International Education Policy: From UDHR to SDG4 and reflections on accountability in education
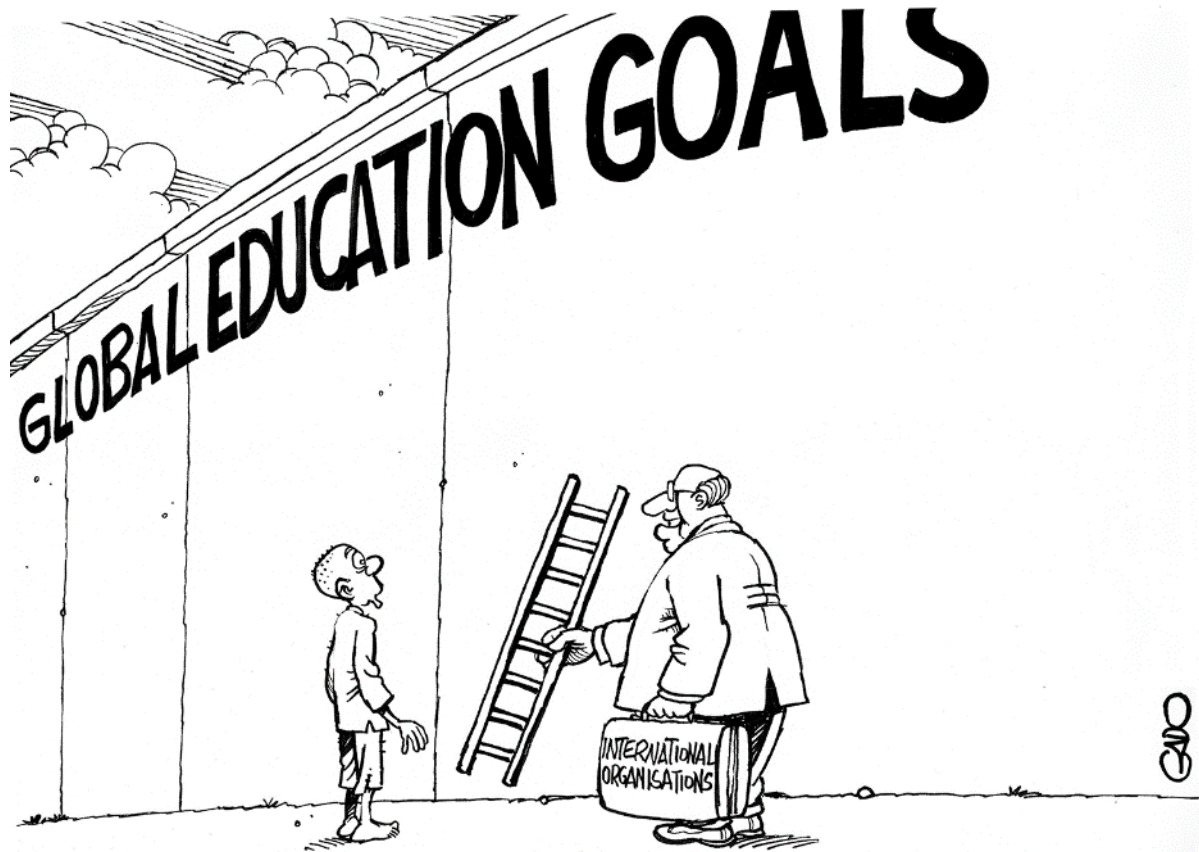
Aaron Benavot

Professor, University at Albany-SUNY
&
Former Director, UNESCO's Global Education Monitoring Report

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Outline of presentation

Brief clarification of terms

Part I: International Education Policy Making and Historical Perspective on Accountability

Part II: The 2030 Agenda for Sustainable Development and the Emergence of a new International Education Policy

Part III: Concluding Reflections on Accountability in Education

Responsibility and Accountability

Responsibility may be individual or collective, action-oriented or moral. People can be responsible for various tasks, or they may feel morally responsible for promoting certain ideals. They are not necessarily liable or obliged to report results. Management literature emphasizes the individualistic aspect of accountability. Many people can be responsible for making something happen, but the final accounting ought to be attributed to one individual.

Not all languages have a distinct word for **accountability.** Where there is such a word, it often **refers to answering and rendering accounts or explanations**. For example, in Russian and Swahili, the term refers to **answerability**; in Albanian and German, it refers to giving an account or explanation. Yet **many languages only use the word responsibility**. Bahasa Indonesia and Japanese have imported the term accountability from English as a neologism, as have other languages. Accountability is used in Spanish in discussing development cooperation.

In this presentation, accountability refers to mechanisms that hold countries or governments to account for commitments they have made to international policy priorities in education.

Responsibility and Accountability in different languages

Use of the terms responsibility and accountability in selected languages

Language	Responsibility	Responsible for...	Accountability	Accountable for...
Albanian	përgjegjësi	është përgjegjës për	llogaridhënja	llogaridhënës
Arabic	مسؤولية mas'ulia	هو مسؤول عن mas'ul an	مساءلة musa'ala	هو مسؤول عن mas'ul an
Bahasa Indonesia	tanggung jawab	dia bertanggung jawab untuk	akuntabilitas	dia bertanggung jawab untuk
Bengali	দায়িত্ব dayitbo	তিনি জন্য দায়ী tini jon daitbo	দায়িত্ব/জবাবদিহিতা daytbo	তিনি জন্য দায়ী tini jon daitbo
Chinese	责任 zeren	(他/她) 负责 (ta) fuze	问责/绩效问责 wenze (jixiao wenze)	(他/她)应该对.....负责 (ta) yinggai dui.....fuze
Dutch	verantwoordelijkheid	antwoordelij voor	verantwoording	is antwoordelij voor
French	responsabilité	est responsable de	reddition des comptes	rendre des comptes
German	Verantwortung	ist verantwortlich für	Rechenschaftspflicht	ist rechenschaftspflichtig für
Greek	ευθύνη efthýni	είναι υπεύθυνος για íne ypéfthynos yia	λογοδοσία logodosía	είναι υπόλογος για íne ypólogos yia
Hebrew	אַחֲרָיוּת aharayut	הוא אחראי hu ahara'i	דין וחשבון Din heshbon	הוא אחראי hu ahara'i
Hindi	ज़िम्मेदारी jimedaarii	वह जिम्मेदार है vo jimmedaar hai	जवाबदेही javaabdehi	वह जवाबदेह है vo javaabdeh hai
Italian	responsabilità	è responsabile di	responsabilità	è responsabile di
Japanese	責任 sekinin	彼は責任があります kare wa sekinin ga arimasu	アカウンタビリティ akauntabiriti	彼は責任があります kare wa sekinin ga arimasu
Kinyarwanda	inshingano	kuzuza inshingano ze	guhiga	Imihigo
Malagasy	andraikitra	tompon' andraikitra amin'ny	maha-tompon'andraikitra	mpiandraikitra ny
Nepali	जिम्मेवारी jimevaarii	उहाँ जिम्मेवार हुनुहुन्छ uha jimmevaar hunuhunchha	उत्तरदायित्व uttardayitva	उहाँ उत्तरदायी हुनुहुन्छ uha uttardayi hunuhunchha
Polish	odpowiedzialność	jest odpowiedzialny/a za	rozliczalność	jest rozliczany/a za
Portuguese	responsabilidade	é responsável por	prestação de contas	é responsável por
Romanian	responsabilitate	este responsabil pentru	responsabilitate	este responsabil pentru
Russian	обязанность abyazannost	отвечает за atviechaet za	Подотчетность atvietstvennost	отвечает за atviechaet za
Sinhalese	වගකීමක් vagakivak	ඔහු වගකිව ohu vagakiva	වගකීම accountability	ඔහු වගකිව ohu vagakiva
Spanish	responsabilidad	es responsable de	rendición de cuentas	es responsable de
Swahili	wajibu	yeye ni kuwajibika kwa ajili ya	uajibikaji	yeye ni kuwajibika kwa ajili ya
Vietnamese	trách nhiệm	tôi chịu trách nhiệm	trách nhiệm giải trình	tôi chịu trách nhiệm giải trinh

Part I

International Education Policy Making and Historical Perspective on Accountability

Global education expansion and role of international policy: Historical perspective

- Historically (late 19th/early 20th centuries) formal schooling expanded in North America, parts of Europe, Japan and parts of Latin America. In many countries universal primary education was achieved by 1920s. Minimal impact of international organizations; some transnational forces (eg, colonialism, religious groups) served either as obstacles or carriers of educational models. **Key point: primary education expanded in absence of supportive international policies & external financial aid.**

- On October 24, **1945 the Charter of the UNITED NATIONS** was signed by 50 countries in San Francisco, establishing the UN.

