalitions at national level can show a brilliant assessment on adult education management in national policies.

Since CONFINTEA VI, no concrete action nationwide is conducted in our countries for the development and implementation of the action plan as recommended by the BRAZIL conference.

National civil society in most countries has not been able to make our leaders to meet commitments assumed at CONFINTEA VI.

This situation can be explained by the proliferation of structures of civil society disorganized and receiving no expertise, which finally weakened it in the eyes of public authorities that do not recognize them as actors performing a public service.

Added to this is the proliferation of frameworks and networks of society organizations which weakened their position regarding the state and partners.

Another grievance include the lack of strong leadership that has also helped overshadow civil society organizations in the development and implementation of policies for adult education.

Finally, there is the lack of influence and advocacy for adult education policy despite the involvement of civil society by the state in the reflections and analysis.

If we want to build a huge grassroots movement to make a difference as David Archer suggests, we must have, at national level, very strong and representative civil society organizations capable to lead and conduct a genuine political dialogue with policy makers.

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The post-2015 prospects for social movements in adult education

By Ronald Cameron-Director General of ICEA

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The debate on the definition of the post-2015 development objectives is entering a critical phase. According to the report of the meeting of the UNESCO Executive Committee held on 28 February, the World Education Forum, scheduled in Seoul in May 2015, is the occasion to adopt a common position before the final adoption of all the objectives at the UN Summit in September 2015.

In such a context, and regardless of the appointments that are expected until then, the possibilities of improving the objectives are becoming increasingly limited. We believe that it is important to initiate a shift without delay, to start looking at the strategy for the post-2015 period, which will follow the adoption of the objectives.

A mixed picture of the progress in adult education

The experience of consultations we conducted with formal and non-formal adult education networks in Quebec demonstrates concerns similar to those expressed around the world and which are summarized in the Second Global Report on Adult Learning and Education - GRALE by the UNESCO Institute for lifelong learning.

Mrs. Bokova, Director-general of UNESCO, states in this report that the field of adult education tends to reduce to literacy or to training related to work in terms of policies and definitions of guidelines by governments around the world. She notes the lack of resources that undermines the development of local capacity. These findings are entirely consistent with a number of points raised also by the special issue "Adult Education and Development".

In Quebec, we find that the diversity of training needs of adult populations and their paths emerge strongly. We also note the significant diversification of background and training locations, paths, modes and forms of learning, systems and levels of education, tools and stakeholder organizations, including those from cultural organizations. In short, we conclude that it is a waste of time to try to determine a simplified strategic perspective.

Subscribing to a broader vision in order to promote the full exercise of citizenship

The enhancement of lifelong learning requires a much broader and inclusive vision than that emerging from the results observed in the assessment by the UNESCO Institute. Reading in "Adult Education and Development" under the pen name Mrs. King, representative of the World Bank, that the priority of the intervention of such an international institution boils down to early childhood is very worrisome.

Any practical experience must move away from these simplistic perspectives! Methods command intersectoral approaches and partnerships between networks and social actors. What encourages us in our commitment to the right to education for all is not the level of scholarship that an individual may acquire, but a prospect of developing a more just world with a full exercise of citizenship and the rights of the entire population.

The basis of our commitment aims for the empowerment of peoples and the improvement of individual and collective living conditions of the greatest number of people in the world. In a context of growing social stress, given the impacts of environmental change, the challenges of social justice intersect, more than ever, the path of action in favor of the right to education for all.

Being prepared to act after 2015

We must prevent the international movement on adult education from focusing only on the post-2015 development objectives plan and from reducing its perspective to the vision of international institutions. If the time frame in May 2015 is a decisive moment of conclusion of the work, the adult education movement must now begin to define the perspective of its action beyond 2015. This requires defining the political action of social movements in the States and in the field.

Whatever the definitions used about development objectives, the challenge for the development of a culture of learning for all remains dependent on post-2015 mobilizations in different social occurrences. From this point of view, it's not so much to internalize targets set by the UN, but to locate the strategy to develop an action aimed at social transformation within states. The idea is to develop a perspective to act on the power relations internal to the different nations.

Collaboration between different social actors must be based on the development of claims to governments, likely to contribute to change this power relations. It is a question of moving beyond a minimalist vision of targets that will not be, indeed, easier to achieve. It is much more to develop a political battle that focuses on outcome indicators!

Like David Archer, the question of financing policies remains a critical issue that expresses the political will to recognize the importance of learning for all. We know that the distribution of wealth through progressive taxation is based on power relations in society. We believe that the conditions are given to initiate a movement capable of taking a stronger position on both public and political scenes on this plan in each of the social occurrences. The international cooperation that we need is really about establishing a common and shared will to act at the political level in favor of greater social justice.



The Privacy of the Arab world

By Iqbal elSamaloty

Secretary General of the Arab Network for Literacy and Adult Education



Very happy to hold this Seminar under the auspices of ICAE, which is an indication of the prominent role in the exchange of experiences in the field of continuing education for all.

From Egypt the headquarters of the Arab Network for Literacy and Adult Education, which includes in its membership 15 Arab countries and 56 non-governmental organizations and leading figures.

We send our regards to all colleagues and partners in the field and we adopt a vision of the Arab countries that are undergoing revolutionary transformations and democratic.

The only way to achieve our goals is the continuous learning and learning for all using the comprehensive developmental approach including the (economic - cultural - social) aspects in addition to the full participation of the target group and the priority for the young and female actors as entrepreneurs, not as just recipient of the service.

The Illiteracy remains a significant impediment to achieving a comprehensive Arab development despite the fact that governments and civil society initiated in nearly half a century to take practical steps to eliminate this phenomenon, which is spreading among young and old alike, male and female.

According to the Arab Organization for Education, Culture (ALECSO) in expressing these concerns, based on what was in the "Report of the challenges of development in the Arab countries" for the year 2011 at the rate of literacy in the Arab countries reached 9.72 % , which means that the illiteracy rate of up to 1.27 % , of which nearly 60 % among females.

The Global Monitoring Education for All report in 2012, issued by the UNESCO indicates that the population of Arab States reached 353 million and 800 thousand people, of whom 256 million and 946 are acquainted with reading and writing, which means that the number of illiterates in the Arab countries up to 96 million and 836 thousand illiterate.

The literacy observers in the Arab world emphasize that the elimination of this phenomenon in all the Arab countries will not come before 2050, if something goes efforts in this regard to what it is now. However, a number of Arab countries, which recruited a huge potential for this purpose has impressive results, and can completely eliminate the spread of illiteracy by the year 2015 and in the introduction of these countries UAE, Qatar, Bahrain and Kuwait.

In Egypt, was the launch of the National Campaign for Literacy, "together we can" under the auspices of the UNESCO Regional Office in the Middle East, in collaboration with the Ministry of Education as well as the launch of the Adult Education Initiative in the early new year 2014 under the slogan "2014 general literacy" Egypt hopes these efforts to achieve their target in the framework of the objectives of Education for All.

Therefore, the adult education still has not received as worthy of attention by the Arab states, where stands illiteracy a real obstacle to the achievement of the objectives of the plan of education in the Arab world, adopted by the Arab summit held in Damascus in 2008, which was considered ALECSO "they" represented a major step on the road to find a political decision, which was always a demand for the various bodies concerned with literacy in the Arab world."

In this context it has issued the Arab Network for Literacy and Adult Education set of recommendations, which may be taken in promoting literacy and face high rates of illiteracy in the Arab world, as follows:

- 1 - Work to achieve quality formal education to reduce dropout rates and directly linked to illiteracy rates.
- 2 - Improve the learning conditions for illiterate women, especially in remote areas and areas of armed conflict, which has spread in recent times because of the revolutions of the Arab Spring.
- 3 - oriented vision , mission and new and innovative mechanisms and flexible working to achieve learning for life by using the human rights approach and developmental literacy to enable the student to achieve socially, economically and culturally, and the availability of different options enabling him .
- 4 - Work on the experiences of successful mainstream through international and regional organizations, taking into account the cultural specificity of each country separately.
- 5 - To work through a plan of action to ensure uniform progress towards the desired goals and coordination between all parties in the case, the actors at all levels, national, regional and international.
- 6 - Experimenting with some successful models offered globally such as “learning cities” and follow-up and evaluation in preparation for circulation.

God bless ,

Prof / **Iqbal elSamaloty**

Dean of the Higher Institute of Social Work in Cairo, "the former" President of the Association Hawaafuture.
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Some elements of our collective reflection so far By Cecilia Fernández – ICAE Secretariat



It is 10 days already since we started this collective reflection that attempts to answer some questions about the post-2015 process and to share different views and proposals. We are more than 1050 people from all regions of the world participating in this virtual space.

In an effort to synthesize some of the many things that have been said, and to gather this knowledge and opinions we share a partial preview of what was expressed so far.

“Where are we now?”

This is one of the questions that have guided the exchange and generated different reactions from different regional contexts and perspectives of analysis. We need to share a lot of information to participate in a strategic and collective way. But, as Heribert says, the opportunities and time for bottom-level-up debates are running very quickly.

What then are the key issues for us in this debate? Alan suggests to start thinking about “how should advocacy energies be focused in the eighteen months before new targets are established?”

And what energies can we draw for the longer journey of work beyond 2015 with youth and adults to create the other possible world to which we are committed?

It is clear that global targets are important, said Alan in his introduction to the virtual seminar. It appears to be a general agreement that a global goal is necessary, and some versions have raised, with slight variations in wording. But there is also a clear tendency to agree that a goal is not enough to move from rhetoric to action.

Ulrike informs that UNESCO has developed a “Position Paper on Education Post-2015”, which will be presented to Member States for discussion and consideration at the upcoming 194th Executive Board session in April 2014. In this paper, UNESCO advocates for a clearly defined, balanced and holistic education agenda which should take a lifelong learning approach, and recommends to its Member States that “Ensuring equitable quality education and lifelong learning for all by 2030” might be a suitable overarching goal

On the other hand, Werner Mauch, from UIL, affirms that the UNESCO Medium-Term Strategy 2014–2021 provides another promising perspective for the years to come. The Belen Framework for Action central message, that “the role of

lifelong learning is critical in addressing global educational issues and challenges” seemed to be perfectly in line with the growing worldwide interest in lifelong learning and its relevance within education agendas.

For UNESCO’s Education sector the strategic objectives formulated, include shaping the future education agenda, explicitly in order “to ensure that education remains a global priority beyond the 2015 target date, as a basic human right and as a prerequisite for peace and sustainable development”.

A closer look at the proposed new development goals mentioned, Werner Mauch says, shows that three out of four indicators on the proposed Goal 3 (“Provide quality education and lifelong learning”) focus on children and formal education – only! And indicator no. 4 addresses the development of skills “needed for work” – only! Adult literacy as a field of necessary action is virtually absent.

The debate on the definition of the post-2015 development objectives is entering a critical phase expressed Ronald Cameron, and the possibilities of improving the objectives are becoming increasingly limited. He believes, that it is important to initiate a shift without delay, to start looking at the strategy for the post-2015 period, which will follow the adoption of the objectives.

We must prevent the international movement on adult education, says Ronald, from focusing only on the post-2015 development objectives plan and from reducing its perspective to the vision of international institutions. The adult education movement must now begin to define the perspective of its action beyond 2015. This requires defining the political action of social movements in the States and in the field.

“The past teaches us ...” is something to consider when developing strategies for action.

A key conclusion of the EFA developments to date pointed Alan, is that EFA suffered from the separation of the MDG and EFA processes. For the collective voices of NGOs supporting EFA it has been a central demand that a single overarching education goal in the MDG/SDGs post-2015 be supported by an EFA mark 2, where the elements of the overall goal can be disaggregated, and monitored, and that UNESCO should have that responsibility.

Daniel states that as wide as a political space be, adult education will always have to fight to be included in policies, legislation and financing priorities.

In this sense, too, Robert says that “we need to identify lessons from our past to inform our imaginations and strategies to influence the post-2015 education and development debates.

A way to strengthen the always fragile place of adult education in the global agenda that the post-2015 agenda, says Daniel, will have to be explicitly and strongly linked with other instruments, like CONFINTEA VI and the next recommendation on the development of adult education.

He thinks that the international adult learning community has another specific forum to advocate for the defense of the right to adult education: the actualization of the 1976 recommendation on the development of adult education. We could expect being consulted in the near future, he adds, regarding the place of adult education in the joined action plan to the next Agenda post-2015 that will be proposed, and on the newly Recommendation on the development of adult education that will be adopted.

The precise comment of Carol Añonuevo from UIL gives us clarity and provides information about the process that is underway. She informed that a draft revision of the 1976 Recommendation on the Development of Adult Education (RDAE) will be presented to the UNESCO General Conference in 2015 for approval and the Institute is now preparing a process to arrive at a revised RDAE. An expert meeting will be held next May, to be followed by an online consultation in June and a formal consultation process to Member States starting September.

Carol also affirms that the timetable of the revision of the 1976 RDAE is also coinciding with the Revision of the Recommendation concerning Technical and Vocational Education. The expert meeting in May will address the two Recommendations and therefore bring together experts in AE and TVET.

“Education as a factor responsible of development- development as a factor necessary to achieve a good education”

The presence of economists in the field of education is not new in the debate on the relationship between education and development, Sergio and Filomena affirm. They say that The World Bank’s position, is clear when it comes to defining its role in the development agenda by focusing and reducing its efforts to learning aimed at the labor market and focusing on early childhood education. “The expansion of horizons” referred to in the article of King, aiming at promoting prosperity through learning, means economic prosperity and education as a tool available to the market.

What are the alternative paradigms in and for education and development that transcend the limited orientation towards economic growth? asks Heribert.

Subscribing to a broader vision in order to promote the full exercise of citizenship implies for Ronald, intersectoral approaches and partnerships between networks and social actors. “What encourages us in our commitment to the right to education for all, he says, is not the level of scholarship that an individual may acquire, but a prospect of developing a more just world with a full exercise of citizenship and the rights of the entire population”. “In a context of growing social stress, given the impacts of environmental change, the challenges of social justice intersect, more than ever, the path of action in favor of the right to education for all.”

Néida, in turn, says a multidisciplinary and multisectoral approach is essential to overcome the causes of illiteracy, such as social injustice and unequal distribution of wealth in the continent.

“Collective voices are better heard”

Heribert asks how can civil society at the national, regional, and international level get better involved in these debates, and thus support the efforts by ICAE and others?

In this sense Alison asks herself where is ALE in the Caribbean today. The debate on adult learning and education in the Caribbean, she says, has been one of the best kept secrets to the general public within the Caribbean context. And she affirms that we need more voices represented in the Adult Education community. If we don't have active Adult Education communities, we cannot participate. If we don't participate, we will be left further and further behind.

Where are the African civil society voices related to adult learning and education (ALE) in the global education debates asks Robert. And he affirms that collective voices are better heard, thus “The time is now to once again profess and declare our willingness and preparedness to network within and beyond our borders”. To conclude, he states that something has to be done and done differently for that matter.

The only way to achieve our goals, says Iqbal elSamaloty, is the continuous learning and learning for all using the comprehensive developmental approach including the (economic - cultural - social) aspects in addition to the full participation of the target group and the priority for the young and female actors as entrepreneurs, not as just recipient of the service.

For Ronald, the challenge for the development of a culture of learning for all remains dependent on post-2015 mobilizations in different social occurrences. From this point of view, he thinks that it's not so much to internalize targets set by the UN, but to locate the strategy to develop an action aimed at social transformation within states. It is a question of moving beyond a minimalist vision of targets that will not be, indeed, easier to achieve. It is much more to develop a political battle that focuses on outcome indicators!

To take into account

Some of the elements and proposals that begin to be drawn from the inputs and comments:

* An early task is to enumerate for each of the 12 universal goals proposed in the High Level Panel report just how adult learning makes a difference, backed ideally by hard evidence – and following the guidelines adopted by the OECD.

* To make an explicit and strong link with other instruments, like CONFINTEA VI and the next recommendation on the development of adult education.

* Follow up of regional initiatives such as the Observatory of ALE in Latin America (EDULAC Portal) in partnership with the UNESCO Regional Office in Santiago, UIL, OEI, INEA in Mexico and CEAAL / ICAE for CONFINTEA VI, in order to establish parameters, compare data and promote a space for cooperation and coordination between the 33 Member States of the region.

* Track and report how African union and other regional inter-governmental bodies are engaging in the Post-2015 official negotiations.

* Target decision makers not only from those Ministries responsible for adult literacy. “The plight of semi and unskilled workers who as human being deserve descent work terms and conditions, are often not included in our advocacy programs”.

* Speaking of "lifelong learning" could relieve from governments the obligation to promote specific policies and programs for realizing the right to education of all persons, as well as neglecting the importance of professionalism - training and working conditions - of educators working in this field of education. These two aspects would have to be incorporated into sub goals and indicators, in order to avoid those risks.

* The use of inclusive language to make visible boys and girls, young men and women as well as adult people as another means for positioning the gender perspective and its inclusion in the agendas. The inclusion of gender in education, in a cross-cutting way, even if it is now included in some constitutions in the region (such as Ecuador and Bolivia), it is not included in education systems that have not adapted at all for these rights to be real and effective.

The virtual seminar continuous, we still have many documents and comments to share!
We invite and encourage you to continue thinking and acting together!

Cecilia Fernández
ICAE Secretariat



Input by Cecilia "Thea" V. Soriano, ASPBAE Programmes and Operations Coordinator



The year 2015 is a landmark for renewed commitments to Education for All (EFA) and Sustainable Development Goals (SDGs) coupled with a continuing review of actions under CONFINTEA 6.

The confluence of the three global platforms as well as the ongoing education post-2015 processes present both opportunities and challenges in charting a vision and agenda for quality education and lifelong learning beyond 2015. Bringing the voices of the marginalized into the public debates remains a daunting task. Bridging global discourses with the realities in countries and creating more spaces for dialogues within countries remain to be seen. Translating rhetoric to concrete goals and targets for

lifelong learning even before 2015 is a key concern for governments and civil society alike. There is clearly a consensus amongst stakeholders to ensure that policy development is translated into education programs and commitments NOW, leading to even more steadfast support for education beyond 2015.

A case in point is the Post-2015 education agenda presented by UNESCO in the last EFA Steering Committee. The overarching goal of "Ensure inclusive, equitable quality education and lifelong learning for all by 2030" is definitely an agenda that will make a difference in the lives of children, youth and adult should it be accompanied with concrete targets and financing. Not to be overlooked, amidst the discussions around education beyond 2015, is the urgent support for the "Big Push" to start addressing the unfinished EFA agenda.

The Asia Pacific Association for Basic and Adult Education (ASPBAE) believes that the agenda and the multi-stakeholder processes leading to agenda setting are equally important. As a regional network of more than 200 organizations in Asia Pacific dedicated to youth and adult education practice and advocacy for Education for All, it persistently gives prominence to the voices of the people in education issues, especially the marginalized children, youth and adults in the region. Its education post-2015 agenda is grounded on the realities and articulation of civil society in the more than 30 countries where it has a membership base.

ASPBAE believes that education is a right. It transformed the meaning of 3Rs for EFA:

- Right of children, youth and adults regardless of age, gender, ethnicity, geographical location, culture and socio-economic status
- Responsibility of the government to guarantee and for multilateral institutions to support education so that no one is left behind
- Resources adequate to finance quality education and lifelong learning for all that strategically support formal, non-formal and informal education as well as other education systems (such as the indigenous learning system)

To move forward with EFA and to ensure that people are able to learn throughout their lives, it is imperative to have clear, definitive and stand alone goals for education beyond 2015.

Education is equally an enabling right. For one, it must be integrated into the SDGs of poverty eradication, inclusive growth and sustainable development. The SDGs will only be achieved when people are empowered through education and lifelong learning, when their potentials are harnessed so they are able to participate with dignity in the economic and social spheres of their family, work and community life.

The Asia-Pacific Contexts

Amidst the promises of strong economy and growth, the Asia-Pacific region is punctuated by severe inequality. The marginalized is the majority in Asia-Pacific. Clearly education and lifelong learning will be an equalizer:

- Of the 774 million adults (15 yrs old and over) illiterate worldwide, 63.8% are women,

65% or 518 million adult illiterates are in Asia-Pacific (53% in South and West Asia, 12% in East Asia and Pacific)

- Asia-Pacific is experiencing a youth bulge, with over 60 percent of the world's youth or more than 750 million young women and men aged 15 to 24 years old residing in the region
- Unfortunately, of the approx. 75 million youth worldwide without work (2011), 45% is in Asia Pacific with more women among their ranks (except in East Asia)
- It is a region most vulnerable to the effects of climate change as evidenced by the onslaught of typhoon surge, tsunami, earthquakes and floods in recent years
- ASEAN 2015 will signal the free flow of goods, services and labor within the sub-region. However, the promise of growth will be elusive to many marginalized people who are not capable of contributing through expertise and skilled labour. ILO reports that people with more education are able to migrate and work abroad but those from the marginalized are either trafficked or exploited in hazardous work outside of their country.

Education Post-2015 Agenda in Asia Pacific

Asia-Pacific presents unique education situations with its diversity of cultures, languages and histories. To ensure access to quality education and learning throughout life for all, ASPBAE calls on governments, multilateral institutions and other decision-makers in education to rethink and act together for EFA, CONFINTEA 6 and SDGs. Towards transformative education envisaging inclusive growth, active citizenship and sustainable development, it is imperative for decision makers to act on:

• **Expanded Access**

- Education should go beyond schooling. Following the lifelong learning rhetoric, governments should invest heavily and side by side with ECCD, primary and secondary education, in youth and adult education, as part of the basic education.

- Expanded access means education for all mediated through formal, non-formal and informal education. Making these pathways to education work for the marginalized means expanded structures for education as well, where government needs to invest in community learning centers (CLCs), museums and libraries as sites of learning.

- Expanded access has implications for support systems that need to be in place to encourage learning. Day care centers and counselling, for example are pivotal for women's participation in empowering literacy programs. Education support can also be in the form of transportation, food subsidies and other social protection measures that hinder marginalized sectors' participation in education.

• **Quality education and lifelong learning**

- Quality education measured not only in terms of efficiency but more importantly defined by what matters. Eradicating poverty, ensuring healthy lives, sustainable economy as targeted under the Social Development Goals can be a starting point for which quality of education can be anchored on.

- Quality education, aside from the core competencies, encompasses developing knowledge, competencies, and values to achieve the individual's full potential; promoting innovation, creativity and critical thinking; and contributing to society in promoting peace, democratic citizenship, good governance, non discrimination, and in building a just and sustainable world.

- Lifelong learning for children, youth and adults to be accessible and relevant to all should be provided through formal, non-formal, informal education and through other education systems such as the indigenous learning systems.

- With more than 3,200 languages in Asia-Pacific, multilingual education plays a major role in realizing access to quality education and lifelong learning for all

• **Government financing of fully-costed youth and adult education and learning programs**

- National budgets for education and adult learning and education must be increased drastically from its current average government spending in Asia which is one per cent (1%) of the education budget to at least three to six per cent (3-6%) of the national education budget

- Review policies on privatisation of education and public private partnership in education as evidences indicate threats to the right to education and further marginalization of the poor and excluded.

