Setting goals and targets for a Beyond 2015 framework in education: Relevance, equity and intersectorality

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The many facets of education quality

• An input
• An output (learning achievement, attainment, information acquisition)
• An outcome (complex mapping of relationships that are causal, correlational, or clustered)
Some impossible challenges of measurement

- The multi-dimensionality of rights and the parsimony of measurement
- Equity and intersectionality
- Gaming
- Blaming
- Hedging
- Failing better
Gender, education and global poverty reduction initiatives research project (2008-2011)

Global policy frameworks

Local meanings and struggles to implement
Current proposals 1

HLP (May 2013)

- Increase proportion children able to access and complete pre-primary education
- Ensure every child, regardless of circumstance, completes primary education able to read, write and count well enough to meet minimum learning standards
- Ensure every child, regardless of circumstance, has access to lower secondary education. Increase the proportion of adolescents who achieve recognised and measurable learning outcomes to x%

Commonwealth Ministerial Working Group (2012)

- Every child completes minimum 9 years continuous, free basic education; learning achievement consistent with national standards
- Post-basic education expanded strategically to meet needs for knowledge and skills related to employment and livelihoods
- Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group

. Increase number young and adult women and men with skills, including technical and vocational, needed for work
Civil Society Joint statement (Sept 2013)
• States & duty bearers must respect, protect, and fulfil human rights
• Lifelong equitable education, including adult education and literacy
• Broad approach to quality as personally and socially transformative; teachers central
• Broad approach to equality and non-discrimination
• State central to provision; the importance of democratic governance
• Human rights integral, indivisible and interdependent.

GCE Principles for goal setting (March 2013)
• International goals and national benchmarks
• Goals and indicators to emphasise equity and equality
• Comprehensive, comprehensible and outcome oriented goals
Some comments

• The global/national tension (direction, process, content, outcome)
• The politics of numbers (Who defines? who benefits? Who pays?)
• Strategising for rights
An alternative?

- A target for quality understood as an input (9 years free, non-discriminatory basic education)
- A target for quality understood as an output (learning, attainment)
- A target for quality understood as an outcome (participatory, interconnected with other rights)