- On November 4, **1946 UNESCO established,** seeks to contribute to peace and security by **promoting international collaboration through educational, scientific, and cultural reforms** in order to increase universal respect for justice, the <u>rule of law</u>, and <u>human rights</u>

- **Key norm-setting instrument** is the **Universal Declaration of Human Rights** (adopted by the UN in Dec 1948). The **UDHR** has 30 Articles; **Article 26 deals with education.**

International education policy based on UN's Universal Declaration of Human Rights 1948

Article 26 in the Universal Declaration of Human Rights states:

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among nations, racial or religious groups, and shall further the activities of the UN for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Signatories of UDHR committed themselves to the goal of providing school places for all children; countries expected to implement legislation making primary schooling free and compulsory

International Education Policy: Free and Compulsory Education leading to Universal Access

- Beginning in the 1950s UNESCO supported policies aimed at mobilizing national action in education: Convened regional conferences on compulsory school legislation (eg in Bombay 1952, Cairo 1955, Lima 1956), and then universal access to education (eg in Karachi 1960, Addis Ababa 1961, Santiago 1962, Tripoli 1966)

- Access to primary education expands in all world regions, esp. after the breakup of European empires in Africa, Asia and Middle East. Growing importance of int'l conventions, expert-driven models of development, bilateral/multilateral aid assistance, and int'l agency initiatives.

- Today, more than 90% of independent countries and dependent territories in the world (more than 200) have established laws compelling 6 yrs of attendance in primary education; 70% compel attendance for 9 years. In over 60% of countries at least 9 years of education is compulsory and free.

- However, in many countries such laws are not enforced; and basic education is not free in practice–due to direct fees and indirect costs (uniforms, meals, transportation, etc.).
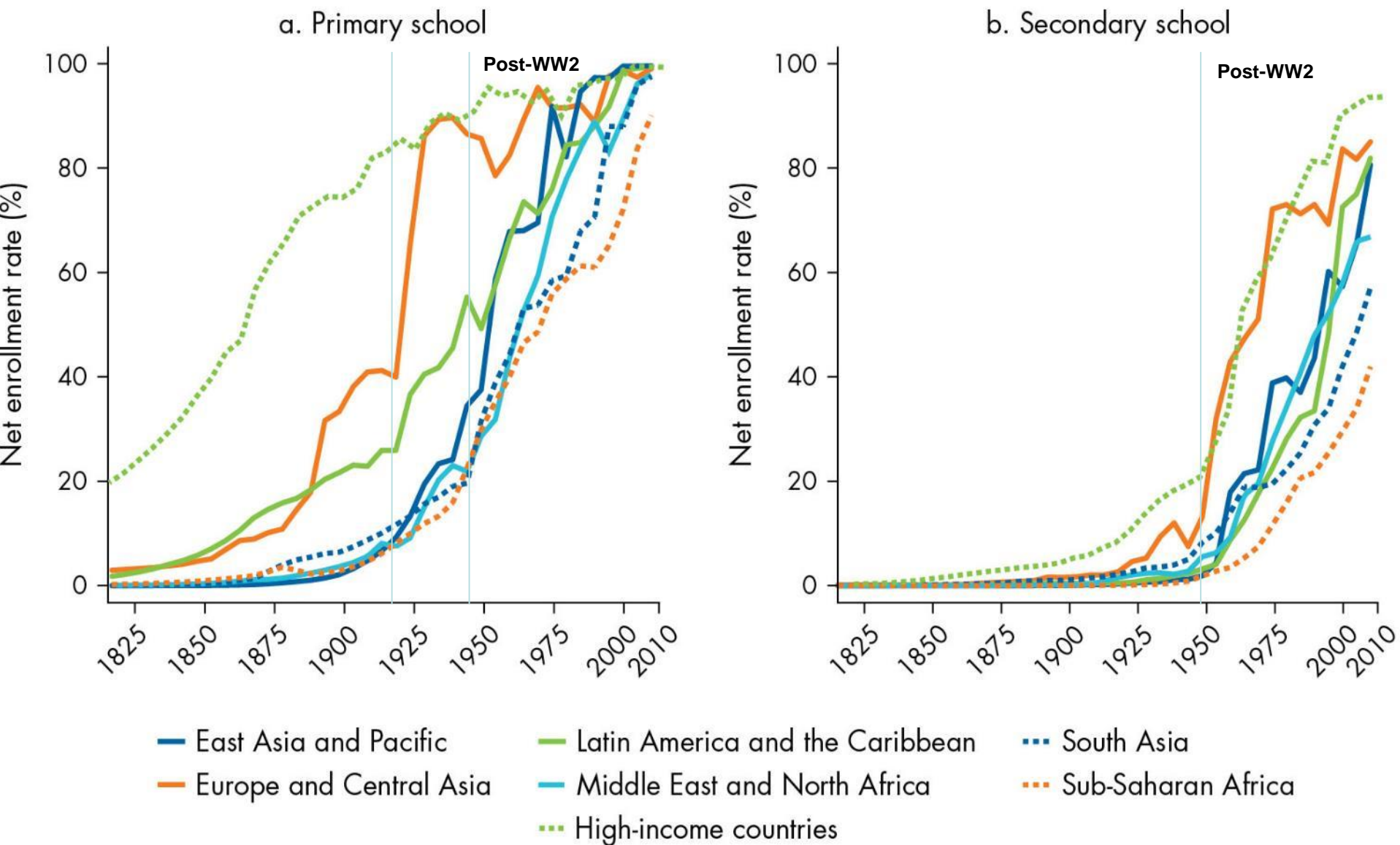
TABLE 9.3:
Percentage of countries that guarantee free and compulsory education in legal frameworks, by number of years, 2015 or most recent year

	Free		Compulsory		Free and compulsory	
	At least 9 years	At least 12 years	At least 9 years	At least 12 years	At least 9 years	At least 12 years
World	**71**	**41**	**70**	**18**	**64**	**16**
Caucasus and Central Asia	100	50	100	38	100	38
Eastern and South-eastern Asia	72	28	72	6	61	6
Europe and Northern America	87	51	91	11	82	9
Latin America and the Caribbean	88	55	83	45	83	45
Northern Africa and Western Asia	90	55	80	15	75	10
Pacific	50	44	59	24	50	19
Southern Asia	56	44	33	11	33	11
Sub-Saharan Africa	38	16	40	2	33	2
Low income	30	10	34	0	27	0
Lower middle income	65	27	63	16	57	14
Upper middle income	79	49	73	25	72	25
High income	88	60	90	21	82	19

School enrollments have shot up in developing countries

Net enrollment rates, by country group (1820–2010)

a. Primary school

b. Secondary school

Legend:
— East Asia and Pacific
— Europe and Central Asia
— Latin America and the Caribbean
— Middle East and North Africa
··· High-income countries
··· South Asia
··· Sub-Saharan Africa

Evolution of International Education Policy: Key Milestones

During 1960s-1980s, continued influence of UDHR + spread of modernization, economic development & human capital theories in int'l agencies, justifying policies promoting expanded access to basic education.

% of school-age population enrolled in primary education rose dramatically, out-pacing population growth. And yet **the global goal of Universal Primary Education was missed: in 1980, 2000 & 2015.**

1980s-1990s emerging int'l consensus about **good quality education** and need for (lifelong) **learning policies for children, youth and adults**.

1. **World Conference on Education for All** (EFA) in Jomtien, Thailand (May 1990)

2. **World Education Forum** (WEF) in Dakar, Senegal (May 2000) (**6 EFA goals**)

3. **World Education Forum** (WEF) in Incheon, Republic of Korea (May 2015) **Merging of education and development policies--> SDG4**

World Conference on Education for All (EFA), May 1990

At Jomtien, Thailand, representatives from 150 governments and NGOs, established **the Education for All agenda - an 'expanded vision of basic education'** - which committed national governments, international agencies and NGOs to meet the **basic learning needs** of **all children, youth and adults** by the year 2000. **The main goals of this international policy:**

- To **universalize access** to primary education (UPE)

- To increase **equity in education**, esp. reduction in gender disparities, but also those among poor, rural, minority, other underserved groups

- To focus more on **learning** in general (knowledge, skills, values) and **learning outcomes** in particular

- To broaden **the means and the scope of basic education**: 'Learning begins at birth', provision of education should be diversified; more non-formal education

- To enhance the **environment for learning**: nutrition, health care, physical and emotional supportive environment

- To strengthen **partnerships**: e.g., across sectors, public-private, etc.

Final document at World EFA conference in Jomtien captures key debates around learning issues

"The focus of basic education must be on **actual acquisition and outcomes**, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements…"

"Emphasis ought to be on the access to and achievement of **learning that is relevant** to the needs of the individual and his or her community."

"One key issue…is the **minimum common level of learning** that must be achieved by . . . learners. A difficult aspect...will be **testing the learning level** or performance of individual learners . . . The ultimate goal...is that children are educated: that they **are literate and numerate, and** that they **have life skills**."

Final document from World Conference on EFA (Jomtien Thailand) focuses on learning for what purposes

"While the emphasis on learning acquisition was welcomed, some interventions cautioned against **too utilitarian an approach** to defining 'an acceptable level of learning'"….
"The point about learning is that it is **a process** of growth, and not a product to be acquired: learning is **a journey, not a destination**."

"The development of **the creative potential** of the individual, of imagination, of spiritual and aesthetic values, of community spirit, are justifiable in their own right, and not easily measurable in the short term."