- Governments should also invest in the necessary setting up of education structures that will ensure quality assurance, teacher training and development, differentiated learning assessments for children, youth and adults, and realizing multiple pathways to learning.

• **Participation of civil society and youth in education governance**

Civil society participation has been proven pivotal in realising change in society, not only acting as watch dog but in realizing needed reforms in government and governance. In education, there had been leaps in civil society participation in the last 13 years. In Asia-Pacific, fourteen (14) coalitions in 14 countries have been formally engaged with government in different facets of education governance. In countries like in Cambodia, the Philippines, Nepal, Bangladesh and Papua New Guinea, civil society is part of the government mechanism for EFA.

ASPBAE believes within the dynamic CSO participation in education in the region, it is important to highlight the importance of Youth participation and Learners' voices in the education sector. At the center of quality education and

lifelong learning are the learners, not only as beneficiaries of education but as active participants in policy development, defining quality in education, ensuring quality assurance in provision and in education governance as a whole. Quality education and lifelong learning should respect and address the different learning needs and styles of children, youth and adults.

As governance heavily impacts on delivering efficient and effective education and lifelong learning, there should be clear goals towards monitoring governments' adherence to good governance in the EFA goals. There should be clear indicators on 1) Transparency, where education policies, programs and information are disseminated publicly, accessible and clear to all 2) Accountability, where education resources are managed efficiently and effectively and delivered by institutions and officials for the common good 3) Participation, where all stakeholders including learners, parents, teachers and civil society organizations are strategically engaged in policy development, implementation and monitoring of education and 4) Justice, where those who were denied education be at the core of the EFA agenda, where governments reach out to learners who missed out on quality education, addressing layers of marginalization that impede the people's access to quality education and lifelong learning.



Africa Education challenges an POST-2015 Agenda

By Limbani Eliya Nsapato

ANCEFA Regional Coordinator



I present my reflections on Africa's Education challenges and post-2015 agenda after having followed consultations and debates facilitated or jointly organised by Africa Network Campaign for Education for All (ANCEFA) since September 2011. For some of our readers who would be reading about ANCEFA for the first time, ANCEFA was founded after 2000 Dakar EFA forum with a mission is to promote, enable and build the capacity of African Civil Society to advocate and campaign for access to free quality and relevant education for all. The network is working on this mission with National Education

Coalitions (NECs) in 35 countries across Africa including 10 NECs in the Southern Africa Region. ANCEFA recently signed a memorandum of understanding with the African Union commission and is a key partner within the UNESCO led EFA Steering Committee and the Coordination Group of the Collective Consultation on Nongovernmental Organisations on EFA (CCNGO/EFA). ANCEFA is thus a key voice on the continental and global education policy issues in general and post-2015 agenda in particular.

The debates on post-2015 agenda continue to rage on in the count down to 2015 when it is expected that a new strategy for education and development will be agreed at the United Nations General Assembly. African voices mean a lot to the development of the global framework for education after 2015. Why? The major reason would be that given the centrality of education in the fight against poverty, global development cannot take place without addressing Africa's concerns. In fact Africa is host to the majority of out- of- school children and has a significant number of the illiterate adult population. The second reason is that although across the world education is taken as a fundamental human right, the people of Africa gaze at education with another lens in line with the African Union (AU) vision. The vision of the AU is that of "an integrated, peaceful, prosperous Africa, driven by its own people to take its rightful place in the global community and the knowledge economy" (AU Second Education Decade: 2006, 1). In this regard, the AU Second Education Decade for Africa (2006-2015) to which African member- states are party, underlines that education is a critical sector in Africa since it is a major means by which Africa's citizenry would be prepared to achieve this vision (Ibid).

Furthermore, Africa has a number of challenges socially, politically, economically, demographically among others and any discussion of post 2015 agenda should consider addressing such challenges. For instance, Africa's has myriad education as pointed out in numerous analytical work by United Nations agencies (UNESCO for instance), civil society organisations, research institutions, development partners and the African Union in reviewing the progress on EFA. Some of these challenges are related to access and quality, management and financing.

According to the UNESCO 2013/14 Education For All (EFA) Global Monitoring Report (GMR), out of the world's 57 million out- of- school children, half of them lived in conflict-affected countries and most of these are in Africa. The report estimated that in 2011 around 22% of the region's children were still out of school. The report also cited that in sub-Saharan Africa, only 23% of poor girls in rural areas were completing primary education. Furthermore, in sub-Saharan Africa, the number of illiterate adults increased by 37% since 1990, mainly due to population growth, reaching 182 million in 2011. By 2015, the report estimated that 26% of all illiterate adults would live in sub-Saharan Africa, up from 15% in

1990 (UNESCO, GMR, 2013/14-Summary: 10). In 2012 UNESCO projected that at least 31 countries in Africa were to miss the EFA goals in 2015 (UNESCO BREDAs case-studies of Countries, 2012).

As far as education quality is concerned most countries in Africa face huge challenges. Globally, it is estimated that at least 250 million children cannot read or count, even if they have spent four years in school (GMR 2013/14). In Africa recent studies by Southern Africa Consortium for Monitoring Education Quality (SACMEQ) and West Africa Senior School Certificate Examination (WASSCE) have demonstrated that pupil performance in reading and mathematics is not good in many countries in Africa. SACMEQ study results in 2010 showed that the majority of pupils tested across 15 SACMEQ countries in reading and writing could not achieve a minimum score in the reading and mathematics skills. In addition, WASSCE studies have shown that in 2011 for example in Sierra Leone around 40 per cent of candidates failed to obtain a credit in any subject and only 10 per cent obtained four credits or more, while 5 per cent obtain five credits or more translating into 2,486 students (UNESCO BREDAs, 2013:). There is therefore an urgent need for better quality and improved learning outcomes in education systems across Africa.

Most countries in Africa need to recruit qualified teachers procure and distribute sufficient teaching and learning resources, develop infrastructure and ensure effective management and governance of their systems. However, for these to be addressed, another major challenge crops up and is linked to funding gaps. The UNESCO GMR 2013/14 observed that the global finance gap to achieve good quality basic education for all by 2015 reached US\$26 billion, putting the goal of getting every child into school far out of reach. Most of these shortfalls are in Africa. Recent studies have shown that there is a funding gap in education of about US\$11 billion mainly because most Sub Saharan African countries were not allocating the 6% of GDP until 2005 and 9% of GDP thereafter or 20% of annual national budget required to achieve the EFA Goals. The education funding gap is also exacerbated by most development partners failing to honour their commitments to finance education especially due to the global financial crisis of 2008, as well as the Euro-zone crisis of 2010 (ANCEFA, Report of EFA status in Zambia and Sierra Leone, 2012). These two crises have reduced the amount of resources that donor agencies and cooperating partners receive from their financiers, as the financiers have to deal with their own internal financial problems caused by the crises before they can extend aid to African countries. UIS 2013 estimated that global aid to education declined by 7% between 2010 and 2011 (ibid).

Against the facts and figures stated above, it is clear that Africa post-2015 education and development dreams cannot come true if the challenges cited are not tackled. In addition, given that EFA is a pipe dream in most countries on the continent, the post-2015 agenda goals, sub-goals and objectives as well as targets need to consider that EFA is an unfinished agenda in Africa.

Consequently, stakeholders in Africa including members of the civil society and representatives of the member states of the Africa Union have considered the need to have a holistic picture of education. ANCEFA for instance at its general assembly held in Dakar in 2012 adopted a policy motion that should look at priorities in six areas. These areas include 1) inclusive expanded basic education; 2) Early Childhood Care and Education; 3) Expanded equitable access for secondary education, 4) Technical Vocational Education and Training (TVET) and Higher education; 5) Quality education for all; 6) Strengthened youth and adult education and learning; and 7) Investment in Information, Communication Technologies (ICTs) and skills development for employability.

In February 2013, a stakeholders' conference on post-2015 convened jointly by African Union, Save the Children and ANCEFA considered an overarching goal of achieving equitable access to Education. Such a goal should have a focus on marginalized populations including pastoralists, girls, ethnic minorities, communities in hard to reach areas, in emergencies, and children with disabilities. The conference participants therefore proposed three critical priorities and sub-goals. The first priority aiming for quality education with focus on attainment of learning outcomes at all levels (early childhood development (ECD), primary, secondary, technical and vocational training (TVET), and tertiary education). The second priority aimed at achieving equitable and inclusive access at basic, secondary, and tertiary levels; and equitable provisions to reach the most excluded and marginalized. Lastly, the third priority aimed at literacy, numeracy and skills development – focus on address illiteracy and skills development amongst those who have missed out. (African Union, Stakeholder Position Paper, Addis Ababa, 27-28 February 2013).

In January 2014, the African Union Heads of State summit in Addis Ababa adopted an overall post-2015 position based on a report by Her Excellency Mrs. Ellen Johnson Sirleaf, President of the Republic of Liberia and Chairperson of the High level committee on the post-2015 Development Agenda. The report featured education as key for development in pillar 3 of the six pillars of development considered by the summit.

According to the report, Pillar 3 focuses on People-centred development which should include Eradicating poverty; Education for developing human capital ; Providing universal, equitable access to quality healthcare; Gender equality and empowering women ;Responding to population dynamics and development ;Harnessing the strengths of Africa's youth and Expanding access to sustainable human settlements (African Union, 2014: Common Position on Post-2015).

Furthermore, under education, the position considers as its priority focus, the need to achieve excellence in human resources capacity development through an improvement in the quality of education and training by: investing in learning infrastructures; increasing the use of ICT; ensuring higher completion rates; promoting pre-schooling, integrated adult education and tertiary education; and improving the quality and conditions of service of educators and trainers (ibid). The position also aims at enhancing equity and strengthening curricula.

In relation to financing Africa's post-2015 education there is a shift in perception towards increasing domestic financing and moving away from donor or aid dependency which has been a big factor over the 50 years in post independent Africa. While not ruling out aid, there is a general understanding that aid is not a solution to the continent's financial sustainability of its development initiatives. There is also the need to tackle corruption and promote transparency, accountability and good governance.

As we can see from the above discussion the needs and aspirations of Africa post-2015 are many. While some of the themes can reverberate in consultations in other regions like Asia and Latin America, the needs of Africa are unique and need to be integrated into the overall global agenda being developed by various agencies including UNESCO and the UNDP. Thus it is important to underline that as observed by the AU common position on post-2015, it will be critical for African citizens to "actively participate in the global debate on how to provide a fresh impetus to the MDGs and to examine and devise strategies to address key emerging development issues on the continent in the coming years" (African Union, January 2014).



Towards an Arab Adult Education Spring: Post-2015 Developmental Vision

By Zahi Azar

Secretary General Arab Network for Popular Education (ANPE)
Ecumenical Popular Education Program (EPEP)



The so-called "Arab Spring" took place under essentially political themes. Millions of deprived people revolted to take down longstanding dictators in power.

What appeared in the beginning of the uprising to be a success concerning the existing social realities, did not last long. In most of the concerned countries, social reality can hardly follow politics to consolidate the revolution. Dictators have marginalized to such an extent the impoverished and illiterate majority keeping them in an incredible state of underdevelopment that access to power is rarely possible and the generations of youth who took part in the uprising find themselves crushed between a return of the old guard or the arrival of their synonyms with Islamic hats.

Although the social reality is unable to sustain the political, the new godfathers of the "Arab Spring" are unanimous about one essential point and that is the absence of a real social agenda for the renewal of Development, of Education (Adult Education) and the dynamics of their interdependence.

The socio-political vacuum created a long time ago by dictatorships, is more discernible after the revolutions, and Arab societies will need several years to mature and to constitute "civil societies", able to considerably participate in building and leading the "offer" in Education, Adult Education and Development.

Today, although the long-time dismantled civil society here and there is starting to take initiatives, the state or the fragments of the old regimes continue to dominate any initiative with the old, the outmoded, the historical and the insignificant programs in Development and Education.

Although the "Arab spring" has become set in the political, many social benefits allow us to realistically dream about the post-2015 period, in order to renew Adult Education in the new Arab world.

For this, the following are required:

A. At the theoretical level

1. To renew the concept of Development in a participatory way, including cultural development towards an integral vision of a Development that can be only based on Education.

2. To liberate Development from the unique objective of the “global” or “national” market, especially in order to make larger room for Education and Adult Education. The essentially economical definition that dominates Development holds back the value of apprenticeship and of school.

3. To include Education for Development in a strong and dynamic network where this type of successful experiences can benefit the Arab world. In this post revolution context, an opening at the international level can only be extremely beneficial in a society that tends to regenerate the old political or ideological power relations.

4. To take the big revolutionary step to read correctly the surprising failure of Adult Education in the Arab world, to draw lessons, and to analyze them with a view of initiating new renewal proposals.

B. At the level of Adult Education Programs

1. To elucidate an integral pedagogical vision including Adult Education and its major literacy component, within a programmatic approach, that is measurable and that can be tested.

2. To redefine the role of international organizations at the qualitative programmatic and exchange levels, in order to adequately communicate successful experiences worldwide, and to contribute to the elaboration of Adult Education programs at the level of NGOs, but also at the government level in each country.

3. To prioritize and allocate budget lines for building human resources/cadres in Adult Education and to ensure their durability in the civil sector or within state institutions.

4. To take into consideration the percentage of women beneficiaries (80%) in the Arab world in the elaboration of Adult Education programs, and at different levels, including “Human Rights”.

5. To note that the “Human Rights” dimension must be a transversal component of all trainings, as well as to programs linked to Adult Education in the Arab world, in order to meet, strengthen and teach the values promoted par the revolutions in the different contexts.

6. To include the economic project component (individual or collective) to any elaboration of new Adult Education programs, in order to complete the apprenticeship, to master competences, and to ensure a practical outcome to the educational process, thus contributing to Development (while maintaining the ethical dimension).

A good new Popular Education formula (for post-2015), could include the following:

- Human Rights (Women’s Rights)
- Qualitative Education
- Collective Social Action
- Training on economic projects

Lead to

- Individuals Contribute to Development
- Mastering Competences and Apprenticeship
- Human Vector of Values
- Social Agent for Change

It is clear that in order to concretize these proposals in the actual socio-political turmoil of the Arab world, a transitional period, as difficult and delicate as it is, is needed.

This transitional period necessitates:

1. A different awareness raising and sensitization on the necessity to overcome the different forms of failure in Adult Education in the Arab world, and engaging in the adventure of post-2015 in order to renew the pedagogical approach to Adult Education and link it to Development.

2. Dialogue with international organizations concerned to actively participate in this transitional period (even in its definition) in order to prepare for a new post-2015 momentum in the Arab world.

3. Calling for a coalition of enterprises between public and private sectors, in each country, and of international organizations to conjugate efforts in view of reforming Education in general, and Adult Education in particular, without forgetting to ensure the funding needed in order to sustain this enterprise.

4. Building the capacity of state institutions, as well as that of NGOs, in a participatory way, to be able to engage in this important renewal and to maintain it, since the human element and the cadres are at the core of a successful outcome.

Towards a “Pedagogy of Hope” in the Arab world

The “Pedagogy of Hope” used by Paulo Freire can still be today, the subject of meditation and action in a politically, socially and economically exhausted Arab world, and I dare say pedagogically, that even the revolutions of youth and of marginalized people, were not able to restore minimum economic and political dignity required.

Could a “Pedagogy of Hope” still save the desperate? This is our commitment, the commitment of us all, to renew the Pedagogy in order to recover Hope.



Upstairs, downstairs: a view from below

By Timothy D. Ireland

UNESCO Chair in Youth and Adult Education - Federal University of Paraiba, Brazil

Individual member of ICAE



I warmly welcome the opportunity offered by the ICAE virtual seminar to debate issues raised by DVV International’s recently launched yearbook “Adult Education and Development”. The Yearbook is an excellent but, by nature, static platform for launching themes and questions for discussion which the seminar, as an inherently more dynamic forum, complements. Congratulations to the DVV International and ICAE for this concrete example of partnership.

The debate has so far raised several important questions on what is a huge theme for discussion – the international agenda for development and education post-2015. I was particularly encouraged to read the Arab statement by Iqbal elSamaloty. Whilst general discussion on the place of lifelong education for all in the agenda is fundamental, I believe we also need to concern ourselves with practical issues related to strategy. Given the criticisms which have arisen, especially with regard to the human capital approach of the World Bank, how can we seek to change and influence opinions? I would like to underline three issues and related strategic proposals which I consider pertinent: one related to the Post-2015 Agenda debate and the lack of resonance between international and national spheres, a second which refers to the CONFINTEA process and a third which concerns the vexed issue of learner participation.

It is my impression based on the situation in Brazil and other Latin American countries that general interest in and discussion of the post-2015 agenda is largely absent from national government circles and, in particular, Ministries of Education. That is, there exists a large divide separating the international debate and those taking part in it, from national and regional debates. To what extent do those ‘representatives’ taking part in the international debate effectively represent and interact with national positions? Hence, in strategic terms, advocacy efforts need to be invested in translating the global issues into national issues. Ministries of Education must be encouraged to engage in the debate and to ‘internalize’ it.

Secondly, as Nélide Céspedes stated in her contribution based on the CEAAL analysis of country reports submitted to the second GRALE, international rhetoric related to the CONFINTEA process and to the principle of adult lifelong education finds very little concrete expression in education policy in many countries, especially in the south, where it provides at best elegant phrases for political discourse. Brazil hosted the Sixth CONFINTEA in 2009 but the Belém Framework for Action has disappeared from the political agenda completely in recent years. The UNESCO Brasília office will publish a Portuguese translation of GRALE II in an attempt to revitalize the process. In this respect I consider that we need firstly to think of GRALE in strategic terms. Whilst the data collected by and published in the Report is important, the process by which it is collected is even more important. For the production of the next GRALE, greater emphasis must be given to strategies which use the collection of data as a means of mobilizing society and posing policy questions on youth and adult learning and education. Secondly, it would seem to me that the Observatory of Adult Education promised in the Regional Confintea Follow-up Meeting in Mexico City in 2010, could be an excellent instrument if only it were made available. We are now a year away from CONFINTEA + 6 and the Observatory remains on the side-line. Thirdly, Werner Mauch refers to the importance of the role of the UNESCO regional and field offices in contributing to the CONFINTEA process which UIL on its own, cannot be expected to carry forward. It would be salutary to know how OREALC (UNESCO’s Latin American Regional Office) intends to contribute to this process.

Thirdly, the question of participation rears its controversial and sensitive head again. To what extent do discussions taking place in the extremely complex structure generated by the UN contemplate and express the interests and demands of the young and adult learner? And to what extent do they have a voice in this process? What happened to the Global Network of

Adult Learners which presented its International Adult Learners' Charter during the Conference in Belem? Without a ground swell, there is a tendency for the distance between rhetoric and action to grow further and to become distorted. Street and popular protests in different parts of the world recently have shown a strong distrust of political mediation. Whilst the international agencies provide certain established mechanisms for participation, all of these are at best cautious and tend to be conciliatory. Hence, the role of civil society to produce alternative and more radical positions and strategies. I would suggest that ICAE could consider an AVAAZ approach to the inclusion, for example, of lifelong education for all, in the post-2015 agenda. The UN needs to be bombarded with messages from individuals and civil society organizations defending this position.

The intricacies of the UN process should not be used as an excuse for delegating responsibility for the future of lifelong education, and within it, youth and adult education, to that small elite group which is taking part in this international debate as it has in many others. The stakes are too high. In order to achieve the world we want by means of the education we want, there is no substitute for participation. This seminar represents one such space which needs to be replicated at national, regional and local levels. The title of ICAE's newsletter translates this perfectly "Voices Rising".



Comments



Sagestine L. Gandhi. Pamoja Sierra Leone

Thanks Limbani for bringing out these salient challenges facing education in Africa. I wonder whether our people in governance in Africa do take their time to read and or follow the trend. Let us advise our governments to do more to change this ugly face - your suggestion for increased local funding can go a long way to shift the goal post to the better.

Isolina Centeno Ubeda from Venezuela

Excellent approach in the presentation of Zahi Azar.

Graciela C. Riquelme and Natalia Herger from Argentina (1)

The Education, Economy and Labor Program recognizes in its researches the right to lifelong education and training for work of the young and adult population excluded from the educational system.

Researches carried out in recent years have resulted in the development of the concept of Social Education Debt, which expresses the existence of groups of children, adolescents and adults with very low education levels or with low quality education; thus, the social education debt is a challenge for the expansion of school offers with a view to ensuring access for all excluded populations and their permanence in the system.

Certainly, recognizing this problem implies adopting an educational policy approach that places the right to education as the long-term goal given that not all proposals of policy recognize this problem. Especially when, as the basic articles of the Virtual Seminar clearly outline, defining policies and programs that take care of the population from early childhood to teenagers, youth and adults does not appear to be a real priority on the international agendas, which oppose the education of children and adolescents to their parents' education.

As was developed in studies performed by ICAE-GEO, the approach to take care of the social education debt to the young and adult population can be understood as the number of people aged 18 years and older not attending school and who must complete the primary and secondary levels, and should consider the following dimensions:

- (i) Sociodemographic characteristics, those of social origin and occupation of the population with low-level education;
- (ii) Spatial location, defined as the differential access and permanence of the population in local areas;
- (iii) The scenes for work-oriented education and training and the supply of institutions organized according to the segmentation in the allocation of school resources and the existence of differential circuits according to social groups;
- (iv) The resources to respond to the social education debt as estimation exercise that accounts for the necessary amounts in relation to public sector expenditures on education and some social and employment programs.

The notion of taking care of the social education debt is a genuine instance and complementary to other policies aimed at social inclusion such as the promotion of employment and access to social services (health, housing, drinking water, etc.) by allowing to operate: (i) the characteristics of the population, (ii) the spatial differentiation, (iii) the scenes of work-oriented education and training and (iv) the necessary resources.

This type of approaches and ideas can be the basis of the negotiation with political sectors and also provide technical criteria for the allocation of resources to the different kinds of policy and programs. In turn, these analyses of educational policy programs demonstrate the possibilities of a hierarchy of goals and, in such case, the feasibility of an internal redistribution among the various approaches as a way of obtaining budgetary resources. These exercises become essential to those negotiations and empower technical and political groups of the national and provincial Ministry of Education in the discussion for those assignments. In turn, the community and social groups involved would therefore have accurate information to advocate for the right to education.

The estimation performed for the case of Argentina is an exercise that, in itself, constitutes the proof and claim that the attention given to education as a social right is an unresolved social debt. As a consequence, the idea of a model of attention and estimation of the necessary resources and the different alternatives to cover it is developed. The case of Argentina may be the same of other countries or provinces or municipalities, and this may be an alternative strategy to be applied in different contexts.

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It is worth mentioning: Project "Work-oriented education and training. Social debt with youth and adults and short-term market for illusions" (2011-2014 GC Scientific Programming UBACyT) and - Project "The social debt on work-oriented education and training in Argentina: Design of models of taking care of right to education" (2008-2010 Scientific programming UBACyT). Riquelme, G. C and Herger, N. (2009) Social Debt in Youth and Adult Education. Assessment of Necessary Resources. International Council for Adult Education (ICAE). Montevideo, Uruguay.



