Development of the Post-2015 Education Agenda

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Bangkok, 6-8 August 2014
Several inter-linked processes aimed at shaping the post-2015 development agenda:

1. UN
2. Rio + 20 follow-up

Member States are in the driver’s seat
UN & Rio + 20

• High-level Panel of Eminent Persons on the Post-2015 Development Agenda

• Agenda will be “universal in nature and applicable to all countries, while taking into account differing national circumstances and respecting national policies and priorities”
Rio + 20 follow up

• Open Working Group on Sustainable Development Goals by UNGA.

• Technical support provided by Technical Support Team: UNESCO and UNICEF co-led education inputs

• Outcome Document ‘Proposal of the Open Working Group for Sustainable Development Goals’ (18 July 2014)

• 17 goals adopted, including one on education

• Report to be debated by UNGA (September 2014).
UNESCO role and activities

• UNESCO as EFA coordinating agency

• UNESCO and UNICEF

• EFA Steering Committee

• Muscat Agreement
Post-2015 development agenda: principles

- rights-based
- access for all to quality education at all levels
- holistic and lifelong learning approach
- universally-relevant
Muscat Agreement

Overarching Goal

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

**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.
Open Working Group

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.
[Means of implementation]

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
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<tr>
<th>OWG: proposed overarching goal</th>
<th>Muscat: proposed overarching goal</th>
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<td>Ensure inclusive and equitable quality education and promote life-long learning opportunities for all</td>
<td>Ensure equitable and inclusive quality education and lifelong learning for all by 2030</td>
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<td>Education sub-sector</td>
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| Primary and secondary education | 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 | 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. | • OWG target of universal secondary education is ambitious. Muscat target of universal lower secondary would encourage investment in expansion of good quality primary and lower secondary for all.  
• Muscat target includes reference to ‘compulsory’ |
| Early childhood | 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 | 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 | • Both targets recognize readiness for school  
Their difference:  
• OWG target emphasizes universal access to ECD/ECCE/pre-primary programmes  
• Muscat target explicitly refers to “at least one year of free and compulsory” pre-primary education. |
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| Technical and vocational education and training and tertiary education | 4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university | 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. | • OWG target of universal access to tertiary education is ambitious  
• Reference to “affordable” in OWG target must be defined  
• Muscat target emphasizes outcome |
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<td>Equality (including gender equality)</td>
<td>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</td>
<td>• Equality (including gender equality) mainstreamed across all Muscat targets</td>
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<td>Literacy and numeracy</td>
<td>4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy</td>
<td>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.</td>
<td>• Muscat target concerns functional literacy &amp; recognizes that a minimum proficiency level is required</td>
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| Education for sustainable development and global citizenship education                 | 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. | 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. | • Concepts in Muscat target already require clarification, but OWG target adds more challenges, such as defining (and communicating to a global audience) concepts such as “appreciation of culture’s contribution to sustainable development”
• OWG target refers to a great number of subject areas, potentially posing a challenge in terms of indicator development |
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<td><strong>Education facilities</strong></td>
<td>4.a by 2030 build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</td>
<td>(Effective learning environments are implicit in the ‘quality’ attributes of target 2)</td>
<td>• OWG target, which constitutes a means of implementation, includes many concepts that may be difficult to report against in order to monitor progress on a global scale – anticipate challenges in defining cross-national indicators</td>
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<td><strong>Scholarships for higher education</strong></td>
<td>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</td>
<td>(Muscat targets do not address higher education scholarships)</td>
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| Teachers             | 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 | 6. by 2030 all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers. | • OWG target is a means of implementation.  
• Muscat target considers teachers’ working conditions |
| Financing            | (The last iteration of the OWG targets has dropped financing.) | 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. | • An education financing target is key. |
Challenges and next steps

1. Continued consultations including through regional conferences and intergovernmental negotiations


3. UNESCO World Conference on Education for Sustainable Development (Nagoya, Japan, November 2014)

4. Development of indicators (Recommendations of the Technical Advisory Group)

5. Ensure that the WEF 2015 outcome is aligned with the educational goals and targets of the global development agenda
The process to move from targets to indicators

1. There needs to be an agreement on key concepts articulated in the targets

2. Once a concept is clarified and agreed, measurement tools must be aligned, developed and approved by consensus.

3. There is a need for global consensus on the underlying components of a universal monitoring framework and mechanisms that facilitate regular reporting on the targets and indicators.
Education quality and equity: key elements of a post-2015 data agenda

A broader roadmap or strategy is needed to establish an agenda to work with national partners on these issues, especially to:

1. raise demand for data use
2. improve data systems
3. strengthen technical expertise
4. invest in the longer-term development required to implement national and cross-national standards and best practices
Next steps: timeline

- Development of a Framework for Action (2014 – May 2015) and UNSG reports
- UN intergovernmental negotiations to start end 2014
- UNESCO World Conference on Education for Sustainable Development (Nagoya, Japan, November 2014)
- World Education Forum (Incheon, Republic of Korea; May 2015): approved education agenda and Framework for Action
- Summit of Heads of State and Government for adoption of the post-2015 development agenda (September 2015)
THANK YOU!

http://www.unesco.org/en/efa