Accountability after Jomtien: Monitoring EFA commitments

- UNESCO (mainly its Statistical Division, then later UIS) was responsible for assessing progress following Jomtien conference

- **Monitoring of EFA relied almost exclusively on data supplied by nat. ministries of education** (of limited value, given expanded Jomtien vision); **reluctance to use non-administrative data sources** (e.g., household surveys, learning assessments); **lack of institutional autonomy of UIS** may have influenced sharpness of monitoring reports

- At mid-term review meeting in Amman, Jordan (1995) strong perception that accountability is weak, monitoring of Jomtien outcomes is flawed. Overall, evidence is partial and incomplete; existing data highlight slow progress in many countries to achieve key policy targets (UPE and gender parity)

- Worth recalling that during the late 80s / early 90s, economic growth was weak in several regions (Africa, Eastern Europe, former USSR), and negative in many countries, partly due to oil crisis & structural adjustment programs imposed by IMF and World Bank

Education policies emerging at World Education Forum (WEF) in Dakar, Senegal 2000

Convened by **UNESCO** with four international partners **UNDP, UNFPA, UNICEF** and the **World Bank**

- 164 countries, convening international agencies and many NGOs commit themselves to the comprehensive Education for All agenda

- Definition and formulation of the **six EFA goals to be achieved by 2015**, one of them—reductions in gender disparities--by 2005

- Donors and NGOs pledge financial support for country implementation of EFA agenda: '**no country seriously committed to EFA will be thwarted…by a lack of resources**'

- Governments and donors call for improved accountability: **regular monitoring of EFA progress, more** scientific rigor & better quality data

- 2001: Donors pledge funds for an independent global monitoring report in education, first published in 2002: **EFA Global Monitoring Report**

- **12 EFA GMR reports between 2002 and 2015**

EDUCATION FOR ALL

1 GOAL
Expand early childhood care and education, particularly for the most vulnerable children

2 GOAL
Achieve universal primary education, particularly for girls, ethnic minorities and marginalized children

3 GOAL
Ensure equal access to learning and life skills for youth and adults

EFA GOALS

6 GOAL
Improve the quality of education and ensure measurable learning outcomes for all

73 million children aged 5 to 11 worked in 2012

4 GOAL
Improve levels of adult literacy, particularly for women, and ensure access to education for all adults

5 GOAL
Achieve gender parity and equality, with a focus on equal access to education of good quality

8 Millennium Development Goals adopted by UN at the Millennium Summit (Sept 2000)

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 GLOBAL PARTNERSHIP FOR DEVELOPMENT

MDG <u>Agenda</u>: MDG 2 focused on **EFA Goal 2 ----UNIVERSAL PRIMARY EDUCATION COMPLETION;** one of **MDG 3 Indicators is gender parity in primary education**

Education for All Goals vs. select Millennium Development Goals

6 Education for All Goals (Dakar May 2000)	8 Millennium Development Goals (UN September 2000)
1. Expanding **early childhood care and education**, especially for disadvantaged children 2. **Universal primary education** by 2015 3. **Equitable access to learning opportunities** and skills for young people and adults 4. 50% improvement in **adult literacy** rates by 2015 5. **Gender** parity by 2005 and gender equality by 2015 6. Improving the **quality** of education	Eight goals, two partly overlap with EFA **Goal 2**: Achieve **Universal primary education** (Target 3: Completion of full primary schooling by all children by 2015) **Goal 3**. Promote **gender** equality and empower women (Target 4: Eliminate gender disparity preferably by 2005 and no later than 2015)

Monitoring of education in the MDGs

Limited MDG education agenda focusing on **universal primary education, primary completion and gender parity in education**

- **Four relevant indicators were used after 2005**
 - 2.1 Net enrolment ratio in primary education
  - 2.2 Proportion of pupils starting grade 1 who reach last grade of primary
  - 2.3 Literacy rate of 15-24 year-olds, women and men
  - 3.1 Ratios of girls to boys in primary, secondary and tertiary education

- **Concise annual MDG report by UN DESA** (UIS and GMR collaborated in 2011-2015) but scope and depth of reporting limited
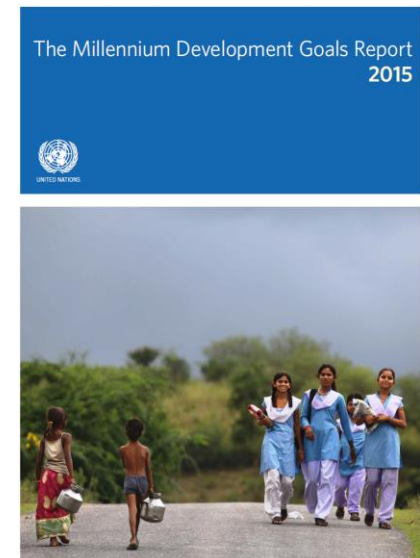
UNESCO global monitoring reports in education

2002-2015: 12 Education for All Global Monitoring Reports (GMR)
2016-2019: 3 Global Education Monitoring (GEM) Reports
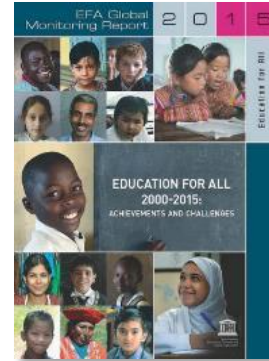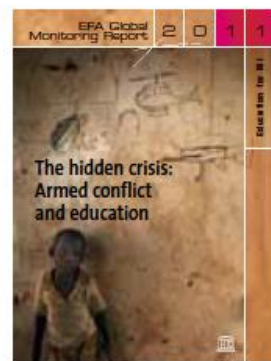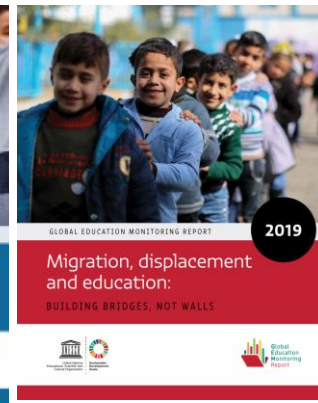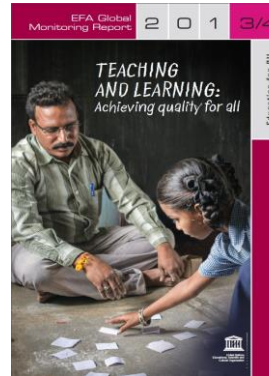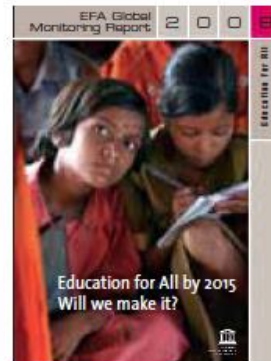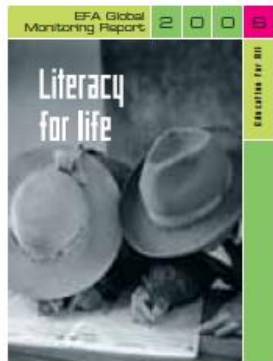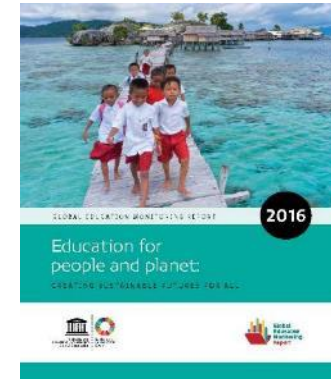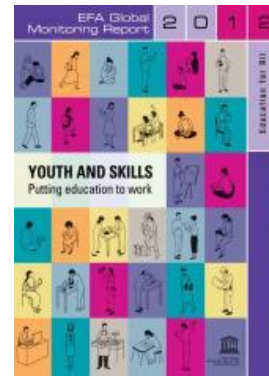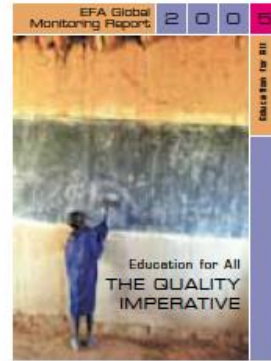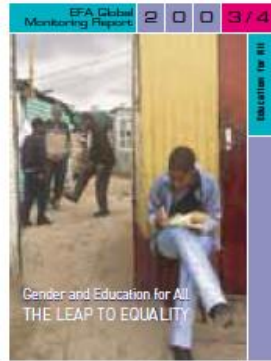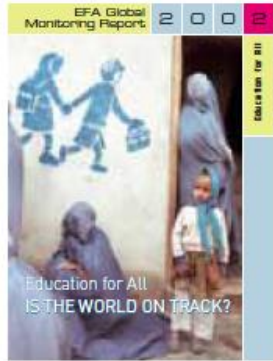
2020 Report on
Inclusion & Education

In all 6 UN languages

Measurable Progress in Education 2000-2015

There were **84 million** fewer out of school children and adolescents

…**52 million** of these are girls

12 million more teachers were recruited and deployed in primary and secondary education

Two-thirds more children were enrolled in pre-primary education

Some **34 million** more children went to school due to intensive efforts of EFA supporters and organizations