The MDGs post-2015

The crucial issues

By Paul Bélanger
Former ICAE President



Having read with great interest all contributions since today, a consensus is emerging: we will not succeed correcting the proposal on the table without a large citizens' movement asserting what is missing to make this world agenda an efficient guide for global and national development efforts to be taken during the next 15 years.

Something clear is emerging from our seminar: in health, in environment and in education as well as in an economy that could meet people's everyday needs, no real and sustainable change could happen without the active and creative participation of women and men, and, consequently, without opportunities for all to improve, all along their life, their capacity to act individually and collectively.

For example,

- * Without lifelong health promotion and education, how can we increase the health status of women and men in all social groups and thus control the exponential rise of curative care budgets?
- * Without possibilities for local citizens to increase their awareness and monitoring competencies, how could we modify the heavy ecological trends now taking place and thus reduce the foreseen costs?
- * Without parental education, thus without intergenerational cooperation, how could it be possible to democratize education, that is to increase the participation of first generation school students?
- * Without relevant education and training available to all people at work, how can we improve the productive level of our economies and thus be able to redistribute the benefit of such sustainable economic development?
- * Without agricultural extension, how can we achieve agrarian reform, increase agricultural productivity and do so in an ecological ways, thus helping solve the current food crisis?
- * How could we reduce growing economic social and cultural inequality and hence poverty, without giving people opportunities in participate in work oriented adult learning and education?
- * Without prison education, how could we enhance the socio-professional insertion of former detainees and thus helping hundreds of thousands of people to become productive citizens?

Empowerment through education is an enabling right that should be associated to all development goals, if these goals have to be achieved. We need, through such examples, to underline the inadequacies of the current Post-2015 proposal. Its narrow approach restricting the required skills to be developed and limiting the publics or age groups to have access to education and learning opportunities will have serious negative economic and socio-cultural impact.

Though the current version of Post-2015 statement recognizes lifelong learning, we need to explain that lifelong learning cannot be efficient if it does not become life large and life rooted. Our concern is to ensure the concrete implementation of all universal goals. Such vision of lifelong learning and hence of adult and youth education make the difference between top down policies or dry statements and efficiently implemented priorities. Precisely to be efficient, we could not limit the education agenda to primary education.

Moreover, two transversal priorities need to be underlined. First, the right to learn without discrimination based on age, gender, race, ethnicity, class and disabilities, including the right of education and learning of migrant women and men, as well as the rights of women operating in the informal economy and in the so called "traditional" role. Second, the right to literacy of the forgotten 775 million of adults deprived of this 21st century essential skill. How, for example, can the Pakistan society achieve the other MDG without, as Inayatullah said, giving its 60 million so called illiterate citizens a real opportunity to master this basic competency?

It is not too late to act. It is not too late for local individual initiatives and international intervention, for reaching out other social movements and for making use of official and social media, for connecting with officials doing advocacy through evidence based policy recommendation.

As Alan Tuckett said on the 10th of March, we need during these coming crucial eighteen months to join other citizens' organisations and, all together, actively participate in this global debate. Our collective voice, coming from all continents and all areas of human activities, needs to be expressed and resonated at all levels in order to make a much needed difference in the on-going global debate. Our objective is to ensure that the POST-2015 goals will constitute a real and efficient development agenda.



Education in the national consultation process of the Brazilian civil society on the Post-2015 Agenda

By Damien Hazard

ABONG Co-executive director – Brazilian Association of NGOs



ABONG - (Associação Brasileira de ONGs) Brazilian Association of NGOs entered the discussion process of the Post-2015 Agenda in 2012, through international links of the Latin American and international civil society. Along with the different types of consultations made by the UN, global networks of social organizations and movements such as the international campaign Beyond 2015, GCAP – Global Call for Action Against Poverty, FIP – International Forum of NGOs' National platforms and CIVICUS – World Alliance for Citizen Participation have independently articulated in this debate and have promoted other national consultations. In Brazil, Abong - Brazilian Association of NGOs - led this process in the first half of 2013. The result included in the report "The world we want Post-2015" ("O mundo que queremos pós-2015"), available at <http://www.abong.org.br/final/download/pospt.pdf> (Portuguese) and <http://www.abong.org.br/final/download/posen.pdf> (English), was disseminated in August 2013. It proposes a set of recommendations for the Brazilian government and the United Nations. At that time, it was submitted to various ministries of the Brazilian government, including the Minister for the Environment, Izabella Teixeira, Brazil's representative at the UN High Level Panel.

To carry out the consultation, Abong chose to implement a strategy in two successive phases: the first one of visibility and engagement, which main objective was to disseminate the campaign, as the subject was little known among organizations in the field. In that first moment the principles that should guide the preparation of the Post-2015 development frameworks were defined, e.g.:

CONSISTENCY: to take over commitments already made by Brazil in international treaties and conventions related to development, especially in relation to those made in the context of the UN Cycle of Conferences in the 1990s.

EFFECTIVENESS: to ensure space for civil society participation in the implementation, monitoring and evaluation of the post-2015 development framework; to ensure political commitment to the funding of agreed targets; to ensure that goals reach the structural issues that prevent development.

REPRESENTATION: to ensure the prominence of vulnerable segments in the elaboration of the Post-2015 development framework; to use the capillarity of advocacy organizations and movements to ensure plurality in participation; to use the work already done by movements and organizations on issues related to the consultation.

The second phase consisted of the development of thematic workshops in three large Brazilian cities, in a coordinated way with related associations, organizations and movements. The topics of the three workshops were respectively: Childhood and Youth (Brasilia); Confronting Racism (Salvador); and HIV/AIDS and Gender Equity (Recife). A total of 78 organizations, movements and networks participated in this consultation.

This process of consultation of the Brazilian civil society did not focus specifically on education issues, but a number of recommendations included that dimension. A selective reading of the report allows us to highlight some of these proposals and identify key issues for realizing the right to education, specifically in regard to segments of young people and adults.

The question of universal education was obviously pointed out as essential: "The new strategic Objectives of development should ensure universal access to quality, secular and free education, regardless of gender, age, ethnicity, religion, socioeconomic status, immigration status, gender identity, sexual orientation, among others."

Access to education should consider the most vulnerable groups, such as disabled people, women, black population... In order to ensure that access, affirmative policies should be implemented, for example, quotas for black people in universities, or even for apprentices in companies and public bodies. In general, participation and inclusion of those groups traditionally excluded demand a cultural change within institutions. This is what the following recommendation specially points out: "Create and implement mechanisms to combat institutional racism and sexism, including governance institutions, with the effective participation of the black movement and other groups historically outside power and decision-making spaces".

The appreciation of human diversity within educational spaces and processes requires the implementation of contents and methodologies that can meet this goal. In that sense, there is need for "education with methodologies that integrate people with disabilities and encourage their learning" and more, "promote an education that responds to demands related to cultural differences: indigenous, traditional communities", etc.

Thus, education must be understood as a cultural right and it imposes the creation and implementation of "cultural policies that affirm diversity and difference as a tool to fight and transform rooted ideas and thoughts that are related to exclusion". Among such policies should be cited "policies for the preservation and valuation of historic sites and places of black culture".

Education should encompass various fields, e.g. adequate nutrition and food, or even sexual education. In that sense, the new objectives "should ensure young people to have access to a friendly and comprehensive sexual education (including spaces beyond formal education) to enable them to challenge harmful gender norms, to prevent themselves from HIV and gender violence, teen pregnancy and unwanted pregnancy, to plan their lives and make well-informed decisions about their sexuality".

The dimension of access to education is also intrinsically linked to access to the world of work, rather than the labour market, that focuses only on its more formal aspects. In that sense, it is necessary to "strengthen and foster development model paradigms that include forms of production and trade based on solidarity and practiced by traditional peoples and communities, such as indigenous populations, as well as agroecology, the preservation of the environment and the defense of rights".

Education and management of common goods are also linked. This is what the recommendation on the management of water resources shows, which considers "that the fundamental role of women in community water resources management can be effective for the introduction of sanitary education and hygiene programs, which can help to reduce the incidence of diarrheal diseases".

Education, participation, human diversity, culture, world of work, food, human rights, democracy ... All these issues are linked, are inseparable ... but current trends in the process of building the new development framework leave doubts as to the ability of governments to delineate interconnected and so ambitious goals as those defined by civil society organizations in Brazil, and generally in the world. Unfortunately, the final document produced by the UN Open-Ended Working Group is trying to reduce the number of points to a set of sustainable development goals. That document focuses on growth as the only factor of development at the expense of human rights and inequalities in developed countries. Under these conditions, the global civil society is challenged, more than ever, to increase their pressure on governments and international organizations.



Education in Itaparica and in Brazil: statistics that hide more than they reveal

Comment by Alex Pegna Hercog. Salvador - Bahia, Brazil



The School and its islands of challenges

Itaparica Island, municipality of Vera Cruz, Bahia, Brazil. To get there, departing from Salvador, you must cross the Bay of All Saints by boat, which takes about 50 minutes. Getting off at Mar Grande, you need to continue by car for a few more minutes to finally reach one of its beaches, which name I will keep secret for ethical reasons.

By the end of 2013 I was in a state public school in that beach, on the Itaparica Island, with a privileged view of an infinite sea from the coast. At the entrance, students painted the walls with drawings and poems. I was welcomed and I finally had the opportunity to talk with the principal.

Soon, the words of the teacher became a lament, complaining of lack of resources or misuse of resources. She admitted that the level of education of the students was not satisfactory, even for those who were already in more advanced courses. According to her, many students got to high-school without knowing how to write well or solve simple math problems.

Even without the necessary conditions to take certain courses, students were passed. On the one hand, the harassment by the Government of the State, that puts pressure on schools; approval avoids the need to open new places, apart from saving the cost that student implies in one year. On the other hand, the complacency of the school itself, which believes it is better for the student to finish his/her studies - even with a learning deficit - than failing and probably leaving school.

For many of these young people, school is their only support. Of precarious social conditions, many of them get involved in drug trafficking. Teenagers aged 13, 14, 15 and older are dropping out of school seduced by the promises of traffic: money, respect and protection of their group, in addition to the status any teenager want that is made viable with the money coming from the sale of drugs. Faced with having to choose between working in drug trafficking - with their short-term advantages - and their studies, many have chosen the first option.

Even if the school has few opportunities to act, it fulfils its role and calls the families of children who are in that situation to inform them - in a subtle way, without being direct to avoid causing constraint, but making itself understood. According to the headmistress, "goes in one ear and out the other", is referring to the reaction of the parents.

Before drawing conclusions, she explained. These families live in poverty. They are parents and children often living with minimum wage or government aid like the "Bolsa Familia". Suddenly, the parents see their child coming home carrying a kilo of beans, rice, meat, milk. That is, basic products on which they depend. What would be the reaction of a father or a mother? To reject them? The situation of emergency is filled with the immediacy that money from traffic provides. Parents pretend not to know anything. And children are increasingly distancing from the school environment. What would be the solution? To make them fail? Not for the school. It is better for this young to have a high school diploma and the possibility to be accepted in school, than to act severely and finish by getting him away. The school is powerless to face some of the paths its students decide to follow. Therefore, even if it cannot resolve the problems, at least it tries to reduce the damage caused by the course the young decided to take. That is the situation of the school located in one of the beaches on the Itaparica Island, according to its principal.

Dropouts, investment and quality of education in Brazil

According to the 2012 Development Report, published by the United Nations Development Programme, Brazil has a dropout rate of 24.3%. In Latin America, Brazil is just ahead of Guatemala (35.2%) and Nicaragua (51.6%). 93.75% of the dropouts belong to the public school.

As regards the illiteracy rate, the number of young people over 15 years who did not complete literacy dropped from 12.4% in 2001 to 8.7% in 2012, according to the Brazilian Institute of Geography and Statistics - IBGE. Analyzing some data, it can be noted that Brazil is one of the countries in the world that has increased most its investment in education. Between 2005 and 2009, expenditure per pupil in primary and secondary education grew by 149%, according to the OECD. In total, expenditure on education in the country account for 5.5% of GDP, and what is recommended by the National Education Plan is a minimum of 6.23%.

Contrary to the data, a research published on March 24, 2014 by the Data Popular Institute, in partnership with the Union of Teachers of Official Education of the State of São Paulo, brings disturbing information. According to the survey "Quality and Education in state schools in São Paulo", 46% of students said they had been approved without learning the subject. 75% of students and 94% of parents are against the approval of the students who did not attain the minimum grade required to pass the course.

Brazil is an island

Comparing the statistics on the educational situation in Brazil with personal experiences on the Itaparica Island, it is possible to identify common aspects between a school in the beach of the Vera Cruz municipality and schools in the largest city in Brazil, São Paulo. Data of approval do not reflect the quality of education. Success in literacy rates or completion of basic and secondary courses does not mean success in training students.

However, it is clear that this criticism is recurrent in many countries. The desire to reach the Millennium Development Goals that establish that by 2015 all children should have completed basic education, but especially the desire to raise the Human Development Index (HDI), which considers the number of enrolled students and non-failure, has made that much more value was given to statistics than to quality of education.

The need to fulfil the goals has led various governments (federal, state and municipal) to forge a reality simply to produce numbers. Between the Ministries of Education and the students we find the schools, which are incapable of overcoming this problem. They are powerless to promote such changes within the required system. And they have the challenge to prevent dropout and to fulfil its basic role: educate. External issues such as the poverty of the families of the young and the harassment of drug trafficking make difficulties faced by the schools, their principals, teachers and officials even more complex. The scenario is not very encouraging. Not even in our most beautiful islands!

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A reflection from Chile about the need of dialogue between student's movement and adult learning advocates

Reflection by Sebastián Vielmas [1]



Since 2006, in my country, Chile, there has been a strong student's movement that advocates for a free, universal and quality education guaranteed by the Government as a right for everyone, regardless of their ability to pay. The context is that our country is on the top ten of the most unequal countries in the world and our education system is one of the most privatized in the world, there are no free public universities, for example.

The response from politicians from these movements has been slow. During Bachelet's first term (2006-2010), she wasn't able to deliver an educational reform that break with the neoliberal paradigm because of constitutional restrains from Pinochet's era and a fragmented coalition that included for-profit education advocates. Her government opted for a consensus with the right-wing opposition, which came to govern for the last 4 years under Piñera's leadership (2010-2014)

During the presidency of Sebastián Piñera, the push for –even- more privatization and deregulation of education was stopped by the biggest social movement in Chile since the end of the Dictatorship. There has been an increase on the relevance of social movements on the social sphere, as we can see with the embracement of Bachelet of the student's movement agenda as an integral part of the electoral program that presented on the last election, in which was elected in a landslide.

I wanted to make this contextualization in order to bring an issue: the lack of presence of adult education issues on the public debate about education in Chile. It has been also a difficulty on the debates about the post-2015 agenda, as far as I read on this seminar. The reason for this, I believe, is the lack of awareness of education being a process for the entire life.

There is a conception that education is an issue that only affects to young people, implying that adults have finished their educational process in life. We know that is not true, adult education is not important only for persons who weren't able to finish school when they were kids, but also for every adult that wants to enrich himself or herself alongside their life.

How to break this order of things? I believe that through a dialogue between student's movements and adult learning advocates. A key part of this reflection, is to invite student's movements to leave behind the narrow focus on students as young people and changes in the primary, secondary and higher education, in order to put the focus on an encompassing social movement for the right to education. We also need to make a dialogue between younger activist, and their organizational ways, and older NGO's. I strongly believe that each generation of activist can enrich each other, thus going beyond the 'generational divide' that comforts so many of the establishment that wants to keep the status quo.

So, briefly put: in order to think for a post-2015 agenda, we need to build bridges between student's movements and adult learning advocates in order to build majorities that puts a holistic paradigm of education on the public agenda. Otherwise, the student's movements will keep on fighting with a narrow worldview that excludes adult education issues and adult learning advocates will be isolated in their own world.

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Reflection by Sofia Valdivielso Gender and Education Office of ICAE, Spain



I would like to start my reflection by congratulating ICAE for this initiative. These virtual seminars are a good tool for the exchange of views. I would also like to congratulate the various presenters for their contributions, without which this small and modest contribution would not have been possible. Your opinions have helped me think what I outline below.

We all agree that we have not reached the goals that we set in the late twentieth century. There are many reasons for this failure and they are scattered in all areas and at all levels. There is an institutional failure to the extent that governments have not been able to implement policies aimed at achieving those goals, but I also think there has been a failure in the ways of acting, naming reality, constructing the meanings or implementing alternative discourses to help us build a better world possible.

Boaventura de Sousa Santos (2005) says that we are in a time in which there is no relationship between our expectations and the real possibilities of implementing them and this, among other things, because the great truths of the twentieth century have become, in the words of Bauman (2009), fluid. We live in a fluid world for which we are not prepared. We do not have the skills to deal with the complexity of today's world, we have no skills to deal with the uncertainties. We continue to believe that education is the key to solve the problems we face. In my opinion, this is a partial truth and our mistake has been to make it the whole truth. We have confused the part to the whole.

We continue to believe that education is the foundation to improve productivity and that productivity is the engine of progress. However, the crisis in which Europe and USA are immersed for a number of years now reveals that this statement is not entirely true. For example, in the countries of southern Europe, the expectation that more education means better quality of life has become false. In Spain, for instance, the generation between 25 and 35 years old today is the best formed ever, is the one that has reached the highest educational level and yet more than 50% of these young people have no expectations, no work, they still live with their parents and have no chances to start their adult lives autonomously. They are competent; however, they have become disposable population according to the criteria of global capitalism. The labour market tells them they are overqualified and offers them jobs with no expectations at all of building careers, apart from being poorly paid.

I have referred to this case as an example of the contradictions in the discourses. I am aware that this is just a part, that if we look at the whole picture there are still millions of people without access to literacy, millions of women who have no access to health care, millions of children who do not have the possibility to go to school. Of course, reducing or even eliminating this must remain one of our goals, must remain one of the headlights to illuminate our path.

Public resources need to be invested in reducing the gap between those who have access to rights and those without access to rights. In recent decades, we have focused too much on "what" do we want and we have not spent much time thinking about "what for" do we want that. We have focused on "what", and "what for" has been defined by others who are convinced that productivity and economic growth are the reasons for investing in education and training. I mean, this "what for" is colonized by the discourse of growth and productivity as ideas, as forces that set out the path. We have spent years using the same words. We continue naming the world inflating the perspective of productivity and growth, even knowing that they are responsible for the crisis we are living. International agencies continue to claim that more education means higher productivity and greater wealth.

Our minds are colonized by this thought. How much longer will continue revolving around the same? How much longer will we continue using the same words that, for using them so much, they have lost their meaning? What do those who have been silenced, excluded or made invisible say? How do they name the world? What words do they use? What actions do they execute? How do they solve problems? If we accept that there is not an only way of naming reality, not a single direction towards the future, then we should also accept that those who have the power to speak should shut up and listen. Listen to those other ways of naming the world and, from there, start a true intercultural dialogue that helps us build a better world taking into account, as we are taught by South epistemologies, that there is no global justice without global cognitive justice. Therefore, there is no democracy without recognition of the diversity of knowledge. Recognizing this diversity will help us to develop another kind of logic based on mutual recognition, job-sharing and intercultural dialogue. Walking through these new paths will help us move from a monocultural vision of reality to a greener vision that draws from different world views and different knowledge.



Comment by Carmen Colazo GEO/ICAE/REPEM. Paraguay



I find it extremely interesting to consider a correlation between the UNDP concept of Human Development and the 2015 and post-2015 EFA from the perspective of a civilizational change. Especially when the concept of human development today is understood from its multidimensionality. But I think it's also time to "go down" to more specific strategies and mechanisms, differentiated and located in all cases and globally, considering the different processes of development, the different paths to follow in each situation (taking into account possible social disaffiliations in some "developed" countries, the exclusions / inclusions in other countries, and the specific features of each situation to contribute to a regional, national and global balance).

If more specific strategies and mechanisms are not studied, we will continue repeating the situation assessment and major strategies to follow, but we will not succeed in making progress "from the smallest level", that is, from the "bottom-up" situations. We must also work on better indicators and benchmarks (ICAE and GEO have made contributions to this respect, something that needs to be analyzed in depth).

The MDGs have not reached the results expected (at least from the point of view of gender and education), have not achieved the expectations towards 2015. We need to work from "complexity", by recognizing the "exchanges between realities and data". In this sense, the dimensions of gender, race, ethnicity, poverty, urban / rural, access and appropriation of ICTs are essential. Greetings to everyone! Carmen Colazo (GEO / ICAE / REPEM. Paraguay).



Working out ambiguities: lifelong education in the post-2015 definition process: MDGs and EFA

By Jorge Osorio V. - ICAE, Chile



After months of discussions and preparation of documents in relation to the new framework agreements for the MDGs and EFA goals by various stakeholders, it is not yet possible to identify the real sense of the rhetoric of major international agencies. While there is consensus regarding the evaluations of the results of both strategies, there is no consensus on the kind of diagnosis performed on the "development crisis" and on the context in which new goals should be defined. It is not easy to define this framework as various actors perceive the state of the "global issue" from different perspectives and analytical tools, which is evident when comparing the statements of global citizen organizations to those of international agencies. However, we also found that among the latter there are different approaches, internal debates and increasing pressure to adjust the proposals to the cycles of the global market and the contradictory dynamics of the finance global government. The results of the work done by the groups of experts convened by the Secretary General of the UN is an example of what we say.

A first "sensitivity" (or "approach") is distinguished because they value the strategies of the MDGs and EFA into a perspective of necessary global transformations in response to a crisis that goes beyond financial aspects and shows radical new phenomena that require to look at "what is global" from a viewpoint of change in civilization. Thus, the MDGs and EFA are evaluated as important global efforts to achieve a more just world, but the challenges that should guide the debate according to this "approach" are "how to move forward" and that this "how to move forward" be, indeed, a collective action, including governmental, multilateral and civil society actors. All this through: a) a transformation agenda (with real reforms); b) the national appropriation of the new goals; c) the recognition of civil society organizations in monitoring agreements and goals.

The most important aspect of this "sensitivity" is its recognition of the existence of far-reaching global problems in civilization that are not resolved with minor reforms, such as: a) climate change, b) the extension of the concept of welfare (which exceeds the purely economic view), c) the challenges of the phenomena of migration and human displacements by environmental or political reasons, and those arising from natural disasters. This perspective of "what is global" allows us to understand that the post-2015 agenda will be developed as a field of dispute, in some aspects with high ambiguity, depending on the perceptions of "global risk" of stakeholders, as well as geo-political interests which in recent months are becoming more relevant in the definition of a "common future" of humanity and safety and sustainability of the planet.

As regards education, its "utopia" is to develop societies based on free flow of knowledge, distributing it socially through formal and non-formal methods, throughout the life cycle of individuals, in order to generate comprehensive skills in all areas of fulfilment of people and human communities, in coincidence with human development approaches promoted by UNDP and "education societies" promoted by UNESCO.

Another "sensitivity" (or "approach") is the one based on the logic of progress: the idea is to ensure the conditions for economic growth, successful targeting of social spending and a favourable option for education to be a central concept of this process, mainly because of the importance of generating individual skills in the society that are useful in the world of work of a "new social capitalism" that some like to call "society of opportunities". And besides, it is considered that it must be continuing education ("lifelong education"), implemented not only by way of school schedules, but also by offers from social, religious and business entities in the context of a policy of combined (public and private) provision of education. This approach also considers the importance of developing new security and governance mechanisms of the global financial system and the implementation of instruments of social distribution of knowledge, access to new technologies, as well as gender equity in the world of work and the experimentation in participatory management of common goods of nature (not so much for ecopolitical beliefs but due to the demands of managing the "risk" and the administration of the territories subject to conflicts between transnational corporations and local communities).

However, let's be cautious about this identification of the two "sensitivities": the post-2015 debate process will surely bring greater complexity and diversification in the treatment of the subjects.

Both ways of looking at the post-2015 have common issues in relation to education: the paradigm of "lifelong education" is recognized, but with ideological nuances and subtle differences regarding conceptions of human development and its relationship with the planet's sustainability. Therefore, we must identify consensus as well as some of the setbacks. A source and way to illustrate this target is the reading of the 2013 EFA Global Monitoring Report.

A first issue posed by the reading of this report is the confirmation of the importance of referring "quality education" to Development Goals, particularly the eradication of poverty. The key point in this discussion is the definition of development. It can not be reduce to the eradication of poverty. The multidimensional character of development is not in question right now in international organizations. The UNDP is at the forefront in this sense. It is not enough to repeat the slogan that economic growth and job creation is Development in itself. The several dimensions of human welfare and the importance of connecting the good living of people to the access and benefits of cultural and technological goods, to the recognition of cultural, gender, ethnic and age diversity, to democratic participation and respect for human rights and environmental sustainability of the planet invalidate restricted conceptions of development. And this also impacts the debate on education: Right to restricted education or right to extended education? "Lifelong education" just to avoid being left out of the dynamics of the market, or "lifelong education" to access all the benefits of knowledge and ensuring human and civil rights?

The EFA Report synthesizes its outlook for the post-2015 by posing the concept of "equitable education", which turns out to be very relevant and can be a good base to define post-2015 paths on education, as it uses the following criteria:

- a. Capacity building for the "world of life" (citizenship, health, food) and to improve job training
- b. Social empowerment of vulnerable and excluded groups
- c. Educational policies defined by the attention paid to learning, and criticism of the definition of Goals only to measure "educational levels"
- d. Ensuring equitable access (for everyone) to quality education provided by the State and its public educational delivery systems
- e. Strategic importance of training good teachers and investment in their training

The approach of UNESCO, expressed in its document 37/C56 of November, 2013 (Education beyond 2015), is not much different. However, something very encouraging and promising should be noted, that the starting point of its proposal is that "quality lifelong education" is a guiding principle for post-2015 education, as a pillar of "inclusive, sustainable and prosperous societies", placing into a strategic continuum: a) the development of children (preschool education), b) primary and post primary education, c) "education for life", developed through various formal and non-formal modalities (including civic, environmental and peace education and non-discrimination), and d) vocational training.

However, along with the statement of this principle, the UNESCO document also highlights three issues of great importance in the strategic debate on the future of "what is global" and of "development" that we consider very interesting to place as topics for discussion in this seminar:

- a. The (MDGs and EFA) post-2015 programs should not be restricted only to the eradication of extreme poverty, therefore, they should include in their goals the problems of middle-income countries as well as those of more developed countries subject to socially regressive policies. This initiative reveals the importance of looking at post-2015 issues from an approach of change of civilization and incorporating a more comprehensive and realistic collection of new forms of poverty, exclusion, inequality, violence and restrictions of human rights (such as those that social movements have been demanding since 2011 in all continents)
- b. Education is a human right, a public good, and the State has the obligation to guarantee and deliver it by way of institutions providing quality education, leaving no room for those who may claim to commodify education based on new socio-liberal formulas, reducing government spending and transferring the initiative of "lifelong education" to private (companies) and institutions.
- c. Educational policies, both globally and in each country, must be defined from the aspirations of communities and citizenship, which are not only reduced to quantitative aspects (coverage, for example) but also (or mainly) when they are raised from qualitative aspects of logic: living together, citizen participation, access to knowledge, peace and security, environmental protection, non-discrimination, which have been expressed in the recent global and national mobilizations. In a direct way, this statement recognizes and encourages the democratization of the process of debates and agreements towards the post-2015.



Second synthesis of collective reflection By Cecilia Fernández – ICAE Secretariat

Dear all,

We have reached the end of this virtual meeting that thanks to your participation and excellent contributions, has allowed a fruitful exchange, has extended our framework and context of analysis, clearly pointing out some of the challenges we have to influence the Post-2015 development agenda and even more, to demand its subsequent implementation.

Different views have emerged, which is always refreshing, as well as elements for rethinking our strategies, challenges and questions that will surely continue calling us and requiring our imagination, determination and persistency.

As Cecilia affirms, the confluence of the three global platforms as well as the ongoing education post-2015 processes present both opportunities and challenges. 2015 is a landmark for renewed commitments to Education for All (EFA) and Sustainable Development Goals (SDGs) coupled with a continuing review of actions under CONFINTEA 6.

As had already been raised in the first part of the seminar, a big challenge is how to ensure a standalone education goal within the SDGs, because although the interim report of the OWG Co-Chairs indicate education as one of the 19 focus areas, the conception of education as a cross-cutting issue rather than a goal exists at the same time, and this weakens the priority to education.

There is agreement in relation to the fact that the agenda, and the multi-stakeholder processes leading to agenda setting, are equally important.

“The unfinished EFA agenda”

EFA is a pipe dream in most countries on the continent, says Limbani, the post-2015 agenda goals, sub-goals and objectives as well as targets need to consider that EFA is an unfinished agenda in Africa.

And he brings up that “In January 2014, the African Union Heads of State summit in Addis Ababa adopted an overall post-2015 position...it is important to underline that as observed by the AU common position on post 2015, it will be critical for African citizens to “actively participate in the global debate on how to provide a fresh impetus to the MDGs and to examine and devise strategies to address key emerging development issues on the continent in the coming years”

Whilst general discussion on the place of lifelong education for all in the agenda is fundamental, I believe, says Timothy, we also need to concern ourselves with practical issues related to strategy

For Cecilia from ASPBAE, the participation of civil society and youth in education governance is essential, and there should be clear goals towards monitoring governments. Clear indicators are needed on Transparency-Accountability, Participation - where all stakeholders including learners, parents, teachers and civil society organizations are strategically engaged in policy development, implementation and monitoring, and Justice, where those who were denied education be at the core of the agenda.

In this sense Graciela and Natalia refer to the concept of “Social Education Debt” which has been developed by researchers in recent years, which expresses the existence of groups of children, adolescents and adults with very low education levels or with low quality education; thus, the social education debt is a challenge for the expansion of school offers with a view to ensuring access for all excluded populations and their permanence in the system.

The notion asserted by the fact of taking care of the social education debt is a genuine instance and complementary to other policies aimed at social inclusion such as the promotion of employment and access to social services.

“The contradictions in the discourses”

We continue to believe that education is the key to solve the problems we face. In my opinion, says Sofia, this is a partial truth and our mistake has been to make it the whole truth. We continue to believe that education is the foundation to improve productivity and that productivity is the engine of progress.

There are still millions of people without access to literacy, millions of women who have no access to health care, millions of children who do not have the possibility to go to school. Eliminating this must remain one of our goals, must remain one of the headlights to illuminate our path. But currently in the countries of southern Europe, the expectation that more education means better quality of life has become false. The labor market tells the generation between 25 and 35 years

old, they are overqualified and offers them jobs with no expectations at all of building careers, apart from being poorly paid.

"What for" has been defined by others who are convinced that productivity and economic growth are the reasons for investing in education and training. I mean, continues Sofia, this "what for" is colonized by the discourse of growth and productivity as ideas, as forces that set out the path. We have spent years using the same words. We continue naming the world inflating the perspective of productivity and growth, International agencies continue to claim that more education means higher productivity and greater wealth. Our minds are colonized by this thought.

After months of discussions and preparation of documents in relation to the new framework agreements for the MDGs and EFA goals by various stakeholders, it is not yet possible to identify the real sense of the rhetoric of major international agencies" affirms Osorio, and while there is consensus regarding the evaluations of the results of both strategies, there is no consensus on the kind of diagnosis performed on the "development crisis" and on the context in which new goals should be defined.

It is not easy to define this framework as various actors perceive the state of the "global issue" from different perspectives and analytical tools, which is evident when comparing the statements of global citizen organizations to those of international agencies. However, Osorio adds, we also found that among the latter there are different approaches, internal debates and increasing pressure to adjust the proposals to the cycles of the global market and the contradictory dynamics of the finance global government. The results of the work done by the groups of experts convened by the Secretary General of the UN is an example of what we say.

"Voices Rising"

There are multiple languages and forms of expression, but paying attention to these signals requires unconventional mechanisms that seem not to have emerged yet ... Some talk, others listen, others actively express their discontent, and large blankets of silence live together in this attempt to achieve human rights and the right to education

The SDGs will only be achieved when people are empowered through education and lifelong learning, and are able to participate with dignity in the economic and social spheres of their family, work and community life, states Cecilia.

To what extent do discussions taking place in the extremely complex structure generated by the UN contemplate and express the interests and demands of the young and adult learner? Timothy asks himself.

In order to achieve the world we want by means of the education we want, there is no substitute for participation, he adds.

What do those who have been silenced excluded or made invisible say? Sofia asks herself. If we accept that there is not an only way of naming reality, not a single direction towards the future, then we should also accept that those who have the power to speak should shut up and listen.

The example of consultation Damien shares from Brazil is very interesting, as it shows that a total of 78 organizations, movements and networks participated in the process of consultation of the Brazilian civil society.

The question of universal education, he says, was obviously pointed out as essential: "The new strategic Objectives of development should ensure universal access to quality, secular and free education, regardless of gender, age, ethnicity, religion, socioeconomic status, immigration status, gender identity, sexual orientation, among others."

Education, participation, human diversity, culture, world of work, food, human rights, democracy ... All these issues are linked, are inseparable ... but current trends in the process of building the new development framework says Damien, the global civil society is challenged, more than ever, to increase their pressure on governments and international organizations.

Some challenges ahead

Timothy points that the Post-2015 Agenda debate suffers of the lack of resonance between international and national spheres, in strategic terms, advocacy efforts need to be invested in translating the global issues into national issues. Ministries of Education must be encouraged to engage in the debate and to 'internalize' it. And, as was previously said in the first part of the seminar, not only Ministries of Education should be involved if we really want to make a change.

If more specific strategies and mechanisms are not studied, says Carmen, we will continue repeating the situation assessment and major strategies to follow, but we will not succeed in making progress "from the smallest level", that is, from the "bottom-up" situations. We must also work on better indicators and benchmarks. Translating rhetoric to concrete goals and targets for lifelong learning is a key challenge

There is still a conception that education is an issue that only affects to young people, says Sebastian from Student's Federation of Chile. He believes that to break this order of things a dialogue between student's movements and adult learning advocates is needed. A key part of this reflection is to invite student's movements to leave behind the narrow

focus on students as young people in order to put the focus on an encompassing social movement for the right to education.

He proposes to make a dialogue between younger activist, and their organizational ways, and older NGO's. He strongly believes that each generation of activist can enrich each other, thus going beyond the 'generational divide' that comforts so many of the establishment that wants to keep the status quo.

He concludes that in order to think for a post-2015 agenda, we need to build bridges between student's movements and adult learning advocates in order to build majorities that puts a holistic paradigm of education on the public agenda. Otherwise, the student's movements will keep on fighting with a narrow worldview that excludes adult education issues and adult learning advocates will be isolated in their own world.

Towards a "Pedagogy of Hope"

Zahi affirms that dictators have marginalized to such an extent the impoverished and illiterate majority keeping them in an incredible state of underdevelopment, that access to power is rarely possible...and that Arab societies will need several years to mature and to constitute "civil societies", able to considerably participate in building and leading the "offer" in Education, Adult Education and Development.

He added that to dream about the post-2015 period is required, to liberate Development from the unique objective of the "global" or "national" market, and make larger room for Education and Adult Education.

The "Pedagogy of Hope" used by Paulo Freire can still be today, the subject of meditation and action in a politically, socially and economically exhausted Arab world...Could a "Pedagogy of Hope" still save the desperate? This is our commitment, the commitment of us all, to renew the Pedagogy in order to recover Hope.

It is not too late to act affirms Paul. It is not too late for local individual initiatives and international intervention, for reaching out other social movements and for making use of official and social media, for connecting with officials doing advocacy through evidence based policy recommendation.

Last but not least, we hope that this process of collective reflection and action will continue in the various forms we have to perform this, at national, regional and global levels.

It is everyone's task to build another world possible, with dignity, economic, social and environmental justice.

Gracias!!! Thank you!!!! Merci Beaucoup!!!

Cecilia Fernandez

ICAE Secretariat

April 1st, 2014



POST 2015 education

ICAE



The right to education and lifelong learning:

Supporting materials for advocacy in the post-2015 process

POST 2015

CONTENT

- I. Intro
- II. What is the post 2015 process?
- III. Where are Civil Society Organizations?
- IV. How can ICAE members engage and do advocacy throughout this process?
- V. Key messages
- VI. Resources

International Council for Adult Education - ICAE

January, 2013

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INTRO

In the next three years, several civil society organizations will mobilize toward reshaping the post 2015 development agenda by engaging in the processes to set the post-Rio+20 Sustainable Development Goals (SDGs), MDGs, EFA goals and CONFINTEA. Based on this scenario and the proposals and recommendations of ICAE Strategic Seminar held in Marrakesh in October 2012, ICAE is putting special emphasis on the 2015 process and is backing and supporting all its members to build their capacities to mobilize, at national level, the common advocacy agenda.

ICAE believes that the debate on the post-2015, both of EFA and the MDGs, should aim to define new goals of comprehensive sustainability (social, cultural, educational, economic, environmental, equity, food) with special attention to the processes of transformation that need to be adopted to achieve these new goals.

ICAE and its members should play an important role at global level, actively participating with networks, coalitions and global alliances to influence debates on education policies and young and adult education, in particular spotting issues such as gender equality, decent work, sustainable development and climate change, education for citizenship and human rights, lifelong learning, to promote a transformative and significant shift in the design of new visions and strategies of social development and education.

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II. What is the post 2015 process?



Download:

http://www.globaleducationfirst.org/files/EdFirst_G29383UNOPS_L.pdf

<http://educationpost2015icae.wordpress.com/>

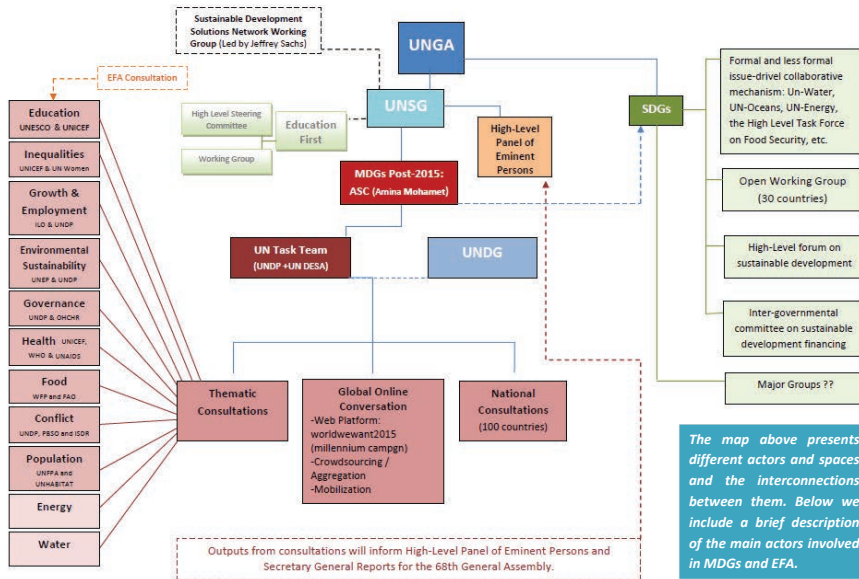
At the international level, two parallel processes have emerged for the creation of the Post-2015 successors to the MDG and EFA frameworks. For the MDG's most of channels have been spearheaded by the United Nations Secretary General (UNSG). For the post-2015 EFA framework, apart from the UNSG's 'Education First' — Special Initiative on Education, UNESCO has been at the forefront to initiate important processes for official dialogue. See more information below,

Map of Actors and Spaces

In the [Outcome document of the Millennium Summit in 2000](#), the General Assembly of the United Nations (UNGA) asked the Secretary General (UNSG) to file an annual report on the activities, consultations and analyzes to be carried out to inform the intergovernmental debate on the UN development agenda post-2015.

In this regard, the Secretary-General, Ban Ki-moon established the [UN System Task Team](#) to support system-wide preparations for the post-2015 UN development agenda. The Task Force is led jointly by the United Nations Department of Economic and Social Affairs (UN DESA) and the United Nations Program for Development (UNDP), this team is responsible for keeping the entire system of preparing the agenda post-2015 development of the United Nations, with the support of the [United Nations Development Group \(UNDG\)](#).

In this context a working structure has been implemented in order to stimulate debate on the MDGs and promote cooperation between governmental, non-governmental (private sector and civil society) and multilateral agencies. The following graphic and the information below will help you better understand how the process is structured at the UN level, under the coordination of the Secretary General:



The map above presents different actors and spaces and the interconnections between them. Below we include a brief description of the main actors involved in MDGs and EFA.

Actors related to the MDGs +

UN System Task Team



A team of technical experts from all UN agencies, the World Bank, IMF and the WTO, have been selected to coordinate UN-wide preparations and propose a vision and road map. The team is co-chaired by **Jomo Kwame Sundaram**, Assistant Secretary General of UNDESA and **Olav Kjørven**, Assistant Secretary General of UNDP.



Its major tasks are to evaluate experience with the MDGs, review recent trends, assess ongoing UN efforts and initiatives, and make proposals for the post-2015 framework. Its mandate is also to support the consultation process and analytical inputs, expertise and outreach.

In particular, the work of analysis is performed by the [UN System Task Team](#) and has required the development of 'think pieces', thematic and methodological issues for queries that are developed by the [UNDG](#).

Actors related to the MDGs +

United Nations Development Group (UNDG)



The UNDG puts together funds, programs, agencies, departments and offices of the United Nations that in development. The common goal of the group is to provide a more coherent, effective and efficient countries seeking to achieve the internationally agreed development goals, including the [MDGs](#).

In 2009 the UNDG created a [MDG Task Force](#), co-chaired by UNDP and UN Women, which from 2012 is national consultations on the post-2015 in 50+ countries.

UNDG is also facilitating, with the UN Task Team, 11 world thematic consultations.



The Millennium Development Goals

Eight Goals for 2015

- 1 Eradicate extreme poverty and hunger
- 2 Achieve universal primary education
- 3 Promote gender equality and empower women
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Combat HIV/AIDS, malaria and other diseases
- 7 Ensure environmental sustainability
- 8 Promote sustained, inclusive and equitable economic growth, employment and decent work for all

Read More:

<http://www.undp.org/content/undp/press/2012/01/2012-01-17-undp-overview.html>

Actors related to the MDGs +

UNSG's High Level Panel of Eminent Persons



The UNSG has appointed an influential high level panel to advice on the post-2015 framework. The co-chairs selected are Liberian President Ellen Johnson-Sirleaf, Indonesian President Susilo Bambang Yudhoyono and UK Prime Minister David Cameron. The UN secretariat has also announced the names of the 27 members of this panel (see [here](#))



Though most of them have extensive experience in government, academia or the private sector, Queen Rania of Jordan and Graça Machel of South Africa, stand-out as long-standing high-profile civil society advocates on education. The high level panel is expected to submit its report to the UNSG in the first quarter of 2013.

Actors related to the MDGs +

UN Assistant Secretary-General and Special Adviser



The UNSG has announced his plans to appoint a new Assistant Secretary-General for post-2015 development planning who will be responsible for coordinating "constituencies and work streams" inside and outside the UN system.

In addition, Amina Mohammed, a prominent education activist, has officially been appointed as the UN Special Adviser on Post-2015 Development Planning. This will be a pivotal role to coordinate with the entire UN system and she will also participate in the High Level Panel as an ex-officio member.

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Actors related to EFA+

UN Secretary General's 'Education First'



This special initiative on education by the UNSG is not formally part of this post-2015 processes, but could have a significant impact on its debates. The UNSG has highlighted that the initiative has been specially created to address the need to 'put education at the heart of the social, political and development agendas'.

Its three thematic pillars are

- i) every child in school,
- ii) quality education and
- iii) global citizenship.

The Initiative has two formal structures, a Steering Committee and a Technical Advisory Group. The [Global Campaign for Education \(GCE\)](#) and [Education International \(EI\)](#) have been invited to represent civil society in the former. UNESCO Director-General Irina Bokova serves as Executive Secretary of the [16-member Committee](#).

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Actors related to EFA+

Global Partnership for Education



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Established in 2002, the [Global Partnership for Education](#) is comprised of over 50 developing countries, donor governments, international organizations, the private sector, teachers, and civil society/NGO groups.

The Partnership help developing country partners develop and implement sound education plans. Members of the Partnership mobilize and coordinate resources to support the achievement of the plans' goals to enroll more children in school for a better education.

Though the Global Partnership for Education has not yet announced any special consultative processes to craft and influence the post-2015 agenda, its ongoing Strategic Planning Exercise for the 2012-2014 period and the priorities chosen will be key platform for donors and other stakeholders to influence the post-2015 strategies.

Actors related to EFA+

Global Business Coalition for Education (GBC-Ed)



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[GBC-Ed](#) brings together corporate leaders committed to delivering on the promise of quality education for all of the world's children. The coalition is chaired by Sarah Brown. In their launching, they had the participation of UNSF, Ban Ki-Moon, who highlighted the support of member companies such as Western Union and Mastercard. This indicates a growing role of the private sector impact in defining agendas and policies in education.

Actors related to EFA+

World Bank



The [World Bank's Education Strategy](#) lays out a ten-year agenda focused on the crucial goal of "learning for all". The bottom line: Invest early, invest smartly, and invest for all. The strategy draws on consultations with governments, development partners, students, teachers, researchers, civil society, and business representatives from more than 100 countries.

Attention: *The agenda of "learning" is emerging strongly in the discussions on the EFA monitoring and education in the post-2015 and should be discussed carefully. If on one hand the strategy document Learning for All includes in their opening paragraphs recognition of education as a right (but not as a human right), on the other, all the rest of the document goes in another direction, insisting that the purpose end of education is the employability and insertion in the labor market, betting on the concept of people as human capital and educational models based on capacity building (skills). Also, it doesn't present the meaning of education as a human right that is an end in itself and in performing other rights.*

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III. Where are Civil Society Organizations?



Once the United Nations system launched the process of discussions for the post-2015 MDGs and EFA, the global civil society, its platforms, alliances and movements also started a process of reflection and mobilization to influence the evaluation of both global strategies and also the definition of new goals.