Limits to Progress in Education 2000-2015

However, just **one-third of countries** achieved the three measurable EFA goals

Only **just over half of countries** achieved Universal Primary Enrolment

9%

29%

52%

10%

very far from target

far from target

close to target

reached target
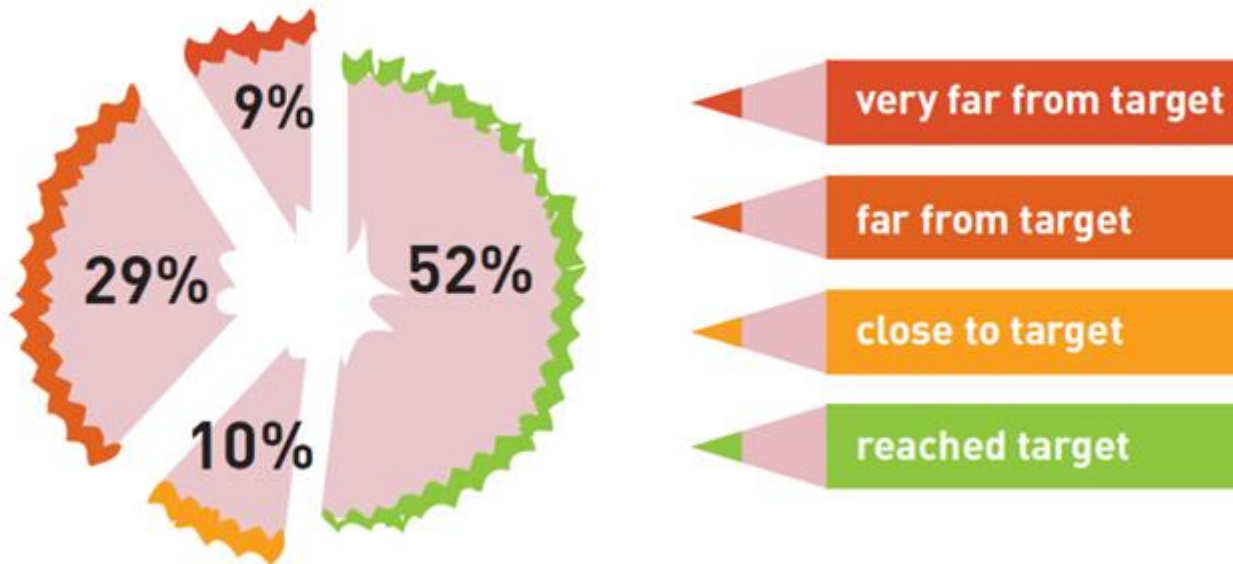
A third of countries did not reach gender parity in primary education; **almost a half of countries** did not reach parity in secondary education

Major Inequalities in Education Remain

Poorest children are:
- **4x more likely** to be out of school; and
- **5x more likely** not to finish primary school than richest children

The proportion of **out of school children in conflict-affected zones is high at 36%** & has grown since 2000

Pronounced **learning gaps remain** between the most and least advantaged students

Nearly **two-thirds** of the 781 million adults who lack basic literacy skills **are women**

Selective & uneven EFA implementation

- **EFA conceived as an integrated & holistic policy** addressing diverse challenges (early childhood ed, UPE, gender equality, skills development, quality ed, adult literacy), which 164 countries pledged to implement.

- In reality, however, national intentions and actions on the ground diverged. **Country implementation of EFA was partial and uneven. Many countries focused on some goals and ignored others.**

- Thus, the **implementation and monitoring of EFA goals resulted in too many disconnected silos of programs, analyses, research and policy formation.** While clear progress in UPE, gender parity (due to ceiling effects); in other areas progress was mixed and slow.

- **Political commitment began to recede**: after an initial period of enthusiasm, interactions among responsible government agencies--and other stakeholders--are less frequent and more discontinuous.

- **Few cases of broad, synergistic effects** from having implemented the entire EFA program in a sustained and comprehensive manner.

Serious measurement and monitoring problems

- Conceptual understandings of key EFA concepts (e.g., life skills, quality education, literacy) were contested

- Debate continued over the definition and measurement of certain goals: Goal 3, adult literacy, quality education. When do countries actually reach UPE? Contrast this with the more detailed monitoring of the MDGs.

- Within countries, different conceptions of ECCE, non-formal education (even teacher training), thus difficult to compare programs across countries

- Monitoring can result in simplifying complex issues to common understandings

- While data quality improved, still many gaps in data supplied by countries. Also many countries report no data and thus go unmonitored. For this, and other reasons, some countries and regions receive disproportionate attention.

- 2-year time lag in data availability-only in 2017 will progress to 2015 be clear

- Weaknesses of national and int'l financial data—e.g., excludes south-south transfers and those by private foundations to developing countries

- Limited sub-national, disaggregated data (beyond periodic household surveys) or school based surveys, to examine **within-country** inequalities.

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Part II

The 2030 Agenda for Sustainable Development (and 17 SDGs) and the emergence of a new International Education Policy

Growing shift in international education policy: From inputs to outcomes/results, emphasis on learning outcomes

- In 2000s World Bank emphasizes **measurement of learning** in all its projects. In 2011 WB publishes a new strategy document for 2020: **Learning for All**

- Impact of IEA's TIMSS and OECD's PISA in many countries around the world. Mass media attention on findings due to perceived **global competition for skilled labor** and need to **expand knowledge societies**.

- E. Hanushek and L. Woesmann report on the (positive) **impact of quality education** (measured by average test scores on international learning assessments) **on economic growth**. OECD (2015) book on the need for **universal basic skills**

- **Learning Metrics Task Force** (Brookings) advances broad model of learning outcomes. Millions Learning Project

- Massive **expansion of learning assessments --** **int'l, regional, national**

The education and development agendas merged into one universal post-2015 agenda

- **Step 1: Merging of development (MDG) and environment agendas: Earth Summit 1992 (Rio), World Summit on SD, 2002 (J-berg), UN Conference of Sustainable Development, 2012 (Rio +20)**

- **Step 2: EFA process concludes: Global Education Meeting in Muscat Oman, May 2014 decides to unify post-2015 education and emerging development agendas**

- UN Open Working Group (OWG) establishes separate Education Goal together with 7 Targets and 3 Means of Implementation (SDG 4) (July 2014). Reflects most though not all priorities of international education community

- UN *World We Want* survey: almost 10 million people responded to the survey

- UN SG synthesis report (Dec 2014) proposes 17 SDGs & 169 targets

- **World Education Forum: Incheon Declaration (May 2015): Ratifies work of OWG**

- UN adopts 2030 Agenda 2030 for Sustainable Development (September 2015) and final formulations of 17 goals and 169 targets

- **UNESCO member states adopt Education 2030 Framework for Action (November 2015)**

Trajectory of SDG4-Education 2030

Open Working Group proposes SDGs

Incheon Declaration

Transforming our World: The 2030 Agenda for Sustainable Development

SDG4-Education 2030 Framework for Action

Implementation

July 2014

May 2015

Sept 2015

Nov 2015

4
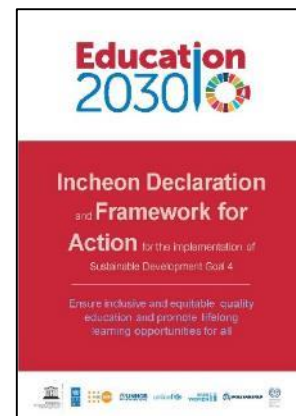
At the heart of the 2030 Agenda for Sustainable Development are the 17 Sustainable Development Goals

The 17 SDGs represent at integrated approach to SD, which are **interlinked** and meant to **reinforce each other**

Three Dimensions of Sustainability

Collectively the SDGs combine the three dimensions of sustainability under a universal and transformative agenda

To end poverty and hunger and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment

Social
Leave no one behind

Environment
COP21

Economic
Addis Ababa
Action Agenda

To protect the planet from degradation so that it can support the needs of the present and future generations

To ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature

Progress on the 17 Sustainable Development Goals (SDGs) supports Planet, People, Prosperity, Peace and Partnership

UN Member States also adopted 169 targets and later 230 global indicators to follow up and review country progress on the 17 SDGs

Global Goal on Education (SDG4)