Here we are going to mention some of the main networks, campaigns and organizations that are actively involved in the process:

- [Beyond 2015](#) is a global civil society campaign, pushing for a strong and legitimate successor framework to the Millennium Development Goals. The campaign is built on a diverse, global base. It ranges from small community based organizations to international NGOs, academics and trade unions. A founding principle of the campaign is that it is a partnership between civil society organizations from the 'North' and the 'South' – bringing together groups from developing, emerging and developed economies.
- The [Global Campaign for Education \(GCE\)](#) is a civil society movement that aims to end the global education crisis. Education is a basic human right, and GCE's mission is to make sure that governments act now to deliver the right of everyone to a free, quality, and public education. Their membership is comprised of a huge variety of national, regional and international civil society organizations, teachers' unions and children's rights campaigners. GCE becomes a strategic player, when it joined (as shown above) the Steering Committee and the Working Group of Education First, and also the coordination group of the UNESCO Collective Consultation of NGOs on Education for All (CCNGO). The Latin American Campaign for the Right to Education ([CLADE](#)) and the Latin American Council for Adult Education ([CEAAL](#)) also participate in the CCNGO Coordination Group.
- The [UN Millennium Campaign](#) was established by the UN Secretary General Kofi Annan in 2002 in order to support citizen participation in the achievement of the Millennium Development Goals. Since then, the campaign has worked with UN partners and key global constituencies, such as civil society, parliamentarians, faith groups and youth to promote people from around the world to take action for the achievement of the Millennium Development Goals by 2015. Now the Campaign advocates for increased efforts to effectively promote greater support for the MDGs, and has engaged in the post-2015 process. However, it is unclear to what extent the Millennium Campaign will promote liaison with civil society in the process.

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Civil society is raising its voice through a series of initiatives and web pages from different regions across the world. An Internet search shows a number of websites and blogs of organizations and individuals who try to discuss, participate and contribute, in their own way, to the post-2015 process. It is also important to find ways to give visibility and promote reflection on the issues relevant to the consolidation of strategies and future impact of a new model of global development and global governance based on human rights, respect towards Mother Earth, social justice and .

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IV. How can ICAE members engage and do advocacy throughout this process?



The United Nations is planning a series of consultations to help shape the post-2015 agenda with the support from Civil Society coalitions which have been organizing Civil Society engagement in post-2015 discussions:

➤ National Consultations

The national consultations are intended to foster an inclusive multi-stakeholder process and advocate for a Post-2015 development agenda informed by national and local priorities. UNDP is facilitating consultations in at least 56 countries to exchange inputs and ideas for a shared global vision of "The Future We Want", in an inclusive and open debate with relevant knowledge on development challenges, opportunities and solutions.

The aim is to facilitate the largest possible number of national consultations. Thus the following provisional list does not preclude support to other countries. The country consultations are expected to run until the end of the first quarter of 2013 and they will feed into a global UNDG report that is expected to inform the post-2015 discussions.



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IV. How can ICAE members engage and do advocacy throughout this process?



➤ Thematic Consultations

The UN is organizing a series of thematic consultations with academia, media, private sector, employers and trade unions, civil society and decision makers, taking place between May 2012 and June 2013. The web portal – [World We Want 2015](#) – jointly owned by representatives from the United Nations and civil society, is serving as the online platform for all eleven thematic consultations: <http://www.worldwewant2015.org/sitemap>

The consultations include initiatives as diverse as calls for papers, online consultations and discussions, expert group meetings, newsletters and panel discussions. Each thematic consultation will organize one global thematic meeting to summarize and discuss their findings. The global thematic meeting on education will probably take place in February in Dakar (tbc). The thematic consultations will inform Member States’ decisions on the content of the post-2015 ACA **FALTA ALGO, UNA PALABRA, PODRIA SER “AGENDA”**



<http://educationpost2015icae.wordpress.com/>

There are 11 global consultations on the following themes:

THEMATIC CONSULTATIONS

THEME	LEADING AGENCIES	HOST GOVERNMENT	DETAILS
Inequalities	UNICEF / UN WOMEN	Denmark	Here
Health	WHO & UNICEF	Sweden and Botswana	Here
Education	UNDP / OHCHR	Canada	Here
Growth and employment	UNDP / ILO	Japan	Here
Environmental sustainability	UNEP & UNDP	France	Here
Food security and nutrition	FAO / WFP	Spain	Here
Governance	UNDP / OHCHR	Germany	Here
Conflict, Violence and Disaster	UNDP / PBSO / UNICEF / UNISDR	Finland	Here

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There are 11 global consultations on the following themes:

Population dynamics	UNFPA / UN HABITAT / UN DESA / IOM	Switzerland	Here
Water	UN WATER & UNICEF	NA	Here
Energy	NA	NA	Here

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ICAE's main areas for involvement:



Thematic Consultation on Education

From **December 10, 2012 to February 24, 2013** an online Global Thematic Consultation on Education has been taking place. The themes and timeline of the online consultation are the following:

- Online Discussion: **Equitable access to education** 10 - 24 December 2012
- Online Discussion: **Quality of Learning** 5 - 19 January 2013
- Online Discussion: **Global citizenship, skills and jobs** 23 January – 6 February 2013
- Online Discussion: **Governance and Financing for Education** 10 – 24 February 2013

We invite you all to join this discussion through this link: <http://www.worldwewant2015.org/education2015>

Global Meeting on Education

March 17-19, 2013 - Dakar, Senegal

A global meeting/conference to discuss the relevant themes outlined above, identify trends, gaps and opportunities, develop ideas and examine policies for greater education quality for all. The tentative dates are 17-19 March 2013 (TBC). The global meeting will gather approximately 50 high level participants, e.g. ministers/officials from the host government and representatives of other governments from all regions, major civil society/international NGO coalitions, key UN partners, some members of the Secretary-General's High Level Panel. A background document - a synthesis report will be prepared for the global meeting, drawing on the CCNGO/EFA and regional meetings' reports and the outcomes of the various online consultations, as well as a review of existing literature/documentation on education post-2015. If necessary, additional papers could be commissioned to cover identified gaps.

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Thematic Consultation on Inequalities

This joint Civil Society/UN consultation, co-convened by UNICEF and UN Women and sponsored by the Governments of Denmark and Ghana, is an open and inclusive conversation for representatives of civil society, academia, governments and the UN to discuss what the Post-2015 development agenda should look like. It is your opportunity to influence the agenda and share the voices of your community.

- Online Discussion: **Gender Equality** Oct 3, 2012 to Oct 24, 2012
- Online Discussion: **Inequalities and People with Disabilities** Nov 14, 2012 to Dec 5, 2012
- Online Discussion: **Economic Inequalities** Nov 19, 2012
- Online Discussion: **Young People and Inequalities** Dec 17, 2012 to Jan 18, 2013
- Online Discussion: **Inequalities and Urban Areas** Jan 4 to Jan 19, 2013
- Online Discussion: **Inequalities and Minority Groups** Began on January 8, 2013 and continued for 2 weeks.

Leadership Meeting on Addressing Inequalities

February 18 - 19, 2013 – Copenhagen, Denmark

The Thematic Consultation on Inequalities culminates with a small, high-level meeting of key decision-makers in government, civil society and the UN. The purpose of this 'Leadership Meeting' is to review the findings of the discussions and present a statement and recommendations on how to address inequalities in the post-2015 agenda.

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Civil Society Dialogue with the High-level Panel on the Post-2015 Development Agenda

The fourth HLP meeting coming up in Bali, Indonesia, will focus on the global dimensions of development, particularly global partnerships and means of implementation. This meeting will take place in **March 2013**. The Panel intends to continue its outreach to civil society and other stakeholders, in advance of and during its upcoming meetings.

The first draft of the Panel's report is expected in **March 2013**, followed by a second draft in **April 2013** and a final report by the end of **May 2013**.



68th United Nations General Assembly, New York-USA

(Foreseen dates: September 24 –October 4, 2013)

- UN Secretary General Progress Report on MDGs

- A report from the open working group to decide on SDG's method of work and modalities to ensure full involvement of all relevant stakeholders and expertise from civil society, UN and scientists, will be submitted to the 68th Session on UNGA (2013) containing a proposal for SDGs for consideration and appropriate action.

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OTHER important events for engagement:

Third Meeting of the Board of Regional Intergovernmental Committee of EFA/PRELAC

(Mexico City, Mexico, 29-30 January 2013)

Twelve years after the Dakar Declaration (2000) and less than three years after the deadline for the realization of the goals of Education for All in 2015, the meeting will focus particularly about the progress and challenges of the region and Post Agenda 2015, among other topics.

The objectives of this meeting are:

- 1) Present and discuss about the progress of Education for All (EFA) in the region
- 2) Identify key issues and gaps for meeting the goals by 2015
- 3) Define alternative actions of Member States and UNESCO to accelerate the achievement of the goals by 2015
- 4) Identify emerging challenges and trends for inclusion in the post-2015 education agenda

Organizer: OREALC/UNESCO Santiago



World Social Forum 2013

March 26 - 30- Tunis, Tunisia

WSF is an annual meeting of civil society organizations, first held in Brazil, which offers a self-conscious effort to develop an alternative future through the championing of counter-hegemonic globalization.

Read More: <http://www.fsm2013.org/en>

<http://educationpost2015icae.wordpress.com/>

CSO Conference: Advancing the Post-2015 Sustainable Development Agenda

Reconfirming Rights – Recognising Limits – Redefining Goals

20-22 March 2013 in Bonn, Germany

This global event intends to draw together civil society inputs into the Sustainable Development and Post-2015 discussions and to provide a better overview on civil society perspectives and demands in order to advocate more effectively for their implementation.

UNESCO's EFA High Level Forum

May 2013 (tbc)

For the purpose of high-level advocacy, the annual HLF, organized on the sidelines of a major high-level meeting such as the United Nations General Assembly, aims to bring together a few world leaders and champions of education to increase the visibility of EFA beyond the education community and place education at the centre of international development agenda.

EFA Steering Committee Meeting

June and December 2013 (tbc)

The first meeting of the Education for All Steering Committee was held on 11-12 June 2012 in Paris. It consists of 18 members representing UNESCO Member States, the E-9 Initiative, EFA convening agencies, the OECD, the civil society and the private sector. The role of the Steering Committee is to provide strategic direction to the EFA partnership, monitor progress, and advice on meeting the six EFA goals. A major task is also to discuss the development of the post-2015 education agenda.

<http://educationpost2015icae.wordpress.com/>

Please note that given the changing and dynamic nature of the post-2015 process, we encourage you to periodically visit the websites listed at the end of this document (particularly www.worldewant2015.org) to check dates and the calendar of events.

If you or your ICAE member organization contributes to these consultations, send your comments or inputs to ICAE's Secretariat (secretariat@icae.org.uy).

For support related with your participation please contact ICAE's Secretariat (secretariat@icae.org.uy).

<http://educationpost2015icae.wordpress.com/>

V. Key messages



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The [International Council for Adult Education](#) is clear that lifelong learning policies and practices must be inevitably involved in responses to the multiple crises we are confronting – arising from fiscal restructuring, climate change, accelerating inequality, food, energy and water shortages. As the fifth UNESCO international conference on lifelong learning CONFINTEA V in Hamburg 1997 made clear, whilst adult learning and education (hereafter ALE) is a good in itself, it is also a fundamental pre-requisite for the achievement of a range of other social policy goals. Few of the Millennium Development Goals (MDGs) of 2000 can be fully achieved without investment in ALE, yet the invisibility of an explicit focus on this catalytic function has been a major weakness in securing its optimal contribution to development in industrialized and developing countries alike.

In this regard, we want to promote the following key messages for advocacy:

- A fundamental reorientation is necessary that puts human rights and well being of all people and natural environment at the centre of education policy and practice.
- We urge policy makers to remember that many goals, targets, commitments are already internationally agreed and to focus on implementing them. The post-2015 framework and its goals should be grounded in and reflect existing human rights instruments and agreements. Experience to date with education rights in the development agenda suggests that a post-2015 framework should consider: clear articulation of EFA, MDGs and SDGs
- We re-assert that the right to education as set in article 13 of the International Covenant on Economic, Social and Cultural Rights are crucial: "...education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms".
- ALE should, as a human right, be an integral part of the definition of a new development paradigm. We urge the UN and its agencies to go beyond primary education targets and give centrality to all forms of education, including non formal and popular education.
- We urge approaches to be adopted that consider the gender and education dimensions of different development goals, alongside those that impact on other areas of discrimination and marginalization, and recognize the need for an integrated, transformative and rights-based agenda as a pre-condition for genuine sustainable development.
- Special attention should be given to sponsoring policies that secure equality of voice, representation, recognition, empowerment as autonomous citizens.

POST 2015 education

ICAE



The right to education and lifelong learning:
Supporting materials for advocacy in the post-2015 process

Where are we now and where are we going?

PART II

POST 2015

CONTENT

- I. Presentation
- II. Summing-up and reflections on the post-2015 consultation process (MDGs and SDGs)
- III. Key ideas expressed in ICAE documents during the post-2015 development agenda process
- IV. The proposals on education in the official documents of the post-2015 process

PART II

PRESENTATION



Where are we now and where are we going?

A review and reflection on the post-2015 process
(June 2012 – May 2013)

We are glad to share with you the second part of our guide: *“The right to education and lifelong learning: Supporting materials for advocacy in the post-2015 process”*. The purpose of this advocacy guide and subsequent off-prints or supplements is to guide and facilitate the active participation of our members and educators, throughout this post-2015 process.

We have already gone part of the way and we still have a long way to go in this complex process, in terms of the future sustainable development framework.

At this moment, the period of consultations that fed the final report of the High Level Panel of Eminent Persons (HLP) for the UN Secretary General, Ban Ki-moon, is closing. This second part of our advocacy guide is available on May 30 th., the same date on which the HLP report is released. ICAE would like to provide inputs through 3 documents prepared by the Secretariat, to help you analyze the HLP report.

We have gathered all the information on the actions carried out during this part of the process and after further analysis and debate, we are glad to share with you the following documents:

1. Summing-up and reflections on the post-2015 consultation process (MDGs and SDGs)
2. Key ideas expressed in ICAE documents during the post-2015 development agenda process
3. The proposals on education in the official documents of the post-2015 process

II. Summing-up and reflections on the post -2015 consultation process (MDGs and SDGs)



Introduction

Since the [MDGs Summit in 2010](#), discussions have been taking place within the United Nations system and among civil society organizations on the framework that is required to promote development beyond 2015. Among other things, this debate is based on the assessment of the impact of the MDGs. It is also recognized that when formulating the MDGs there was no real participation of civil society, so it is expected that in this case, and from the beginning, there will be mechanisms of participation.

Parallel to the discussions on the MDGs and the post-2015 development framework, in June 2012, the [Conference on Sustainable Development](#) (also known as Rio +20) was held in Rio de Janeiro, Brazil. As a result of this conference it was decided to develop the Sustainable Development Goals (SDGs), in order to create a new framework for sustainable development based on a set of indicators, to reaffirm the political commitment of all stakeholders and to ensure concrete actions towards sustainable development.

It has been said that SDGs are not an alternative to the MDGs; however, discussions on the need to integrate these two agendas and build a single set of goals for a comprehensive sustainable development framework, are still valid. In the coming months, especially in the [General Assembly of the United Nations in September 2013](#), the course of action will be probably decided.

Consultations



As mentioned earlier, the United Nations recognized the need to broaden the discussion to formulate the new post-2015 framework, and under the mandate of the Secretary General (SG) of the United Nations, Ban Ki-moon, a [consultation system](#) was developed together with civil society, at national level and also thematic consultations.

Most consultations were based on the report elaborated by the UN System Task Team on the Post-2015 United Nations Development Goals, [Realizing the Future We Want for All](#). This report served as a reference to guide the discussions and the consultation process between governments, the UN system and other international organizations, civil society, academia and the private sector. It was also the starting point for the work of the [High Level Panel of Eminent Persons \(HLEP\)](#).



High Level Panel (HLP)

The HLP is an advisory group tasked to produce a report for the UN Secretary General with recommendations on the post-2015 framework for the development agenda beyond 2015, including principles for reshaping the global partnership for development and strengthening of accountability mechanisms. The HLP's recommendations on how to build and maintain a broad consensus on a development agenda beyond 2015, were presented to the HLP. The HLP also opened a consultation process, both online and face-to-face. (For more information about HLP consultations see <http://www.post2015hlp.org>)

Consultations



- National consultations
- Thematic consultations
- Consultations with the HLP

National consultations

National consultations were, and are being, facilitated by the United Nations Development Program (UNDP) in countries previously selected that, together with local partners, have developed national and public consultations online and face-to-face. To date, the results of these consultations have not been made public, the level of involvement of the different stakeholders is not known and their national representation seems questionable so far. In July 2013 the UNDP will publish a report with the results of the consultations.

Thematic consultations

Thematic consultations were conducted from the beginning of the process, in May 2012, and some remain open until the end of May 2013. Initially, consultation themes were: Inequalities, Governance, Growth and Employment, Health, Education, Environmental Sustainability, Food Security and Nutrition; Conflict and Fragility, and Population Dynamics. In October 2012 Energy and Water were also added as consultation themes.

Each thematic consultation had one or more UN agencies as coordinator and one or two host countries. The consultation process was conducted through the online platform [World We Want 2015](#), and ended with a high-level meeting, which involved civil society, representatives of the UN, and representatives of the HLP.

The consultations on education included online discussions, the EFA meetings, meetings of governments, the private sector, and a global meeting held in Dakar in March 2013 with the participation of governments, youth groups, private sector, civil society and United Nations agencies. For more information on the Dakar meeting see: <http://www.worldwewant2015.org/node/317535>, and a summary of all education consultations: <http://www.worldwewant2015.org/node/349169>.

Consultations with the HLP

The [High-level Panel of Eminent Persons](#) held five meetings: in New York, London, Monrovia, Bali and Guadalajara. In each meeting the HLP undertook to organize an open, transparent and inclusive process in which civil society actors, academia, the private sector, governments and other consultation groups could participate and influence the final report of the Panel for the Secretary General.



Consultations



During the second meeting, in London, HLP panelists [agreed on a "global agenda with global responsibility"](#), based on 24 questions that would guide their work. Besides the (limited) possibility to have a face-to-face participation at meetings of the HLP, civil society could participate online by sending the answers to the 24 questions, as well as specific proposals of what they understood should be the priorities of the new post-2015 development framework.

In March 2013, the ECLAC organized in Bogotá a Conference on Sustainable Development in Latin America and the Caribbean: monitoring the post 2015 development agenda and Rio +20, and the Caribbean Forum: Shaping a Sustainable Development Agenda to address the Caribbean Reality in the 21st. Century, with the participation of all governments in the region, UN organizations, representatives of the entrepreneurs' sector and some members of the HLP.



SDGs and consultations regarding Rio + 20



Going back to the process of elaboration of SDGs, the outcome document of the Rio +20 Conference established the creation of an **Open Working Group** made up of 30 Member States, to develop a proposal for the creation of the High Level Political Forum (HLPF), a mechanism to replace the Committee on Sustainable Development (CSD), which will be responsible for all issues related to the SDGs. This new mechanism should be placed at the highest level in the UN system, should be an institution in its own right, with universal membership and reporting to the UN General Assembly and the Economic and Social Council (ECOSOC). (Rio Outcome Document Par. 84)

The **Open Working Group** was established on January 22, 2013 by Decision 67/555 (A/67/L.48/rev.1) of the General Assembly. Member States have decided to use a mechanism with an innovative system based on constituencies of representation that is new to the smaller bodies of the General Assembly. This means that most of the seats of the Group are shared by several countries and as a result instead of 30 countries, the group has 70.

It is important to highlight the creation of the High Level Political Forum (HLPF) because civil society that has influence on the Sustainable Development agenda has been organized in Major Groups since 1992 and these major groups were incorporated into the Sustainable Development Committee in 2003 with an assigned budget.

Major Groups represent nine sectors of society as the main channels through which citizens can organize themselves and participate in international efforts to achieve sustainable development through the United Nations. These nine sectors are officially known as "Major Groups" and they are: Women, Peasants, Industries and Commerce, Youth and Children, Indigenous Peoples, Local Authorities, Scientific and Technological Community, Trade Union and Workers, NGOs.

Currently the Women's Major Group is the most active one, and GEO / ICAE actively participate in it.

Major Findings of Civil Society Participation and Consultation Processes



www.prahono.cl

In an attempt to summarize two complex processes that were carried out concurrently in the last twelve months, we do not provide details of each of the activities in which ICAE was involved and participated online or face-to-face. But we would like to emphasize the following points to present our main findings of these processes:

- The UN official consultations were conducted online and face-to-face. Virtual Consultations were broader and more open, yet face-to-face consultations were the ones that allowed greater influence and consolidated partnerships.
- Face-to-face consultations were very closed in the sense that everyone had to go through a selection process to participate, with unknown criteria and where some groups were selected to participate on several occasions and others were not.
- Regional and international education networks had limited participation in face-to-face meetings, except for the consultation on education in Dakar and the last HLP meeting in Guadalajara. This situation led a great part of civil society to question the transparency of the process.
- In the meetings where international and regional education networks participated, joint efforts of coordination and partnership yielded positive results, we were able to unify criteria and arrive to the meetings with strong statements.
- In Dakar, international education networks acted coordinately to protect the human rights framework which is being increasingly threatened in this process (especially by the positions of the World Bank and U.S. think tank: Brookings). The main results of this meeting were the recognition of the human right to education as the basis for sustainable development and the proposal of a "super-goal" of education for post-2015 which was formulated as follows: equitable quality lifelong education and learning for all.
- In the case of Guadalajara, the CEAAL developed a document based on the [outcome document of the International Civil Society Forum](#) (FISC, by its Portuguese acronym - 2009) for CONFINTEA VI that received inputs from organizations of the Education Working Group (EWG), which set the tone for the final recommendations on education that were raised by civil society in this consultation.
- Coordination with other groups, organizations and networks (Social Watch, DAWN and AWID) and the participation in the Women's Major Group of the Sustainable Development Commission, was a successful strategy against the limitations to face-to-face participation.
- We had a lot of support from civil society organizations to the approach of education as a human right throughout life and to a non-normal education approach. However, the support for young and adult education and lifelong learning from partners was lower than expected.

Major Findings of Civil Society Participation and Consultation Processes

- We noted that continuous monitoring, but mostly continuous face-to-face participation in key spaces is vital to deliver our key messages.
- Great attention was given to UN formal consultation processes, where we focused most of our efforts. However, these efforts might not be enough if they do not translate into advocacy actions aimed at States where decision-making lies.
- The process of SDGs' construction is a new opportunity to advocate; however, it is highly centralized in NY and some organizations based in this city are trying to dominate the process. Again, our ability to coordinate and create partnerships will be crucial, as well as our ability to participate in face-to-face meetings that are key to this process.
- Finally, this process has been an example that our advocacy should be focused on multiple spaces and actors at the same time (e.g. the various UN bodies and agencies, States, Civil Society Organizations). This advocacy shows up in different ways and needs follow-up, requires document production and development of flexible strategies that adapt to speed and changes.

II. Key ideas expressed in ICAE documents during the post-2015 development agenda process

- General ideas on the context and education
 - ICAE's vision on the current development agenda
 - ICAE's role related to the post-2015 development agenda

During the last year and a half (since January 2012), ICAE has written more than twenty documents conveying ICAE's position regarding the different issues related to the post-2015 process.

The documents have different format and serve different purposes: materials to raise awareness and for advocacy, contributions to online consultations, synthesis of the virtual seminar held in 2012, working documents, etc. Notwithstanding this, there are some fundamental ideas underlying these documents and we have made a brief summary of these ideas.

1. General ideas on the context and education:

- **The current context** is characterized by a multiple, global and civilization crisis, stemming from the exhaustion of the neoliberal and capitalist model. The response has been a change in paradigms, at all levels (even the education one) and throughout the planet. Said change aims at sustainability and implies making a complete change in the ways we produce, consume, think, educate, democratize and relate with nature.
- We need to defend **Education as a fundamental human right**, throughout life and in all its forms, formal and informal. This basic concept is at stake because organizations like the World Bank make narrow interpretations in a very subtle and implicit way, leaving aside the nature of education as a human right, and deprived of its most political sense and of its transformative and critical role. Thus, an instrumentalist concept of education is established, whereby education would be at the service of the market to meet the demands of qualified workforce.
- **Young people and adults** have always had and still have fewer opportunities to exercise the legitimate right to education. Therefore, we advocate for education beyond primary levels, **throughout life** and with a holistic, multicultural and universal approach. In this way, education contributes to the full development of human beings, the exercise of citizenship and the elimination of inequalities and discrimination.



- Recalling the contributions of **Popular Education** and **Folkbildning**, they advocate for an education that enables to solve the problems posed by life, contesting education as a vehicle for domination, aiming at social transformation, solidarity, cooperation and opposed to individualism and competitiveness. Adult education for democratization is sought.
- Education must continue being recognized as a **public good** that needs to be **inclusive, free** and with **quality**. In terms of quality, training and motivation of teachers are key elements but it is necessary to have enough **budget**.
- It is necessary to avoid focusing on simplistic quantitative **indicators** and must not be limited to reading, writing and calculus.
- In terms of **capacities**, reference is made to the fact that they have to be human and social capacities to support adaptation to a changing context and in order to become a person capable of having legal rights and obligations. Thus, we avoid turning the concept of **capacity building** into something merely instrumental.

2. ICAÉ's vision on the current development agenda

- It must be based on pre-existing, agreed and binding human right instruments.
- The process of creation of SDGs, MDG review, and EFA Goals has to be well-coordinated and represents an opportunity to redefine the Global Governance system. Civil society participation must be secured.
- The post-2015 agenda has to comply with the objectives of equity, gender equality, decent work, food sovereignty, social security and labor protection, health (including sexual and reproductive health), housing, water and sanitation, transparency and accountability.
- The process cannot be limited to creating or extending goals or objectives. We need to go beyond, because it is necessary to reinforce the Mother Earth and human rights framework and find new development paradigms, more specifically, on education. Besides, the process has to question the reasons for the failure or delay in the fulfillment of agreed commitments. The goals to be established have to be understood as "mandates" and the definition of goals has to be as broad as possible, with the right to education and lifelong learning, for all.

III. The proposals on education in the official documents of the post-2015 process



- In the Consultation on Inequalities, held in February 2013 (Denmark), no strong references were made to education, only to its supplementary role related to employment and job training problems. However, it is worth mentioning the assertion of equal rights for all in terms of access to education, linking education with non-discrimination global actions.
- The Consultation on Education (Dakar, March 2013) has posed some relevant themes for the future of education in the post-2015 process; recognizing education as a human right, the foundation of Sustainable Development and the exercise of all human rights. The second central issue is the quality of education and is directly related to the strategies used to address inequalities and poverty. An example of this is the virtuous circle whereby with more and better educated mothers, infant mortality is reduced.

The relevance and the need to strengthen Goals 1 and 2 of the MDGs through the mobilization of resources and coordination of actions to grant access to boys and girls to primary education, to have gender equality in access to education, to improve learning skills: reading, writing and calculus and link schools to the development of capacities for "life and work", is confirmed. Attention is called to education beyond primary levels and training, the provision of infrastructure, financing and to have enough motivated teachers to support learning and capacity building.

An issue raised is that in view of the global problems (climate change, respect of human rights, inequalities, challenge of knowledge-based societies, among others) quick social changes are needed, but no reference is made to the meaning or content that those accelerated changes must have in the field of education.

The Dakar consultation ratifies, in a relevant way, education as a human right which implies the right to universal access and non-discrimination. The State has to be the key actor to secure the exercise of the human right to education, promoting participation of families, communities, civil society and the private sector.

In Dakar priorities were set such as equal access, quality of education, education for citizenship, education in emergency and conflict zones, education on climate change and sustainable ways of living, training good teachers and the development of formal, non-formal and informal education addressing all social and age groups, particularly the most marginalized ones.

- In the fourth communiqué of the HLP (Bali meeting, March 2013) there is no particular attention to the issue of education. It ratifies the general principles of the HLP agenda defined in the first communiqué and the following ones oriented to sustainability, combating extreme poverty, revitalization of global governance, care of the environment, sustainable production and consumption, accountability and need to "measure" the progress of the overall plans.

III. The proposals on education in the official documents of the post-2015 process



- In Latin America and the Caribbean Consultation (Guadalajara, April 2013), the Civil Society Group developed recommendations that were based on the definition of education as a human right whose exercise allows full citizenship. Education is set as "comprehensive training" of individual and social persons to be developed through school systems but also through non-formal, community, popular education methods, and the recognition of ancestral knowledge. These methods should be recognized as inherent areas in educational goals. The importance of having good systems of free and public education at country level and preventing public education from being "poor education for the poor" is stated. It is further stated that educational systems need to be coordinated throughout their different levels of management (local, regional, national) and procedures for assessing educational management that consider the quality of the processes and not just the measurement of results, need to be established.

Evaluation:



1. While recognizing, mainly implicitly, the synergetic or catalytic character of education in the results of post 2015 global goals, so far there are no plans from international or multilateral agencies that announce a new cycle of educational reforms (except for the document of educational policy of the World Bank). Therefore, opening a field of debate on this matter is a pending issue.
2. The slogans of the current MDGs are ratified in order to ensure universal access of children to primary education, the creation of adequate infrastructure to ensure such a goal, the empowerment of women and the schooling of mothers, literacy of excluded groups, non-discriminatory and non-sexist education and the need for progress on job training. However, it is necessary to develop debates about the meaning of "quality education", expanding access to secondary education, the organization of technical and education systems and job training. In such fields comprehensiveness of education should be defined as a key attribute and value of sustainable development, democracy and quality of life. Therefore, it will be necessary that the quality of education be defined as a response to the needs of education-learning of people according to all the taxonomy of human needs (see, for example, the proposals for Human Development of the UNDP) and not only those concerning the field of employment. Similarly, the definition of education as capacity building should be seen in all its complexity, including all intellectual, social, cultural, technological, civic and recreational abilities that allow people to participate, work and make a decent and fair living based on the recognition and exercise of human rights. The tendency to guide education only towards the development of skills that qualify for performance in the labor market should be reviewed and its instrumental and purely productivist character removed.
3. The definition of education as a human right is a key aspect in the post-2015 process and its validation should be a strategic issue. The current conditions of global society require to explain the scope of the human right to education, which must be defined as the right to be educated and to learn throughout life for all, as recognized by UNESCO and the UN. This involves designing and developing educational systems to satisfy the right to lifelong learning that includes all age groups and their respective needs and fair expectations according to their cycle of life. This education should be developed through various modalities (school and community) that meet the requirements of flexibility, relevance and curriculum justice, learning styles by age, by different cultural, linguistic and social groups, by location in rural or urban areas. Lifelong learning and education includes education for citizenship and human rights, environmental education, education for migrants and minorities in a context of full recognition of their diversity.

Evaluation:



4. An important issue in the post-2015 education agenda should be the attention given to citizens who have not completed their regular studies in any level of the education systems. This task has been historically taken on by adult education, and will have to continue doing so, but not only in a remedial or compensatory way but as an approach of lifelong learning and inclusion of people to the benefits of knowledge, technological literacy, the use of social networks, citizen participation and their active integration into training itineraries that develop and prove their ability to continue studying according to their interests and aspirations. In order to move forward in this sense it will be necessary to make a qualitative leap in the current adult education policies. This will need a coordination of the various agencies involved and civil society organizations will have to train and professionalize adult educators, develop new teaching strategies and invest public resources that, based on the evidence we have, enhance other areas of social and education policies. For example, when the families of children and young students have greater cultural capital and their neighborhoods have education services such as popular libraries, community education projects and socio-cultural promotion, then learning improves at preschool, primary and secondary education levels.



If your or your ICAE member organization requires more information or assistance regarding your participation in the post-2015 process, contact ICAE Secretariat (secretariat@icae.org.uy) and join us: <http://educationpost2015icae.wordpress.com/>

NEXT

POST 2015 education

ICAE



The right to education and lifelong learning:
Supporting materials for advocacy in the post-2015 process

How do we address the influence on the OWG?

PART III

POST 2015

CONTENTS

- I. Introduction
- II. What is the OWG?
- III. How is the OWG formed?
- IV. How does the OWG work?
- V. How can you participate?
- VI. What do we need to participate in the OWG?
- VII. What happened at the June 17 - 19, 2013 OWG session?
- VIII. What are the next steps?
- IX. Funding

PART III

International Council for Adult Education – ICAE

July, 2013

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II. What is the OWG?



During the UN Conference on Sustainable Development, Rio +20 (Rio de Janeiro, Brazil, June 13 to 22, 2012), governments agreed to monitor the Millennium Development Goals (MDGs) and develop the Sustainable Development Goals (SDGs) beyond 2015. It was decided that the SDGs should be "limited in number, ambitious and easy to communicate", and should integrate the three dimensions of sustainable development and be consistent with the UN agenda beyond 2015.

To carry out this work, the UN General Assembly created a group of member states aimed to discuss, analyze and agree on the proposals of the High Level Panel (HLP) and other groups, including civil society. This group is the Open Working Group on Sustainable Development (OWG). The outcome document of Rio +20 **The Future We Want** establishes that the OWG shall ensure "the full participation of relevant stakeholders and expertise of civil society, the scientific community and the UN system in its work to offer a variety of perspectives and experiences" (<http://sustainabledevelopment.un.org/index.php?menu=1549>)

In addition, the OWG should decide the operating mechanism of the future **High Level Policy Forum on Sustainable Development (HLPF)**, which shall be responsible to provide political leadership, guidance and recommendations for sustainable development and monitor the implementation of the SDGs. It will be located at the highest level in the UN system and work in Geneva as part of the ECOSOC, and in New York, as part of the General Assembly meetings. It will be an institution in its own right and with universal membership.

- **Who will convene the forum?** It will be convened annually by the President of ECOSOC for a period of eight days. Every four years the forum will be convened by the President of the General Assembly for a period of two days at the beginning of its session, as well as on other occasions determined by the General Assembly.
- **What are the expectations of the forum?** Unlike a treaty body, negotiations within the forum would focus on specific policies and actions that the world can take together. The forum would not endeavour to negotiate a new treaty on climate change, for example.
- **Will the forum have any power to enforce outcomes?** The forum will not have any enforcement mechanism to compel States to comply with its recommendations. The forum's annual meetings convened under the auspices of ECOSOC will produce a negotiated ministerial declaration, based on consensus. The summit-level meetings every four years will produce a focused political declaration. Starting in 2016, the forum will conduct regular reviews of sustainable development commitments and objectives.
- **How can NGOs participate in the HLPF?** The modalities for participation will be agreed between now and the first and the first session under the auspice of ECOSOC in summer 2014 (June to be confirmed).
- **Who service the Forum?** UN DESA Division for Sustainable Development in collaboration with other relevant UN agencies and programme.

The HLPF must be based on the strengths, experiences, resources and inclusive forms of participation of the Sustainable Development Commission and subsequently replace this Commission. It will start working once the deliberations of the OWG end (in 2014).

To learn more, click here:

<http://sustainabledevelopment.un.org/index.php?menu=1556>

<http://www.unen.org/newscentre/Default.aspx?DocumentID=2723&ArticleID=9566&I=6>

III. How is the OWG formed?



The OWG is made up of:

- **Member States represented in the OWG are:**
 - Benin, Congo, Ghana, Hungary, Kenya and Tanzania have individual seats.
 - Nine (9) countries share seats in pairs: Bahamas / Barbados; Belarus / Serbia; Brazil / Nicaragua; Bulgaria / Croatia; Colombia / Guatemala; Mexico / Peru; Montenegro / Slovenia; Poland / Romania; and Zambia / Zimbabwe
 - Fourteen (14) countries share seats in trios: Argentina / Bolivia / Ecuador; Australia / Netherlands / United Kingdom; Bangladesh / South Korea / Saudi Arabia; Bhutan / Thailand / Vietnam; Canada / Israel / U.S.; Denmark / Ireland / Norway; France / Germany / Switzerland; Italy / Spain / Turkey; China / Indonesia / Kazakhstan; Cyprus / Singapore / United Arab Emirates; Guyana / Haiti / Trinidad Tobago; India / Pakistan / Sri Lanka; Iran / Japan / Nepal; Nauru / Palau / Papua New Guinea.
 - One seat is shared by four (4) countries: Algeria / Egypt / Morocco / Tunisia.
- **The Civil Society Organizations** are represented by the nine Major Groups identified in the outcome document of the UN Conference on Sustainable Development (Rio, 1992), *Agenda 21*:
 1. Women,
 2. Children and Youth,
 3. Indigenous Peoples,
 4. Nongovernmental organizations (NGOs),
 5. Local Authorities,
 6. Workers and Trade Unions,
 7. Business and Industry,
 8. Scientific and Technological Community, and
 9. Farmers.

How is the OWG formed?



- Other stakeholders can also participate, such as education or academic institutions, people with disabilities or groups of volunteers.

These may:

- attend all official meetings of the forum,
- have access to all official information and documents;
- participate in official meetings, submit documents and present written and oral contributions,
- make recommendations and organize side events and round tables, in cooperation with member States and the United Nations Secretariat.

In addition, Major Groups and other stakeholders can "establish and autonomously maintain coordination mechanisms for participation in the HLPF".

During the first session, the OWG elected two co-chairs: **Macharia Kamau** (Kenya) and **Csaba Körösi** (Hungary).



To learn more, click here: <http://sustainabledevelopment.un.org/orgpartners.html>

IV. How does the OWG work?



The OWG set an agenda of 8 sessions for 2013 and 2014, with different themes each that take place in New York. (Click here: <http://sustainabledevelopment.un.org/content/documents/1778Pow2805.pdf>)

Prior to each meeting, the UN System Technical Support Team (TST), created by the Secretary-General to support the OWG, produces basic documents. The TST is an inter-agency technical support team composed of more than 40 UN organizations and working under the umbrella of the UN System Task Team on the post-2015 development agenda.

The civil society organizations to participate in each meeting are previously selected by a panel made up of UNDESA (UN Department of Economic and Social Affairs), NGLS (UN Non-governmental Liaison Service), Major Groups, or other stakeholders. Participation is possible as panelists (five minutes' presentation) or as attendees (two minutes' presentation). Civil society organizations have also access to the discussions of delegations, as well as delegates present at discussions to lobby (although with certain access restrictions).



V. How can you participate?



Before OWG sessions

1. The OWG has its headquarters in New York and meetings are held at the UN headquarters. So advocacy is easier when there are representatives in NY or partnerships with civil society stakeholders based there and with access to United Nations and country delegations.
2. Civil society organizations that can not or do not have representation in NY have the option of lobbying in their countries. In the case of Education, contact should be established with the Ministry of Education and the Ministry of Cooperation or Foreign Affairs on the issues to be put on the OWG agenda and the SDGs.
3. By joining one of the Major Groups, ICAE is part of the Women's Major Group, and through them we have been able to participate in the 4th session of the OWG (June 17 to 19, 2013).

During operation of the OWG

In each session of the OWG, one hour (from 9:00 to 10:00 am) is reserved for Co-chairs to have interactive conversations with Major Groups and civil society stakeholders. Member States are also invited. These meetings have two main presenters who provide a civil society perspective on the topic to be discussed at the session, followed by interventions from attendees.

Participants from civil society (as panelists or attendees) are proposed by Major Groups or other stakeholders. For example, at the meeting in June 2013, ICAE-GEO was proposed by the Women's Major Group to intervene as an attendee (with a maximum of two-minute speech).



After the OWG?

1. Doing advocacy and lobby with governments in your respective countries on education issues to be taken to the OWG and the post-2015 agenda.
2. Sending documents such as the letter from ICAE to the Secretary General (<http://www.icae2.org/files/Carta%20SG%20ICAE%20ESP.pdf>) and the key messages from ICAE (http://www.icae2.org/files/f4_esp.pdf) or others considered relevant to the authorities of the country.
3. For the subject of Education, contact should be established with the Ministry of Education and the Ministry of Cooperation or Foreign Affairs to lobby on the issues considered important to be included on the OWG agenda and the SDGs.
4. Building partnerships with civil society organizations in countries and regions. (The Education Working Group, EWG, is a good example <http://educationpost2015icae.wordpress.com/wg-education/>).
5. Keeping track of scheduled meetings.
6. Participating in virtual discussion groups that might be organized.
7. Visiting the OWG website to keep updated on the information and participate in proposals <http://sustainabledevelopment.un.org/index.php?menu=1549>

In the following link you can find more information on the next session of the OWG:
[5th session \(25-27 November 2013\)](#)

VI. What do we need to participate in the OWG?

To participate in the OWG meetings in New York:

It is open to the participation of Major Groups, stakeholders from civil society or, for example, a topic partnership of stakeholders from civil society.

Another way to participate is:

- Making partnerships with Major Groups given that, so far, participants from civil society during the OWG are proposed by these groups.
To register with one of the Major Groups visit this link: <http://sustainabledevelopment.un.org/index.php?menu=1486>
- Making an alliance with a member state to organize events in countries or side events during the sessions of the OWG.
- Contributing by submitting documents, positions or papers that relate to the development of the High Level Political Forum (HLPF). <http://sustainabledevelopment.un.org/index.php?menu=1564>

In countries and regions

- Making partnerships with organizations working in education for lobbying with the government.
- Sending letters to the Secretary General including the position of your organization in relation to the High Level Panel (HLP) report, the post-2015 process and related issues.
- Sending the letter to the Secretary General <http://www.icae2.org/files/Carta%20SG%20ICAE%20ESP.pdf> and the key messages http://www.icae2.org/files/f4_esp.pdf from ICAE to the authorities of your government.
- Calling a press conference to express the positions regarding education and show the differences with the HLP document and the other documents already produced like the report of the Sustainable Development Network Solutions (known as SDNS), the one of the United Nations Development Group or the Secretary General's report "**Accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015**".
- Interviewing influential people in the education sector and publishing their positions.
- Organizing meetings with teachers and students' parents to explain the scope of the HLP and the Post-2015 proposals.
- Organizing meetings with grassroots groups (women, farmers, trade unions) and informing on the SDGs and how the issue of education is being addressed.

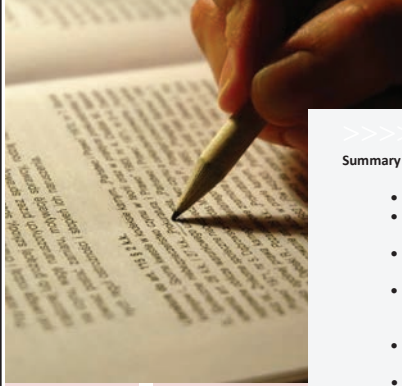


VII. What happened at the June 17 - 19, 2013 OWG session?

This meeting addressed the issue of employment and decent work for all, education and culture, youth and social protection.

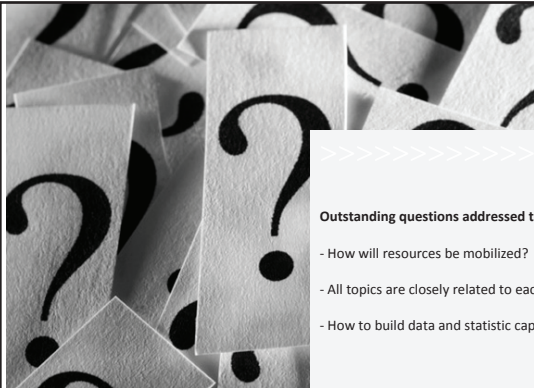
The points discussed were the following:

- Equitable access to education and health services remains a challenge, and it will need to redouble efforts to reach disadvantaged and excluded groups.
- Access to education is not enough. Quality of education should be addressed, as well as health and employment as decent work.
- The universality of the post-2015 agenda and the SDGs.
- Access to quality education, health, social protection, decent work are central to the post-2015 development agenda, including the SDGs. These have the potential to be a turning point to achieve a global program of transforming development.
- The eradication of poverty remains a primary objective and is clearly related to decent and productive work, social protection and access to quality basic education and health care.
- The emphasis on the need for disaggregated data in order to continue the progress to reach vulnerable populations and addressing inequalities.
- The need for results focused on data, for example, to measure not only education, but learning for different social groups.



Summary of the SUBJECT EDUCATION AND CULTURE

- Education is a fundamental right. At the level of primary education it should be not only inexpensive but free.
- Unequal access to quality basic education is a key decisive factor of inequalities in life opportunities. Equitable access must be addressed in any goal in education.
- Not only providing universal access to basic education, but going beyond primary education in the definition of a new goal.
- Regarding the work of the MDGs, they must complete the unfinished to ensure universal primary education enrollment in terms of literacy and numeracy. Increasing rates of adult literacy remains a critical need in many countries.
- The scope of quality education needs to be expanded in rural areas and especially at distance, to reach marginalized populations.
- Relevance concerning the needs of work: for most people, the first to get quality education is qualify for a good job. That means learning the right things, which could include science and math, entrepreneurship, professional skills.
- Beyond preparing for work, the role of education in promoting tolerance, active citizenship and the reflection on the future must be highlighted. We need to accomplish the transforming changes required for sustainable development.
- Many people stressed the importance of promoting early childhood learning to lay a solid foundation for formal education and lifelong learning.
- Investing in girls' education has enormous potential benefits for the families of those affected, as well as for society in general and the economy.
- Emphasis was made on the importance of establishing funding targets - both national and international - to accompany a goal of education.
- ON CULTURE: the role of culture was highlighted, as a facilitator of sustainable development by the creation of values and attitudes of society; a holistic education can shape social values that support sustainable development.



Outstanding questions addressed to the Member States and the civil society

- How will resources be mobilized?
- All topics are closely related to each other, how will we address these linkages in the proposal on the SDGs?
- How to build data and statistic capabilities, and make use of new information technologies to help us?

VIII. What are the next steps?

The OWG will not meet again until the end of November 2013. The topics to be addressed and dates up to 2014 are available at the following link: <http://sustainabledevelopment.un.org/content/documents/1778Pow2805.pdf>

In this period there will be important meetings where related issues will be discussed:

- The Special Event on the Millennium Development Goals (September 23, 2013).
- The implementation of the Intergovernmental Committee on Sustainable Development Financing (August 2013).
- Contacts with Major Groups and experts.