4 QUALITY EDUCATION

"Ensure inclusive and equitable quality education & promote lifelong learning opportunities for all"
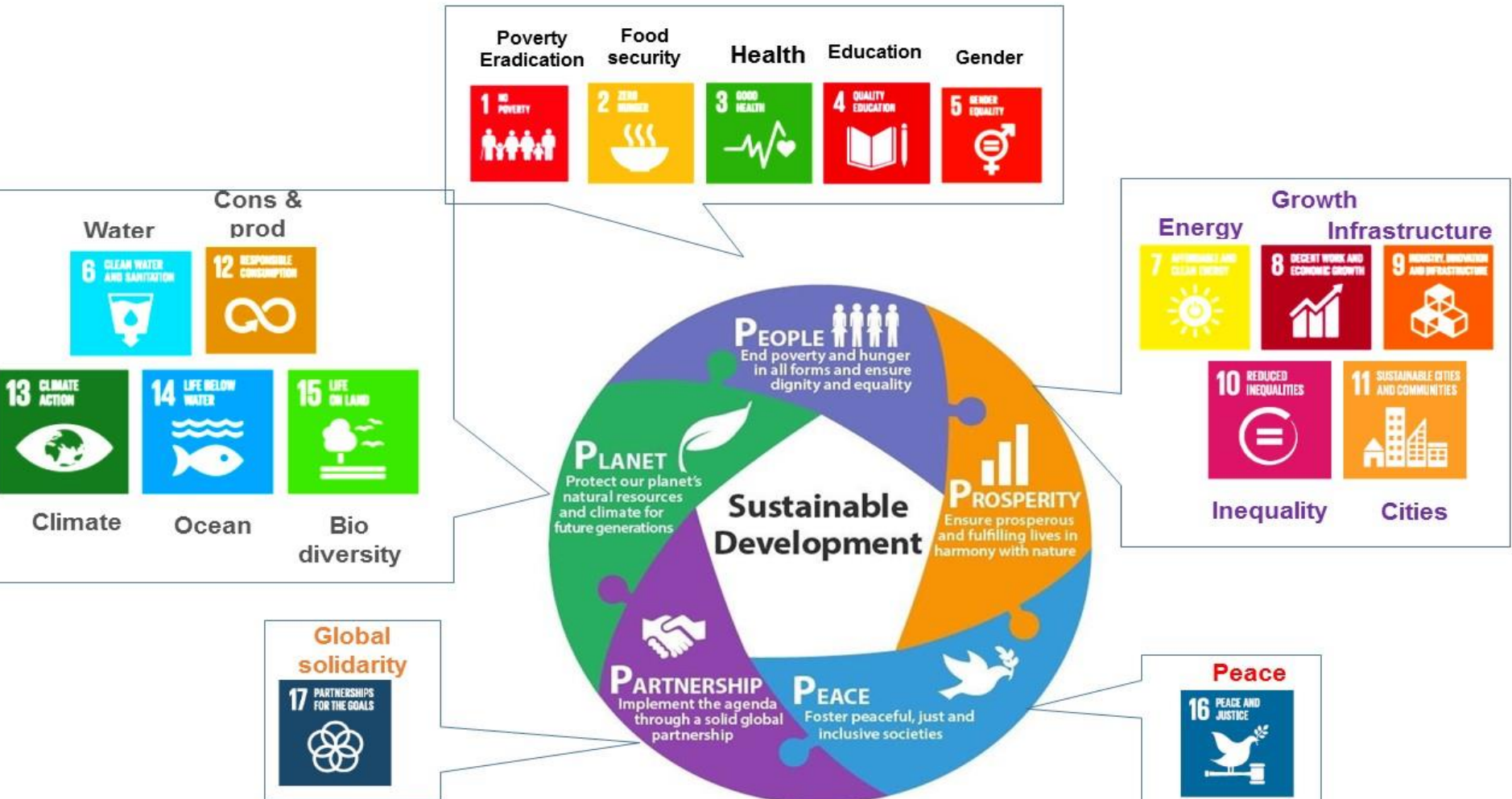
Vision and Principles

- ➢ A single universal agenda: Education 2030 = SDG 4

- ➢ Human right and public good

- ➢ Comprehensive, holistic, ambitious, aspirational and universal

- ➢ Transformative, equity oriented 'leaving no one behind'

- ➢ Lifelong learning approach focusing on skills for work and life

- ➢ Focus on quality and learning outcomes

- ➢ Addresses unfinished EFA/MDG agenda and current and future challenges

Targets

4.1 Quality primary & secondary education

4.2 Early childhood & pre-primary education

4.3 Equal access to TVET & higher education

4.4 Relevant skills for work

4.5 Gender equality & equal access for all

4.6 Youth and adult literacy

4.7 Education for Sustainable Development and Global Citizenship Education

4.a Learning environments

4.b Scholarships for higher education

4.c Teachers

What is distinctive about SDG4 and its 10 targets, relative to earlier EFA and MDG policy agendas?

- The SDG4 agenda is **universal**, applicable to all countries and not just those in the Global South

- More **ambitious**: seeks to expand and transform education systems (eg, universal primary **and** secondary education) in ways that are without historical precedent, especially in the time frame allotted (2030)

- More **comprehensive** set of targets: includes formal and non-formal education; Early childhood development and Pre-primary education, 12 years of basic schooling, TVET, higher education, adult education and lifelong learning opportunities

- More **output** oriented: relevant and effective learning outcomes at primary and secondary education; literacy and numeracy among youth and adults; non-cognitive skills for employment & decent work; knowledge and skills for environmental sustainability and global citizenship

- Focuses on the **contents** of schooling and not just universal access to, or completion of, primary education

- Focus on **equity** issues and 'leaving no one behind'

SDG4 targets have expanded the learning agenda & reinvigorated earlier debates on what learning to measure and how to monitor

- SDG4 promotes a broader learning agenda in terms of: exposure to diverse curricular domains and school subjects; acquiring relevant skills and competencies for work and life; and importance of relevant values, attitudes and behaviour.

- SDG4 promotes a learning agenda that is both lifelong and life-wide (home, school, work, community)

- SDG4 promotes a learning agenda that is relevant in both the Global South and the Global North

Examples of education in other SDGs

Health and well-being

Target 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

Gender equality

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and **education**

Decent work and economic growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, **education** or training (NEET)

Responsible consumption & production

Target 12.8: By 2030 ensure that people everywhere have the **relevant information and awareness for sustainable development and lifestyles** in harmony with nature

Climate action

Target 13.3: Improve **education**, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

Peace, Justice and Strong Institutions

Target 16.7: Ensure responsive, inclusive, participatory and representative decision-making at all levels

- 22 countries provided reflection on progress in education during **High Level Political Forum** in Fall 2016

- **Education Cannot Wait** (ECW) Initiative launched;

- 2016 **Global Education Monitoring (GEM) Report** on Education for People and Planet, Sept 2016

- **International Commission on Financing Global Education Opportunity** presented "Learning Generation"

- **Inter-Agency Expert Group on SDGs and Technical Cooperation Group** on Indicators continued their work

Accountability: How does the 2030 Agenda for SD review and monitor progress in the 17 SDGs and 169 targets?

1) Through Voluntary National Reviews

2) Through different indicators and measures*

- **Global** indicators = at least one per target

- **Thematic** indicators = globally comparable indicators

- **Regional** indicators

- **National** indicators

*Source: *Synthesis Report of UN Secretary General* (December 2014)

Country Follow up and Review of the SDGs: Voluntary National Reviews

Countries are expected to "conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country led and country driven…" (para 79)

Common reporting guidelines for Voluntary National Reviews

More than 120 countries have submitted VNRs by 2018

VIET NAM'S VOLUNTARY NATIONAL REVIEW ON THE IMPLEMENTATION OF THE SUSTAINABLE DEVELOPMENT GOALS
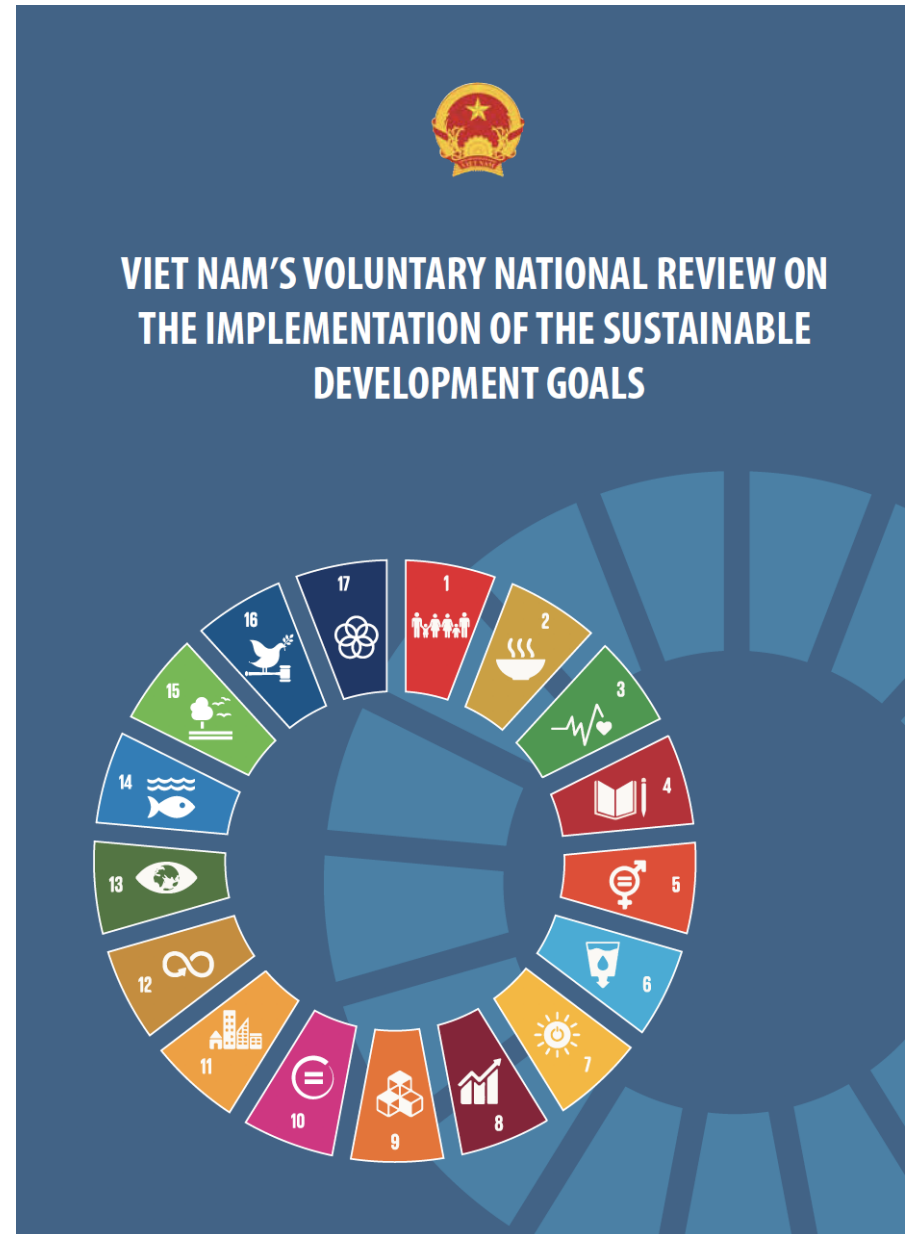
Key elements in UN General Assembly's adoption of the global indicator framework for the SDGs