In addition, numerous reports are being produced in the broader process of the post-2015 development agenda. Each one contains inputs that will contribute to the work of the OWG. It is recommended to read:

- Report of the High Level Panel (known as HLP), http://www.post2015hlp.org/wp-content/uploads/2013/07/HLPReport_Spanish.pdf
- Report of the Sustainable Development Networking Programme (known as SDNS), <http://unsdsn.org/2013/06/06/action-agenda-sustainable-development-report/>
- Report of the United Nations Development Group (known as "Inicia la Conversación Global: puntos de vista para una nueva agenda de desarrollo") <http://portal.un.org.do.s130188.gridserver.com/sala-prensa/publicaciones/inicia-conversacion-global-puntos-vista-para-nueva-agenda-desarrollo/391>
- Report of the UN Global Compact ("Perspectives from UN Global Compact Participants on Global Priorities and How to Engage Business Towards Sustainable Development Goals") http://www.unglobalcompact.org/docs/news_events/9.1_news_archives/2013_06_18/UNGC_Post2015_Report.pdf
- Report of the Secretary General: "Accelerating progress towards the Millennium Development Goals and advancing the United Nations Development Agenda beyond 2015" http://www.un.org/en/development/desa/policy/untaskteam_undf/sgreport.pdf



IX. Funding

Major Groups are not officially supported to do their work. However, UN DESA has supported them in the past through the Trust Fund for the Commission on Sustainable Development (CSD), in coordination and participation efforts of members (limited to 1 or 2 representatives) during the CSD and the Rio+20 meetings. Major Groups have also executed other fundraising activities to support coordination and participation. Many of the activities are carried out under the own abilities of each organization.



POST 2015 education

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The right to education and lifelong learning:
Supporting materials for advocacy in the post-2015 process

What to do in your country?

PART IV

POST 2015

International Council for Adult Education – ICAE

November, 2013

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CONTENTS

- I. Introduction
- II. Relevant Points on Education at the 68th UN General Assembly (September, 2013)
- III. Intergovernmental spaces for the development of new targets
- IV. What to do in your country?
- V. THE EDUCATION GOAL WE NEED FOR THE WORLD WE WANT: ICAE proposal for Advocacy for the Post-2015 International Agenda for Sustainable Development

PART IV

I. Introduction



The deadline for meeting the Millennium Development Goals (MDGs) approaches and the activity related to the preparation of the **Development Agenda beyond 2015** intensifies. The process is increasingly dynamic and changing: many actors, documents, reports, virtual platforms, meetings and consultations form the intricate network that will result in the selection of post-2015 priority issues, goals and objectives.

So far, two sub processes have coexisted which, in principle, would converge:

- Reflection on the agenda that will replace the MDGs.
- Preparation of the Objectives on Sustainable Development as agreed at the [UN Conference on Sustainable Development](#) (Rio +20).

One lesson learned from the MDGs has been the need to open the preparation of the agenda for civil society participation. Various virtual and face-to-face spaces and mechanisms have been implemented from UN. Furthermore, Major Groups (MG) formed in the UN Conference on Environment and Development (Rio 1992)¹ have been granted a key role to channel the participation of various movements and organizations. ICAE and its Gender and Education Office (GEO) are part of the most active MG: **Women's Major Group** <https://www.facebook.com/WomensMajorGroup> .

Our findings so far have been the following:

- The articulation and creation of alliances with other groups, organizations and networks is a key strategy.
- Advocacy work should focus on multiple spaces and actors in parallel: UN bodies, Civil Society Organizations and, especially, the States.
- Continuous monitoring and strategies adapted to speed and changes are required.

In order to join efforts to reaffirm lifelong Education in all its forms, formal and non-formal, and as enabling human right for all other rights and development goals, ICAE publishes this fourth delivery of materials aimed at facilitating the participation in the process.

¹ Women, Peasants, Industries and Commerce, Youth and Children, Indigenous Peoples, Local Authorities, Scientific and Technological Community, Trade Union and Workers, NGOs.

II. Relevant Points on Education at the 68th UN General Assembly (September, 2013)



2.1. Report of the Secretary-General "A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015" A/68/202 – 26 July 2013

[<http://www.un.org/Docs/journal/asp/ws.asp?m=A/68/202>]

The purpose of this document was to guide the deliberations between Member States at the 68th General Assembly (<http://www.un.org/en/ga/>) on the progress in the implementation of the MDGs and provide recommendations to advance the post-2015 agenda. The report assesses the progress made and identifies successful policies and programs to achieve the MDGs. It also calls on states to take the necessary measures to achieve the objectives targeted. It focuses on sustainable development and believes this is possible by integrating economic growth, social justice and environmental stewardship. This concept would be the basis of the post-2015 framework and would imply an effort for a decent life for all.

From ICAE we appreciate the recognition in this report of Education as a human right and as a foundation for a decent life (paragraph 11). In addition, in paragraph 86 the report proposes: Provide quality education and lifelong learning. Young people should be able to receive high-quality education and learning, from early childhood development to post-primary schooling, including not only formal schooling but also life skills and vocational education and training.

Although, apparently, this is a comprehensive approach to education, it is necessary to highlight the absence of explicit mention of Adult Education, non-formal education and education beyond primary school.

In this sense, ICAE proposes to amend this paragraph, as follows:

Provide quality education and lifelong learning for all. *Young people and adults should be able to receive high-quality education and learning, from early childhood development to post-primary schooling, including not only formal schooling but also life skills and vocational education and training.*



B. Intergovernmental committee of experts in sustainable development financing

In the Rio +20 Statement, the States agreed to create this committee of experts to determine the needs and possibilities of funding for developing countries to promote sustainable development. Although meetings were initially closed, open meetings have recently started to be organized. An open session will be held at the second meeting of the Committee (New York, December 2 to 6, 2013).

For further information: <http://sustainabledevelopment.un.org/index.php?menu=1685>

Another possibility to do advocacy is to contact these experts and send them our concerns:

http://www.un.org/ga/search/view_doc.asp?symbol=A/67/L.70

C. High Level Policy Forum (HLPF)

At the beginning of the 68th General Assembly, the opening session of the High Level Policy Forum (HLPF) was held. The previous issue of this guide (<http://www.icae2.org/images/post2015/guide3EN.pdf>) provided detailed information on this Forum that must have the leadership in promoting sustainable development and has an intergovernmental and universal nature. It shall carry out periodic reviews, as of 2016, about the monitoring and implementation of the commitments and objectives of sustainable development.

<http://sustainabledevelopment.un.org/index.php?menu=1556>

IV. What to do in your country?

Together with participation in the process at international level and in view of the above-mentioned opportunities, it is essential to do advocacy at national level. Eventually, the States are the ones who have decision-making power on the preparation of a post-2015 Development Agenda.

- Contact organizations in your country that work on the issues of education, gender, human rights, climate change, financing, and make alliances to incorporate the topic of adult education. You can share ICAE advocacy guides and our proposals of key messages!



Guide No.I <http://www.icae2.org/images/post2015/guide1EN.pdf>

Guide No.II <http://www.icae2.org/images/post2015/guide2EN.pdf>

Guide No.III <http://www.icae2.org/images/post2015/guide3EN.pdf>

- Identify and contact in your country the institution, office, etc. that supports the diplomatic mission in New York and let them know the concern that Education as a human right is not being included, let alone adult education. In the next section you will find ICAE proposal on the goal of education with specific goals for ALE.
- Send letters to the UN Secretary General to express the position of your organization on future Development Goals. [Contact: His Excellency Mr. Ban Ki Moon - United Nations Secretary-General - UN Headquarters, First Avenue at 46th Street New York, NY 10017 USA; E-mail: sgcentral@un.org ; ecu@un.org ; sg@un.org]
- Convene press conferences about the process and how the issue of lifelong learning and education is being addressed.

Contact us at secretariat@icae.org.uy if you need support and materials!



- Post the opinions of relevant people on lifelong learning and education.
- Organize meetings with the educational community on the post-2015 Development Agenda and how the issue of lifelong education is being addressed.
- Organize meetings and activities with grassroots groups (women, peasants, etc.) to inform them on the post-2015 Development Agenda and how the issue of lifelong education is being addressed.
- Organize awareness and advocacy activities with local governments on the post-2015 Development Agenda and how the issue of lifelong education is being addressed.



V. THE EDUCATION GOAL WE NEED FOR THE WORLD WE WANT: ICAE proposal for Advocacy for the Post-2015 International Agenda for Sustainable Development



Discussions on the post 2015 development agenda are now well underway, and while education receives some prominence, there needs to be a firmer commitment to education, as a fundamental human right, and recognition that education is an indispensable requirement for realizing other human rights. Education should be acknowledged as a core enabler of sustainable development, essential to addressing current and future global challenges, and the achievement of all other development goals. As such, in the post 2015 agenda, the goals and objectives in education must be based on a holistic vision of education, encompassing all forms of education and training, formal and non-formal²

ICAE believes that lifelong learning is the education paradigm of the XXI century. Assuming this paradigm, implies a shift in education systems, where literacy and the education of young people and adults is fully integrated for all.

In the context of the construction of a new development agenda post 2015, the United Nation General Secretary envisions an agenda where education and lifelong learning are guaranteed. We welcome paragraph 86 of his report: "A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015". However, we understand this paragraph should undertake minor -yet important- changes:

[par. 86] Provide quality education and lifelong learning for all. Young people and adults should be able to receive high-quality education and learning: from early childhood development to post-primary schooling, including not only formal schooling but also life skills and vocational education, citizenship education and training for a healthy life and sustainable life.

ICAE proposes that the States manage their educational systems focusing on the "lifelong learning approach" as a condition to attain inclusive and fair societies. For this purpose, they must establish public institutions, which watch over the implementation of educational programs that are able to respond to the comprehensive needs of the whole population no matter the social origin, ethnicity, gender or age. These programs must be implemented in every level of formal education and encourage the non-formal community education that is carried out by Civil Society Organizations.

² Extract from the SDC Education Network Statement: http://www.sdc-education.net/en/Home/Agenda_post_2015/Swiss_position



Adopting these conditions, the following targets must be achieved:

- A world free of illiteracy by 2030.
- By 2050, free and universal access to 12 years of school education is assured for all.
- Reduce the participation and achievement gap in adult learning between the most affluent 20% and the poorest 40%.
- Fit for purpose education (formal, non-formal, informal) for all workers in the informal economy.

States and international donor organizations must allocate adequate resources to achieve these targets.

At the same time, and in order to make sure these targets meet the universal goal of quality education for all, the following is also mandatory:

- **Guaranteeing gender equality in the provision of educational services.**
- **Including every person in the educational systems without discrimination; especially those with special learning needs and those who, due to any social, cultural, ethical condition, or due to any reason related to gender or age, or related to the place of residence, need to learn particular contents, need particular methodologies or particular pedagogical materials that respect their culture or their original languages.**
- **Training teachers to build their capacities so as to be able to take on the challenge (in a professional, social, cultural and pedagogical level) required by the development of lifelong learning education as a new educational paradigm.**
- **Establishing, at the international and national level, citizen participation systems (accountability). In this way, every citizen and their representatives would have access to information about the targets, their achievement, financing and evaluation. To achieve that, quality disaggregateable data needs to be available, nationally and internationally, to identify under-represented groups. Thus, in each country it would be possible to monitor the human right to education and the universal, free and quality services established to assure it.**
- **Ensuring youth and adult education aimed to develop their whole potential as human beings to fully exercise their citizenship and their working life. Universalizing access to educational services must not lead to their poorness and neither to the restriction to ICT, participation or empowerment.**

Visit ICAE blog

<http://educationpost2015icae.wordpress.com/>

POST 2015 education

ICAE



The right to education and lifelong learning:
Supporting materials for advocacy in the post-2015 process
**EDUCATION FOR ALL, THE SDGs AND THE EDUCATION OF
YOUNG PEOPLE AND ADULTS - THE POST-2015 CHALLENGE**

PART V

POST 2015

International Council for Adult Education – ICAE

February, 2014

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CONTENTS

- I. Introduction
- II. Education For All – EFA
- III. The EFA Monitoring Report 2013/4
- IV. The importance of literacy for young people and adults
- V. Intersection of the Education Agenda and the post-2015 Sustainable Development Agenda
- VI. UNGA Resolution: Literacy for Life
- VII. Road Map of the Education and Development Agenda 2015
- VIII. Relevant initiatives about EFA and literacy

PART V

I. Introduction

Millennium Development Goals >

- 1 Eradicate extreme poverty and hunger
- 2 Achieve universal primary education
- 3 Promote gender equality and empower women
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Combat HIV / AIDS, malaria and other diseases
- 7 Ensure environmental sustainability
- 8 Develop a global partnership for development

http://www.undp.org/content/undp/en/home/mdgo_yview.html



<http://www.un.org/en/globalissues/briefingpapers/efal/>



Ever since the **Millennium Development Goals** and the **Education for All** targets were adopted in 2000, the relationship between the two processes has presented real challenges for the education of young people and adults. Whilst the EFA targets cover education across the life span, the MDGs picked just two – relating to universal primary education and gender equality in participation (principally in schools). International development partners and many governments focused overwhelmingly on the MDGs, at the expense of the goals affecting young people and adults – even though the evidence is overwhelming that children do better in school when their parents are educated.

As a result, in 2011, there was no prospect that the targets affecting adults could be achieved. Indeed, the adult literacy target was farthest from achievement, with a fall of just 12 percent (since 1990), against the target of 50 percent in the overall numbers without literacy

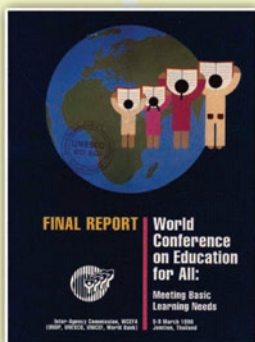
By 2011:

774 million adults (15 years and older) still could not read or write, two-thirds of them (493 million) were women. By 2015 UNESCO expects 743 million to remain without literacy

It is clear from the evidence of the last fifteen years that it is of vital importance that the overall educational goal adopted in the Sustainable Development Goals (SDG) post-2015 recognises that education is a human right, that it covers education throughout the life-span, and that it is articulated with a refreshed Education for All agenda. The World Education Consultation meeting in Dakar, Senegal in March 2013 recognised that in calling for “**Equitable quality lifelong education and learning for all**”. That agreement was achieved in part through the co-operation in advocacy of the **International Council for Adult Education** and its regional partners, the **Global Campaign for Education and Education International**. However, that was merely one step en route to the adoption of post-2015 SDGs, and the relationship with future arrangements for Education for All (EFA) remain to be agreed.

This briefing – the fifth in our series of post-2015 briefings – highlights the issues affecting youth and adult learners in the EFA process, and underlines where action to influence the process can be taken at national and regional levels.

II. Education For All-EFA



At the World Conference on **Education for All** in Jomtien, Thailand, 1990, delegates from 155 countries, as well as representatives from some 150 governmental and non-governmental organizations engaged to assure education for all by 2000. The “*expanded vision of basic education*” included in the Declaration implies **basic education for all - children, youth and adults - in and out of the school system, and throughout life**.

However, the Jomtien EFA targets were not achieved by the year 2000 and in Dakar, at the World Forum on Education (2000), the goals were modified as follows and the deadline was extended until 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 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.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 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.

Goal 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.

(Dakar Framework for Action: <http://unesdoc.unesco.org/limines/0012/001211/121147e.pdf>)



In this document, UNESCO's position on the post-2015 education agenda is stated as follows:

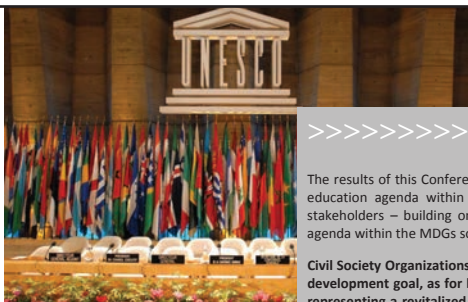
*"There is a clear consensus on the need for a clearly defined, balanced and holistic education agenda regardless of the structure the future post-2015 development framework may take. [...] UNESCO advocates for a **single clearly defined global education agenda which should be an integral part of the broader international development framework**. UNESCO is not suggesting ending the EFA agenda. On the contrary, it supports a strengthened and broadened EFA vision within the international development framework. Such a global education agenda should be framed by a comprehensive overarching goal which would need to be translated into a number of global objectives in order to identify measurable global targets and related indicators.*

[...] In addition to being a stand-alone goal in the post-2015 development agenda, education should also be integrated into other development goals as an important means for their implementation, thereby highlighting the interaction of education with other goals" (UNESCO, 2013, bold added).

This statement calls for attention on how the setting of a new post-2015 EFA agenda and the setting of SDG on-going processes will be aligned and will feed themselves.

Two resolutions were adopted in the 37th UNESCO Conference, Resolution 11 on the post-2015 plans, which called for UNESCO to:

- "facilitate the debate and continue to consult Member States and stakeholders in the **development of the global objectives and targets** as well as the development of a **"framework for action" for education post-2015**, including through the existing global and regional EFA and MDG Coordination mechanisms, and regional consultations;"
- "carry out efforts to ensure that the **global education conference**, which will be hosted by the Republic of Korea in spring 2015, **will result in concrete recommendations and an approved framework of action on the post-2015 education agenda;**"
- "Further invites the Director-General to lead the resulting actions in close collaboration with Member States and to **promote the outcomes of this global education conference as an agreed position on education and as part of the global development agenda post-2015** to be adopted in the United Nations Summit meeting in September 2015."



The results of this Conference, reflected in its resolutions, are significant since it shifts the reference point of 'who decides' on the education agenda within the MDG/SDG to a broader multi-lateral platform, involving a wider set of players and education stakeholders – building on the lessons of EFA – which has been marginalised/invisible in the processes defining the education agenda within the MDGs so far with the narrow nexus of UNESCO-UNICEF-World Bank bureaucrats dictating the global agenda.

Civil Society Organizations have been advocating both for securing a strong stand-alone goal on education within the sustainable development goal, as for having the SDG on education aligned and mutually reinforcing a distinct post-2015 education agenda – representing a revitalized and expanded vision of 'EFA', attendant to the unfinished EFA work and the new challenges faced by both richer and poorer countries in securing the right to quality education for all, within a lifelong learning framework. (See section 8.2.b for more information).

The UNGA in September 2014 will be a milestone in the convergence of processes, where OWG report on SDG will be presented. As Palmer (2013) mentioned, "by September 2014 the national EFA assessments and regional EFA conferences will have been held, so input from those to UNGA 2014 is expected; but the final outcome of the EFA assessment exercise will not be until May 2015. The intergovernmental deliberations on post-2015 will culminate in a Summit in September 2015 where the post-2015 agenda will be adopted"⁸.

....

⁸ Palmer, R. (2013a) *Education and Skills in the Post-2015 Jigsaw: Post-MDGs, SDGs and Post-EFA*, NORRAG NEWS 49, Education and Development in the Post-2015 Landscapes (October 2013). www.norrag.org

VI. UNGA Resolution: Literacy for Life



One useful and additional element in the global picture was the agreement of the United Nations General Assembly to a resolution on 'literacy for life'

http://www.un.org/ga/search/view_doc.asp?symbol=A/C.3/68/L.12

In October 2013, UNGA approved its resolution: *Literacy for life: shaping future agendas*.

Taking note on the report on the final evaluation of the implementation of the Plan for Action of the **United Nations Literacy Decade (2003-2012)**, the resolution recognizes "the importance of continuing to implement national programmes and measures to eliminate illiteracy worldwide".

It asserts "that literacy is crucial to the acquisition by every child, young person and adult of the essential life skills that will enable them to address the challenges that they may face in life and represents an essential condition of lifelong learning, which is an indispensable means for effective participation in the knowledge societies and economies of the twenty-first century".

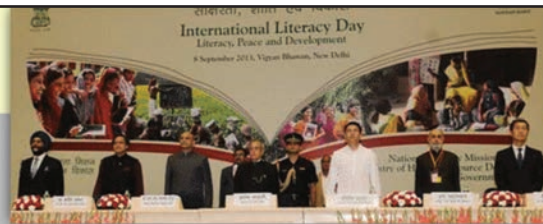
Finally, it recognizes "the need to give appropriate consideration to the issue of literacy in the discussions on the post-2015 development agenda".

		January	February	March	April	May	June	July	August	September	October	November	December	
2014	EFA	National EFA 2015 Reviews (Sep 2013 - Jun 2014)						Deadline for National Reports 30 June 2014	EFA Regional Meetings/Consultation			Deadline for Regional Reports	Preparation of Global Synthesis and EFA World Conference Documents	
		GMR 2013 Launch (29 January)	EFA Steering Committee		EFA Global Action Week	2013/4 GEM - Muscat Oman (end April/early May) (TBC)	7th CCNGO/EFA Meeting in Chile (June 2014) EFA HLF 2014 (TBC)				Tenth E-9 Ministerial Meeting (To be held in 2014 in Pakistan)	EFA Steering Committee (TBC)		
	SDG	7th session of the Open Working Group on Sustainable Development Goals (6-10 Jan)	8th session of the Open Working Group on Sustainable Development Goals (3-7 Feb)	PGA High-level event Contributions of women, the young and civil society (6-7 Mar)	PSA Thematic debate Role of partnerships (9-10 Ap)		PGA High-level event Contributions of South-South, North-South and Triangular Cooperation and information and communication technologies for development (20-21 May)	PGA High-level event Human rights and the rule of law (17-18 June)			60th UN General Assembly			
			PGA Thematic debate Water, sanitation and sustainable energy (18-19 Feb)		PGA Thematic debate Ensuring stable and peaceful societies (24-25 April)	OWG decision-making session (31 March - 4 April)	OWG decision-making session (5-9 Mayo)	OWG decision-making session (16-20 June)	OWG decision-making session (14-18 Junly)					
		Negotiation and Draft of the OWG Report on SDGs for UNGA (Feb- Sept 2014)												
2015	EFA	Preparation of EFA World Conference Documents					2015 World Education Forum (Incheon, Republic of Korea)				EFA HLF 2015	UNESCO 38th General Conference		
		GMR 2014/15				EFA Steering Committee (TBC)								
	SDG									70th UN General Assembly				

VII. Road Map of the Education and Development Agenda 2015



<http://uil.unesco.org/home/news-target/belém-framework-for-action/0120c832d6d63fedfb798a346c9b3419/>



d. INTERNATIONAL LITERACY DAY – UNESCO colloquium 2013

Each year on 8th September, International Literacy Day is observed to highlight the importance of literacy for individuals, communities and societies. In 2013, an international colloquium was held at UNESCO's Paris Headquarters on Monday 9 September, as part of the celebration for the International Day. The colloquium laid the foundations for a Global Coalition, a multi-stakeholder partnership for advancing the literacy agenda.

e. 2nd Global Report on Adult Learning and Education: Rethinking Literacy (UNESCO Institute for Lifelong Learning, 2013)

<http://unesdoc.unesco.org/images/0022/002224/222407E.pdf>

The 2nd Global Report on Adult Learning and Education focuses on literacy as the foundation of lifelong learning. It recalls the United Nations Literacy Decade (UNLD) and UNESCO's Literacy Initiative for Empowerment (LIFE) have stressed the need for accelerated efforts in achieving EFA Goal 4. But recognizes adult literacy has not received appropriate attention: Low prioritization from policy-makers and, consequently, inadequate resource allocation have resulted in limitations in the delivery of literacy learning opportunities for adults.