Key elements

- "adopts the global indicator framework ... as a **voluntary** and **country-led** instrument"

- "official statistics constitute the basis ... for the global indicator framework, while recommending that national statistical systems **explore ways to integrate new data sources** ..."

- "**international organizations shall consult** ...countries to produce and validate ... estimates before publication ..."

- "**welcomes the Cape Town Global Action Plan** for statistics for sustainable development ..."

Future points when Global Indicator Framework can be refined or modified

Agreed InterAgency Expert Group-SDGs can propose **annual 'refinements'** to the global framework but …

Rejected a proposal to consider **additional indicators** before first major review in 2019/2020

Agreed major reviews in 2019 and 2024 for approval in 2020 and 2025

Measuring and monitoring progress on SDG 4

Global Goal on Education:
"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

7 **Targets** and 3 **Means of Implementation**

(10 targets)

11 **Global Indicators** and 32 **Thematic Indicators**

Global indicators are discussed and finalized by InterAgency Expert Group-SDGs, which uses a 3 tier classification system to characterize each indicator

Thematic indicators finalized by Technical Cooperation Group – UIS Secretariat

Different **measures** can be proposed for same **indicator**

SDG 4 targets and global indicators (1)

SDG4 Target	Global indicator(s) for each target
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	• **Percentage of children/young people at the end of each level of education achieving at least a minimum proficiency level in (a) reading and (b) mathematics**
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**	• **Percentage of children under 5 who are developmentally on track in health, learning and psychosocial well-being** • Participation rate in organized learning (one year before official primary entry age)
4.3 By 2030, ensure **equal access for all** women and men **to affordable and quality technical, vocational and tertiary education**, including university	• **Participation rate of youth and adults in formal and non-formal education and training in the last 12 months, by sex**
4.4 By 2030, substantially increase the number of youth and adults who have **relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship**	• **Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill**

SDG 4 targets and global indicators (2)

SDG Target	Global indicator for each target
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	• **Parity indices (female/male, urban/rural, bottom/top wealth quintile and others) for all indicators that can be disaggregated**
4.6 By 2030, ensure that **all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**	• **Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex**
4.7 By 2030, ensure that **all learners acquire the 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	• **Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment**

SDG 4 targets and global indicators (3)

Targets

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, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Global indicators

• **Percentage of schools with access to** (i) **electricity**; (ii) **internet** for pedagogical purposes (iii) basic **drinking water** and (iv) basic **sanitation facilities**; and (v) basic **handwashing facilities**

• **Volume of ODA flows for scholarships** by sector and type of study / Total net ODA for scholarships and student costs in donor countries (types of aid E01 and E02)

• **Percentage of teachers in (i) pre-primary (ii) primary, (iii) lower secondary and (iv) upper secondary education who have received at least the minimum organized teacher (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country**

Examples of monitoring two SDG4 targets: targets 4.1 and 4.3

Monitoring Target 4.1: Globally, how many are not enrolled in primary and secondary education?

FIGURE 1

Global number of out-of-school children, adolescents and youth, 2000-2017

Legend: Primary age | Lower secondary age | Upper secondary age

World in 2000
376.4 million

92.6 million (Upper secondary age, 2000)
84.3 million (Upper secondary age, 2000)
53.6 million (Lower secondary age, 2000)
44.9 million (Lower secondary age, 2000)
58.4 million (Primary age, 2000)
42.5 million (Primary age, 2000)

World in 2017
261.8 million

66.8 million (Upper secondary age, Female)
70.8 million (Upper secondary age, Male)
29.7 million (Lower secondary age, Female)
30.9 million (Lower secondary age, Male)
34.0 million (Primary age, Female)
29.7 million (Primary age, Male)

Y-axis: Out-of-school population (million)
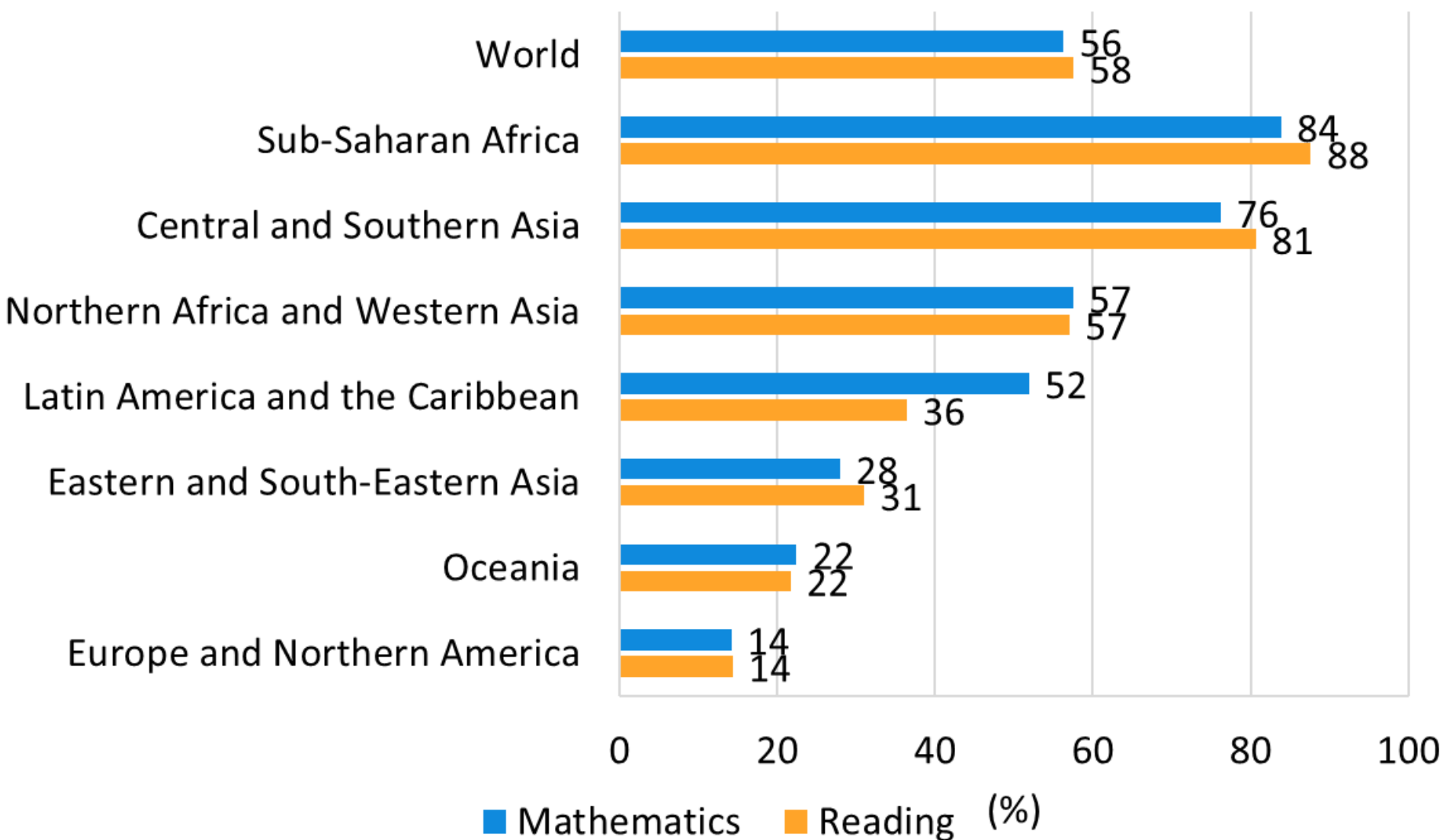X-axis: 2000, 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016

Source: UNESCO Institute for Statistics database.