The report makes clear there is still no common understanding of how to approach literacy as a lifelong learning process, particularly how to define and measure it.

The *Belém Framework for Action*, adopted by Member States at the Sixth International Conference on Adult Education (CONFINTEA VI, 2009), emphasizes that the development of reading, writing and numeracy skills involves a **continuous process that takes place throughout a learner's life, both within and outside formal educational settings**. This, in addition to the broader concept of literacy to which Member States committed themselves in the same Framework for Action, poses great challenges.

GRALE II proposes that countries revise their literacy definitions and data collection methods. The lens of lifelong learning is recommended as the most promising perspective for addressing the literacy challenge.

VIII.II. Initiatives promoted by Civil Society:



a. The Collective Consultation of NGOs supporting EFA (CCNGO)

The CCNGO/EFA is a mechanism for dialogue, reflection and partnerships with NGOs in the framework of the EFA movement. It has served also as a space for advocacy activities related to EFA.

NGOs supporting EFA meet every two years to monitor progress and offer advice to UNESCO and member states on the achievement of EFA. ICAE has been a member of the coordination committee and its regional members, ANCEFA and ASPBAE currently sit on the committee alongside GCE and EI. At its 2012 meeting in Paris, the declaration adopted by the conference re-affirmed:

- Education as a fundamental human right;
- Commitments to build alliances among EFA advocates and other social movements;
- Our demand to countries to fully meet their obligations to fulfill the right to EFA through free, equitable, quality public education;
- Our call to UNESCO and other United Nations agencies to harness effective support for the CCNGO/EFA both in funds and human resources;
- Our demand to international development partners to live up to their pledges to fill the resource gaps for achieving EFA.

It argued that 'Many governments have lacked the political will to deliver on the EFA goals, despite the availability of resources at national and international levels', and made a series of recommendations about measures to be taken by 2015, among which were a number affecting the education of young people and adults:

- Policymakers should address access, quality and equity together.
- It is essential that governments invest in well-trained teachers. Improving working conditions for teachers and recognizing them as key actors in policy making is also a key to success.



- Adult literacy is the goal farthest from achievement and needs significant new investments as well as a broader conception that recognizes literacy as a continuum and adult education as going beyond literacy.

- Developments in vocational education, designed to secure foundation skills for young people, should not be limited to a narrow conception of skills and the immediate needs of the labor market, but should include citizenship education and other types of knowledge. Furthermore, many young people need effective strategies for mentoring and support for vocational education in the informal and subsistence economy, appropriately contextualized.

- Improving data collection and developing capacity for its effective use are essential for effective policy and governance. Disaggregated data should be generated and used in addressing inequalities.

- Open Educational Resources and quality open, distance online and e-learning offer an important opportunity to be used to deliver on the EFA goals.

Turning to post-2015, the conference called for a range of measures, among them:

A holistic lifelong learning framework, initiatives are identified for each stage from early childhood care and education through secondary and higher education to the workplace and lifelong and life-wide learning.

A broad concept of learning is foundational to all aspects of development:

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FINAL_CCNGO_outcome_document.pdf

The full statement had a significant influence on the EFA steering committee's view and ultimately that of UNESCO. The next CCNGO meeting will be in **Santiago, Chile in June 2014** – though the precise dates are yet to be confirmed. It is an important opportunity for civil society advocacy for post-2015.

In late 2013 the CCNGO coordination group issued an urgent statement calling for a post-2015 EFA process to be assured, and met Irina Bukova to that end.



Oficina Regional de Educación de la UNESCO para América Latina y el Caribe

<https://www.facebook.com/unescosantiago>

<http://www.unesco.org/new/es/santiago/home/>



b. Letter issued by the GCE to UNESCO on the continuation of EFA

On October 15th 2013, together with 16 member and ally organizations (including ICAE), the Global Campaign for Education (GCE) sent a letter urging UNESCO to endorse both a broad, rights based stand alone education goal within the post-2015 development agenda and the continuation of a full Education For All (EFA) framework. *"The stand-alone goal on education will not be able by itself to respond to all the challenges posed by implementing the right to Education effectively in all its dimensions and at all stages from early childhood to adult education including literacy and skills. (...) The EFA framework, containing detailed commitments on the implementation of the right to education creates a high profile political commitment to this full agenda. The EFA agenda must of necessity be linked to the broader development agenda in a way that is coherent and mutually reinforcing. But the existence of an education goal in the broad framework does not remove the need for a full EFA agenda."*

c. ASPBAE (Asian South Pacific Association for basic and Adult Education) believes its advocacies for

the right to education and lifelong learning in its fuller sense would be best served by securing a strong stand-alone goal on education in the post 2015 development agenda, which is aligned with, and mutually reinforcing of a distinct post 2015 education agenda – representing a revitalized and expanded vision of 'EFA', attendant to the unfinished EFA work and the new challenges faced by both richer and poorer countries in securing the right to quality education for all, within a lifelong learning framework.

Therefore, ASPBAE effectively participates and intervenes in the processes related to defining the post 2015 development agenda (MDGs/SDGs) and the post 2015 education (EFA) agenda.

Among other activities and actions, ASPBAE has been assisting its members in developing their CSO national EFA review reports through technical support. So far, these have focused specifically on the CSO role, engagement & contribution in EFA, equity in education access and outcome and education financing. In addition, ASPBAE will organize a Civil Society Asia Pacific Regional Preparatory Conference for the Korea Global Education Conference (May 2015 in Korea) coinciding with ASPBAE's Festival of Learning, November 2014 in Yogyakarta. This will be an opportune moment for civil society groups in the Asia Pacific region to chart out its advocacies and strategies to influence the Global Education Conference and to facilitate the setting up of a national CSO education coalition in Korea.

More information and updates: www.aspbae.org



Download the letter

<http://www.icae2.org/index.php/en/resources-2/documents-and-publications/112-letter-issued-by-the-gce-to-unesco-on-the-continuation-of-efa>



Asia South Pacific Association for Basic and Adult Education
Learning Beyond Boundaries



গণসাক্ষরতা অভিযান
Campaign for Popular Education (CAMPE)
www.campebd.org



d. ANCEFA Regional Education Policy Forum, Mombassa, Kenya, 17 - 19 December 2013.

The objective was to share experiences on education policy implementation, monitoring and advocacy in Africa, as well as develop a common position around the post-2015 education policy agenda.

Delegates observed:

- Education goals are off-track in Africa. At least 31 countries will miss EFA goals, MDGs, and the African Union (AU) Second Decade of Education for Africa (2006-2015), by 2015.
- Most countries have focused on access rather than quality, leading to poor quality at all levels of education.
- Most countries are failing to provide at least 20% of the national budget or 6% of the GDP to education in line with international benchmarks. The G8 and G20 are failing to fulfill their pledges of increasing education funding for developing countries.
- Completion rates are still low for girls at the upper primary and secondary levels. Gender equality will not be attained in 2015 due to significant inequalities at all levels.

Delegates agreed some recommendations and calls for action that can be found here:

<http://www.icae2.org/index.php/en/resources-2/documents-and-publications>

e. CEAL report: "At a slow pace. Analysis of the progress in the achievement of CONFINTEA VI" (2013) <http://www.ceaal.org/v2/archivos/publicaciones/carta/a-paso-lento.pdf>

The report monitors the agreements on education for young people and adults in Latin America. It reveals the lack of action on the part of the majority of Latin-American governments to implement the commitments adopted at CONFINTEA VI, including those referred to Literacy. Besides, the report highlights the existence of laws on Adult Education and Literacy but, simultaneously, the lack of action plans and new policies that would allow achieving those commitments.

f. Campaign for Popular Education (CAMPE), an advocacy network and an active founder member of GCE, has been closely involved in pushing forward the need to improve the status of primary schools and teachers to ensure universal access to quality education in Bangladesh. CAMPE facilitated a *signature campaign* to condemn brutality against thousands of school teachers who demanded a decent pay package, dignity and a respectable status. The campaign drew the attention of decision makers and created a public debate for the enhancement of teachers' benefit package and status. **And finally the voices were heard ...** The Government of Bangladesh, in January 2013, announced that the country's primary education system would be fully nationalized. This initiative has come as a result of years of advocacy carried out by CAMPE and its partners particularly teacher unions and education campaigners who have been repeatedly emphasizing that basic education are a state responsibility.

LONG LIVE OUR SOLIDARITY FOR QUALITY BASIC EDUCATION FOR ALL



You and your organization can have an impact on the process by:

- Contributing to the national reviews of EFA progress to ensure that civil society perspectives are taken on board. UNESCO prepared guidelines for country authorities and EFA stakeholders to organize and conduct their National EFA 2015 Review. <https://en.unesco.org/national-efa-reviews>
- Briefing government and civil society coalition representatives to the regional EFA conferences.
- Participating in the CCNGO process. The next CCNGO meeting will be in Santiago, Chile in June 2014.
- Participating in the regional preparatory conferences for the 2015 World Education Forum (June-October 2014).
- Participating in the ICAE's **Virtual Seminar Adult Education and Development post-2015** (10th – 20th march 2014). You can register by sending an email to icae3@icae.org.uy

Visit ICAE blog

<http://educationpost2015icae.wordpress.com/>

POST 2015 education

ICAE



The right to education and lifelong learning:
Supporting materials for advocacy in the post 2015 process
NEW DEVELOPMENT EDUCATION AGENDAS POST-2015: FINAL STEPS

PART VI

POST 2015

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CONTENTS

- I. Introduction
- II. Outcome documents up for discussion
- III. Some considerations on the targets of the SDG 4 and the Muscat Agreement
- IV. Next steps on the post-2015 education agenda

PART VI

I. Introduction



In 2000 two international agendas were adopted: the Millennium Development Goals (MDGs) and the Education For All (EFA) Goals and Framework for Action.

The MDGs were meant to halve extreme poverty by 2015. The plan included a Goal on Education that, unfortunately, did not target the educational needs of young people and adults.

EFA goals were adopted at UNESCO World Forum on Education in Dakar, Senegal, following Jomtien Conference (1990) and aimed to assure education for all with an expanded vision of basic education that included children, youth and adults –in and out of the school system, and across the life span.



EFA goals related to ALE

- **Goal 3:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- **Goal 4:** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Millennium Development Goals on Education

- **Goal 2:** Achieve universal primary education



2015 is the expiring date for both agendas and many goals of both are unlikely to be achieved.

As the deadline draws nearer, the international community has been embracing the challenge of shaping new global commitments that will replace both frameworks.

In 2012, in Rio+20, the **UN Secretary General** presented the need of a new set of goals to eradicate poverty and achieve sustainable development beyond 2015. In this way, a whole new process of consultations, deliberations and negotiations started under the name Post-2015 sustainable development agenda.

In our previous numbers of this advocacy guide we offered an overview of the two agendas: the post-2015 Sustainable Development Agenda and the Education For All (EFA) Agenda. Through the last five numbers we presented detailed information about the main stakeholders, mechanisms and points of entry for advocacy. In the preceding edition you can also find an outline on the intersection of the two Agendas.

Now that discussions on the new agendas are reaching crucial stages, we would like to analyze the latest documents that are up for discussion and consider the position education and Lifelong learning are being given. We will examine whether education is recognized not just as a human right and an end in itself, but also as a means to achieving a peace and inclusive and sustainable development.

In addition, we will consider if an expanded perspective within the education targets is in place to reflect the purpose of education as spelt out in human rights instruments. For this purpose, we will have to pay attention to language, as language represents the ideology and the paradigm behind and this will influence targets, measures, actions and decisions.

II. Outcome documents up for discussion



2.1. The Muscat Agreement, Joint Proposal of the EFA Steering Committee

<http://www.uis.unesco.org/Education/Documents/muscat-agreement-2014.pdf>

In May 2014, the *Global Education for All Meeting (GEM)* issued its final statement: the “Muscat Agreement”, a joint proposal of the EFA Steering Committee for the post-2015 sustainable agenda. The proposal outlines an overarching goal (which coincides with SDG Goal 4) and 7 global targets.

Participants at GEM pledged to use the Muscat Statement as a reference for negotiations on the post-2015 development agenda to make sure a strong education component is included. In fact, the Muscat Agreement was launched in the United Nations in New York in June 2014, within the framework of the **Eleventh session of the Open Working Group on Sustainable Development Goals (OWG)** <http://sustainabledevelopment.un.org/owg11.html> , to ensure close alignment between the proposed education targets of the OWG and those of the Joint Proposal of the EFA Steering Committee.

The presentation of the Joint Proposal in NY was successful, as it had the support of member States of the OWG, and it concretely had an impact on the narrative of the SDGs targets on education. These, as they stand now, show an important coherence with the Muscat Agreement.

Muscat's Overarching

Goal: “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”

SDG 4: “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”



1 The annual Global EFA Meeting brings together representatives of UNESCO Member States, EFA convening agencies, bilateral agencies, United Nations and regional organizations, civil society organizations, the private sector, research institutes and foundations. Its main purpose is to critically assess progress towards EFA based on the EFA Global Monitoring Report and regional reports, and to agree on tangible actions for follow-up. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/coordination-mechanisms/global-efa-meeting/>



Key highlights of the Joint Proposal of the EFA Steering Committee:

- The proposal moves beyond narrow measurable learning outcomes in a few areas.
- The proposal widens the focus from employability as a purpose of education.
- The state responsibility is recognized and the proposal calls for free public education of good quality.
- The proposal calls for a holistic and lifelong learning approach and expand the vision of access for all to reflect relevant learning outcomes through the provision of quality education at all levels, from early childhood to higher education, in safe and healthy environments. For ICAE, it is questionable how outcome oriented and holistic approaches can be compatible, since learning outcomes oriented approach reduces lifelong learning to only one aspect.
- Gender equality to, in and through education remains a key concern.
- The proposal states goals should be universal but contextualized targets must be defined to reflect national realities, especially meeting the needs of marginalized groups.
- There is a strong recognition of civil society participation in the post-2015 processes and after.



2.2. Open Working Group for Sustainable Development Goals (OWG) Outcome document

<http://sustainabledevelopment.un.org/focussdgs.html>

In July 2014, the Open Working Group for Sustainable Development Goals issued its **outcome document** with a 17 Goals proposal (Goal 4 on Education). The construction of the document required more than a year of deliberation among the 72 OWG Member States, plus other countries and regional groups (G77², SIDS³, African countries, etc.), and the participation of civil society through the Major Groups and other stakeholders.

The UN Secretary-General is supposed to come out with a synthesis report based on the OWG outcome report as well as other inputs that will feed into the Post-2015 negotiations. The Post-2015 intergovernmental discussions at the General Assembly were launched in September 2014, though actual negotiations are expected to take place at the beginning of 2015.

Key highlights of the OWG outcome document:

- The document is likely to receive greater focus from governments, media, people at large.
- It will form basis of programming and allocations globally.
- There is brew skepticism about whether the new development framework will bring any real transformation of the global governance and economic system because of, among others, unwillingness to take on bold proposals towards structural transformations that could meaningfully address poverty and inequalities by member states.
- There is concern about the promotion of the role of Private sector financing, including Public-Private Partnerships (PPPs) and the need of accountability, transparency and compliance with human rights norms and standards ensuring return on people's rights, not profit.

² The Group of 77 (G-77) was established on 15 June 1964 by seventy-seven developing countries signatories of the "Joint Declaration of the Seventy-Seven Developing Countries":

<http://www.g77.org>

³ Small Island Developing States

III. Some considerations on the targets of the SDG 4 and Muscat

AE and LLL Topics	Joint Proposal of the EFA Steering Committee (Muscat Agreement)	SDG 4: targets	Comments
Literacy	T3: By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.	4.6. by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy	Both targets focus on achieving youth literacy and numeracy and just <i>increasing</i> adult literacy and numeracy. Thus, the target is not universal. Adult education and literacy in a lifelong learning framework are an integral part of the right to education and illiteracy must be eradicated. All youth and all adults must reach a proficiency level in functional literacy and numeracy.
Tertiary education	T4: By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.	4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university	In the SDGs target, the use of "affordable" is very problematic, as it can be read to mean an endorsement of low fee private schools, while tertiary education must be <u>public and free</u> .
Skills	T4: By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.	4.4 by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	The EFA target moves beyond the purpose of skills for employment to also include knowledge and skills for life. Target 4.4. of SDGs fails to mention life skills. The inclusion of the term "decent jobs" is welcomed but the approach to skills should be <u>holistic with no disconnection between vocational and life skills</u> .
Global Citizenship Education (GCE) and Education for Sustainable Development (ESD)	T5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.	4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development	Both targets are focused on the knowledge and skills for sustainable development; however, the SDG target also highlights cultural education while the EFA target highlights global citizenship education. Furthermore, the EFA target includes reference to attitudes and values as well as the purpose of such education, aimed at establishing sustainable and peaceful societies. Critical citizenship education must be developed to ensure that everyone can understand, adapt to, and shape social change. Related to GCE, we must ensure that content on intercultural education considers the role of education in peace-building, having in mind

IV. Next steps on the post-2015 education agenda



The OWG's proposal on sustainable development goals will be considered by the UN General Assembly as part of the broader post-2015 development agenda that world leaders are expected to adopt at a Summit in September 2015.

It is important now to analyze current formulation of the goal and targets by civil society at a local level and discuss how to translate commitments into practical action on the ground and how to assess progress through strong accountability systems.

A new stage of the process will start at the beginning of 2015, with **intergovernmental negotiations**. The challenge now is to pressure Missions in New York and ministers at the national level, as they review the OWG report in the run up to the 2015 UN General Assembly, to see that the education goal can only effectively be achieved if they adopt the measures in the Muscat agreement so far absent from the OWG report.

Advocacy spaces are still unclear, but in a recent resolution of the President of the General Assembly on the organization of the **UN Summit for the adoption of the post-2015 development agenda**⁴ some next steps were identified and must be taken into consideration:

- The Summit will take place on **Sept 21-23, 2015**, in accordance to the rule and procedures of the General Assembly.
- It will include **Major Groups and other Stakeholders**, as well as dialogues and a preparatory process.
- The modalities for **intergovernmental processes** are yet to be established. PGA appointed Permanent Representative of Ireland and Permanent Representative of Kenya, as Co-Facilitators to lead open, inclusive, and transparent consultations on the post-2015 development agenda, including the organization and modalities for the intergovernmental negotiations and the remaining issues related to the Summit for the adoption of the new agenda (2014 GA resolution 68/6).
- By December 2014, it is expected the **UN Secretary General's synthesis report** on the post-2015 process.

⁴ http://www.un.org/en/ga/president/68/pdf/letters/9152014Post_2015%20Summit%20modalities%20-%20Draft%20Resolution%20-%2015%20September%202014.pdf



World Education Forum in the Republic of Korea



Photo: Claudia Ferreira

Meanwhile, the broader education movement is already involved in the preparation of the World Education Forum in the Republic of Korea (May 2015).

In Korea, a new EFA framework for Action will be adopted. The Framework for Action will have three main chapters:

1. Overall purpose and vision of the future global education agenda as well as its goal and targets, and provide a clear definition of the concepts within each target and a detailed narrative. It will also provide **global indicators for each target**.
2. Future 'architecture' and coordination and monitoring mechanisms related to the post-2015 education agenda at global and regional levels, taking into consideration emerging global development agenda mechanisms and current Education for All (EFA) mechanisms
3. Suggested strategies/mechanisms to implement global goals and targets at the country level, taking into account each country's education plan and strategy. They will cover policy formulation, planning, governance and accountability, partnerships, capacity building, financing and monitoring, in a holistic and sector-wide perspective.

As civil society we must ensure the importance of civil society participation in national, regional and international policymaking, the continuation of a democratic EFA architecture, the continuation of the Global Monitoring Report. Besides, donor contribution and cooperation must be further spelt out.

On the other hand, we must ensure that the indicators don't fall back to a reductionist understanding of education, respecting the broad vision which so far broadly characterizes the targets.

World Education Forum 2015

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/world-education-forum-2015/>



Regional preparatory conferences

UNESCO has organized a series of **regional preparatory conferences** to review the progress of EFA and to develop regional positions for the post-2015 EFA Goals and Framework for Action.

1. **Asia and Pacific region, Bangkok, Thailand** (6-8 August 2014)
2. **Latin America and the Caribbean, Lima, Peru** (30-31 October 2014)
3. **E-9 ministerial** (26-28 November, Islamabad, Pakistan)
4. **Europe and North America, Paris, France** (3-4 December 2014)
5. **Africa, Kigali, Rwanda** (9-10 February 2015)
6. **Arab States** (January/February 2015) (To be confirmed)



The **UNESCO Asia Pacific Regional Conference for Education (APREC)** was a great opportunity for regional civil society organizations to advocate. And from the experience of CSOs participants, some of the key issues that made their participation successful were:

- To have clear lobbying points prepared.
- Daily CSO meetings and when needed, quick catch-up meetings at the event.
- To build alliances and coalitions to influence Member States.
- To participate in the drafting committee, to guarantee key inputs raised are considered in the Conference reporting and documentation.

<http://www.unescobkk.org/education/conference/asia-pacific-regional-education-conference-aprec>



EFA country assessments 2015

UNESCO is also supporting the development of **EFA country assessments**, which will take stock of progress since 2000 and reflect on future needs and challenges. The review process will help Member States accelerate EFA actions in the last **“Big Push” to 2015**, and inform policy debates for the definition of a post-2015 education agenda at the national, regional and global levels. Along with the EFA Global Monitoring Report, these assessments will be shared at the **World Education Forum in Korea in May 2015**, and will feed into the definition of the new global education agenda.



Photos: ASPBAE



'Sustainable Development: Post-2015 Begins With Education' (UNESCO, 2014)

<http://unesdoc.unesco.org/images/0023/002305/230508e.pdf>

In this document, UNESCO calls for a real recognition of the full potential of education as a catalyst for development and all stakeholders to recommit themselves and invest in education.

The document recalls that the outcome document of the OWG reiterates that education is not only an end in itself but also a means to achieving a broad global development agenda. In this sense, the paper provides a succinct, evidence-based overview of the numerous ways in which education can advance the proposed post-2015 sustainable development goals. It underscores the notion that sustainable development for all countries is only truly possible through comprehensive cross-sector efforts that begin with education.

ICAE welcomes this initiative though, at the same time, regrets it failed to include clear references to the role the education of adults can play in securing development goals. 'No one left behind' means that we have to pursue universal literacy for young people and adults alike and to press for improved commitments to secure non-formal and informal provision alongside formal education, addressing the wider education of adults beyond literacy - particularly as they affect people *outside the waged labor market*.



**IF YOUR ORGANIZATION IS PARTICIPATING IN EFA OR SDGs PROCESS,
GET IN TOUCH WITH ICAE SECRETARIAT (secretariat@icae.org.uy) AND**

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www.educationpost2015icae.wordpress.com

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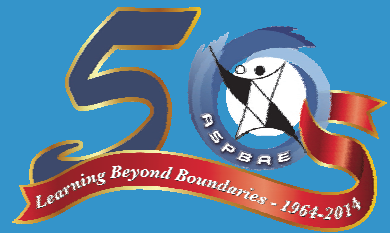
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