Worldwide, more than 600 million children and adolescents are not learning the basics

Based on current participation and progression rates, and on current learning assessment results:

- **617 million children and adolescents** (58% of the total population in this age group) **will not reach minimum proficiency level in reading**

  387 million children of primary school age (56%)

  230 million adolescents of lower secondary age (61%)

- **605 million children and adolescents** (56% of the total population in this age group) **will not reach minimum proficiency level in mathematics**

  384 million children of primary school age (55%)

  221 million adolescents of lower secondary age (58%)

UNESCO
INSTITUTE
FOR
STATISTICS

Children and adolescents not learning by region (%)

Region	Mathematics	Reading
World	56	58
Sub-Saharan Africa	84	88
Central and Southern Asia	76	81
Northern Africa and Western Asia	57	57
Latin America and the Caribbean	52	36
Eastern and South-Eastern Asia	28	31
Oceania	22	22
Europe and Northern America	14	14

■ Mathematics ■ Reading (%)

Learning: Percent of end-of primary students who meet a minimum proficiency threshold for learning in math?
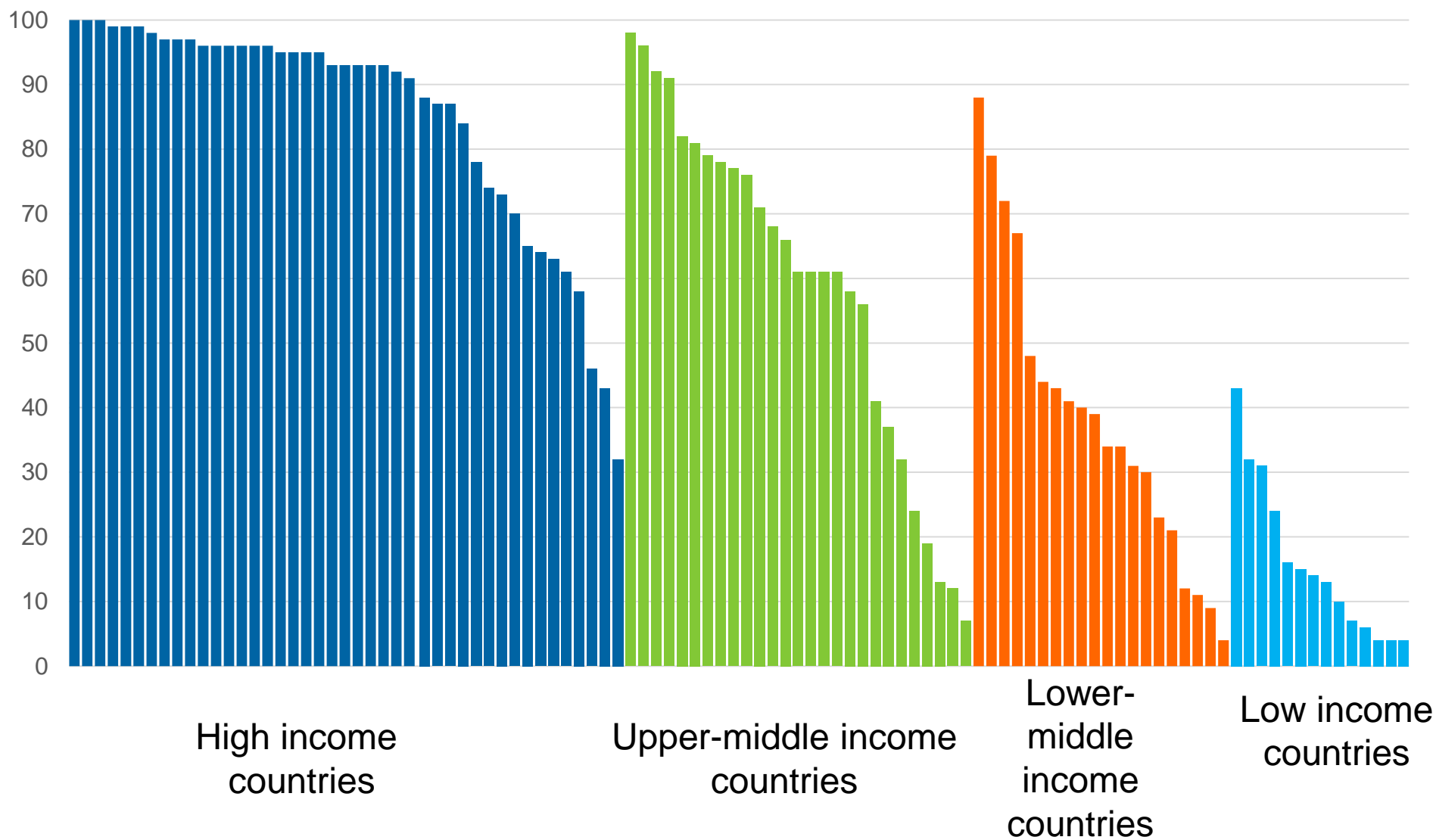
TARGET 4.3:
Technical, vocational, tertiary and adult education

Target 4.3: By 2030, ensure **equal access for all** women and men **to affordable and quality technical, vocational and tertiary education**, including university

Global Indicator (4.3.1): Participation rate of youth and adults in formal and non-formal education and training in the last 12 months, by sex

Measures of 4.3.1: ALE participation in Europe

Measuring the Global indicator 4.3.1:

Europe has a specific target for its adult education participation rate by 2020: 15%

In 2017 about 11% of adults aged 25-64 participated in education and training according to the EU Labour Force Survey

But this survey has specific time reference (previous 4 weeks), sequence of questions, underlying definitions.

FIGURE 10.1:

Participation in adult education in Europe has remained stable, but trends vary by country

Adult participation rate in education and training during the previous four weeks, European Union and selected countries, 2008–2017
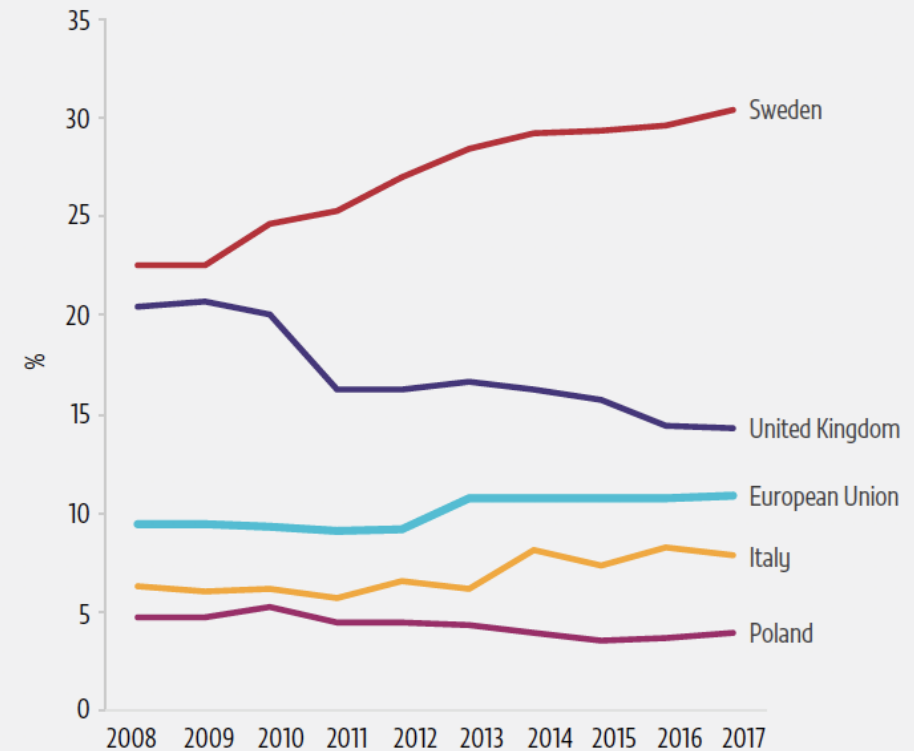
GEM StatLink: http://bit.ly/fig10_1
Source: Eurostat (2018).

Measuring ALE participation is easier said than done

Different surveys provide different indications of adult participation levels

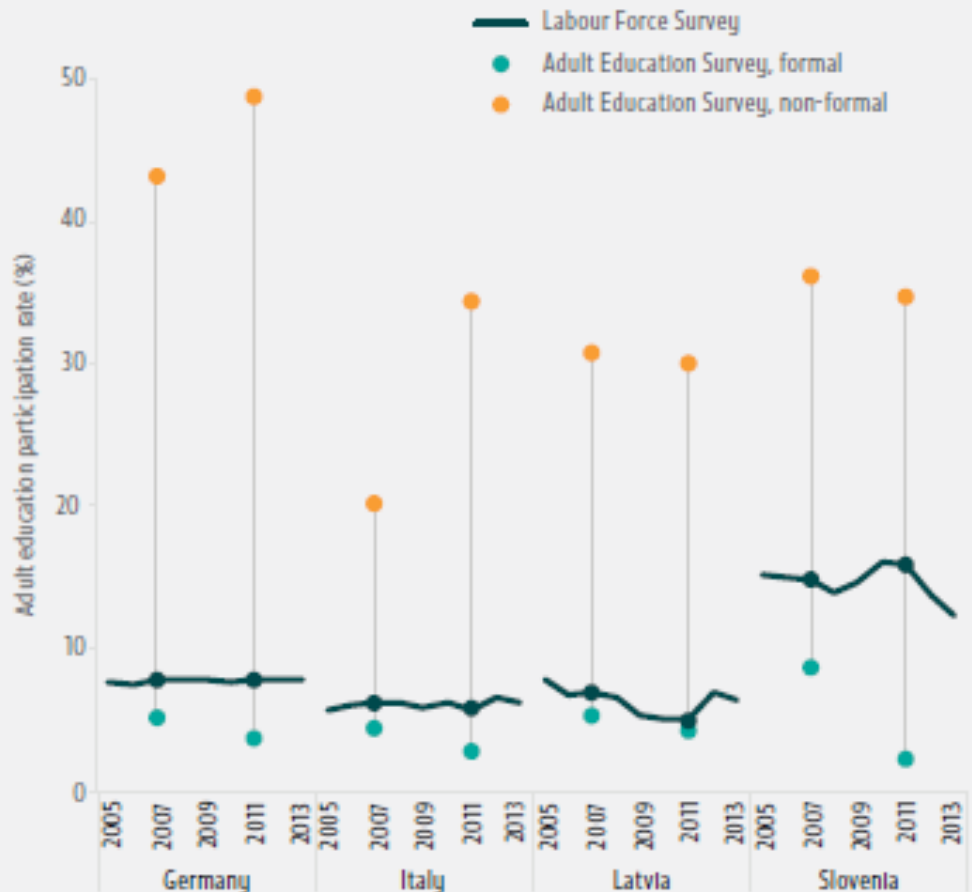Adult Education Survey (formal & non-formal) vs.

Labour Force Survey

Data exist for some parts of the world that monitor adult education opportunities; e.g. in 2011, across the 28 European Union countries, 37% had participated in formal and non-formal education and training in the previous 12 months
– but there is no global data yet

FIGURE 12.12:

Different surveys point to different levels of adult education participation
Adult education participation rate, selected countries, 2005–2013

Legend:
- —— Labour Force Survey
- ● Adult Education Survey, formal
- ● Adult Education Survey, non-formal

(Chart y-axis: Adult education participation rate (%), values 0, 10, 20, 30, 40, 50)

(x-axis years: 2005, 2007, 2009, 2011, 2013 for Germany, Italy, Latvia, Slovenia)

Source: Eurostat (2016).

Adult participation in second chance education

UIS collects information on learners aged 15+ enrolled in formal education

Operational Definition of Second Chance Education: Adults enrolled in primary or secondary education
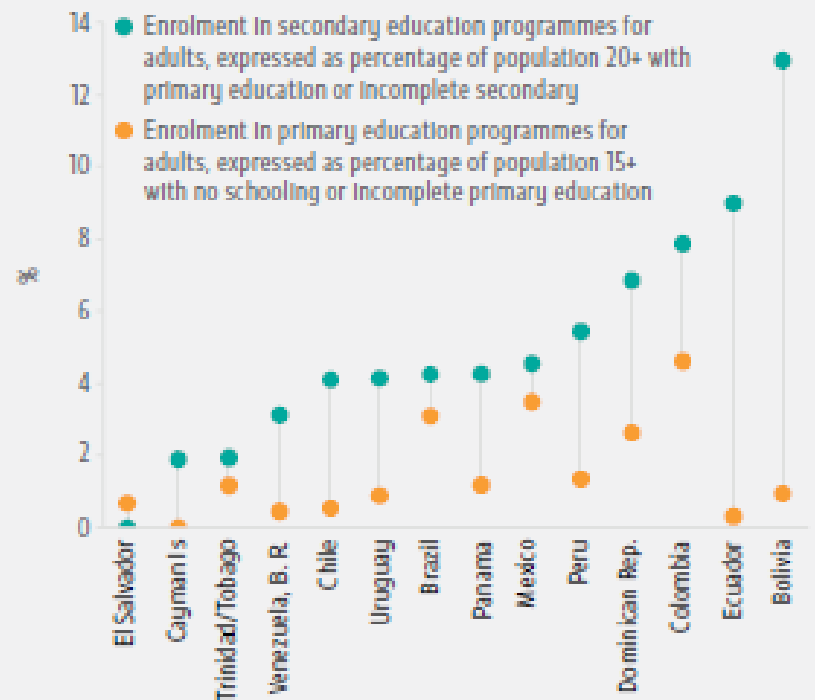
In Latin America/Caribbean, one in four adults have not completed primary school and one in two have not completed secondary school

In LAC adult made up 4% of primary, 5% of lower secondary and 10% of upper secondary education students

In Mexico, 3.5% of adults with less than primary were in primary education;
in Bolivia, 13% of adults with less than secondary were in secondary education

FIGURE 12.10:

In Bolivia, one in eight adults without secondary school qualifications participated in a second chance programme
Adult participation rate in primary and secondary education programmes as percentage of the population without the respective qualifications, selected Latin American and Caribbean countries, 2010

Enrolment in secondary education programmes for adults, expressed as percentage of population 20+ with primary education or incomplete secondary

Enrolment in primary education programmes for adults, expressed as percentage of population 15+ with no schooling or incomplete primary education

Source: UIS database.

Adult participation in adult literacy programs

More difficult to monitor adult participation in **adult literacy programs since some are formal, others non-formal.** Few countries collect data on the latter.

DHS household surveys used to collect literacy program information *retrospectively*…

…and it showed that about 6% of 15-49 year olds had at some point taken part

…and that mostly males, urban and richer people had benefitted

FIGURE 15.1:

In poorer countries, less than 1 in 10 adults has ever participated in an adult literacy programme

Percentage of adults who had ever participated in a literacy programme, 15- to 49-year-olds, by literacy status, selected countries, 2004–2011
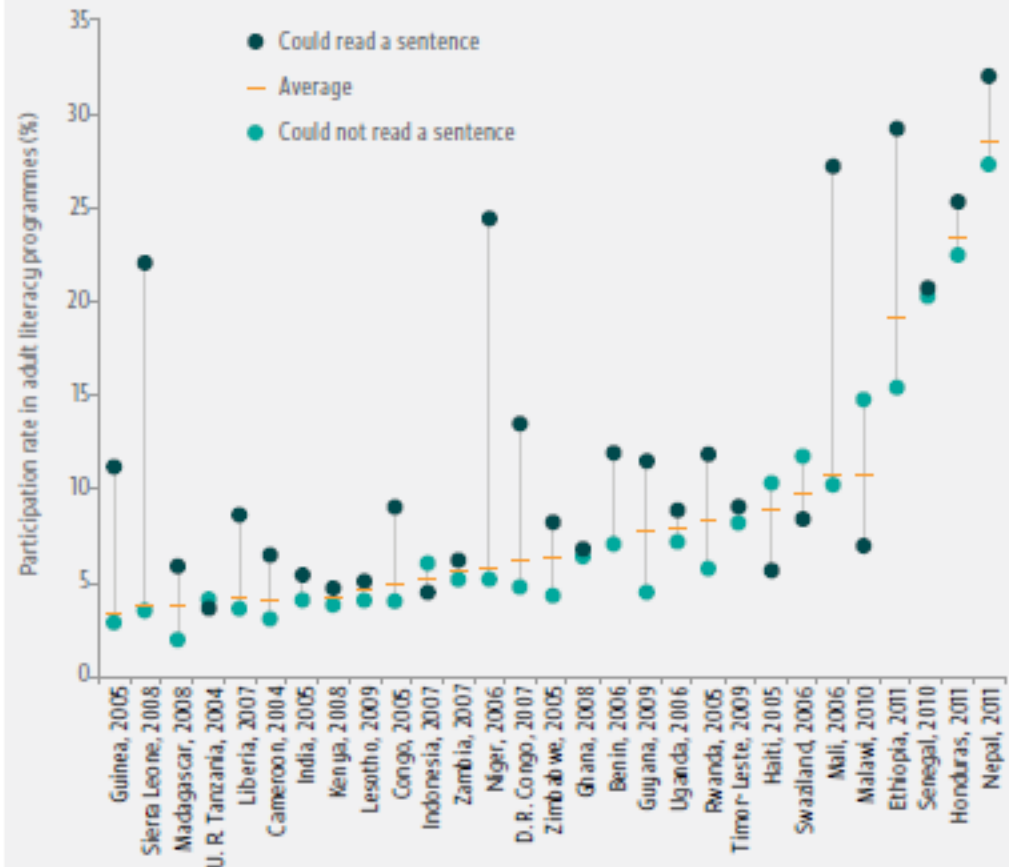
Source: GEM Report team analysis (2016) using DHS data.

Participation in Technical Vocational Education and Training

International data on TVET focuses on enrollments in (formal) secondary education, and doesn't distinguish between youth and adult participation.

It is possible to isolate adults participating in (formal) TVET and develop a measure of this

Technical and vocational education participation indicators, 2017

Region	Lower secondary education			Upper secondary education		
	Technical and vocational enrolment (million)	Share of females in TVET enrolment (%)	Share of all lower secondary students (%)	Technical and vocational enrolment (million)	Share of females in TVET enrolment (%)	Share of all lower secondary students (%)
World	**6**	**48**	**2**	**57**	**43**	**22**
Sub-Saharan Africa	0.7	35	2	3	43	13
Northern Africa and Western Asia	0.6	22	2	6	45	30
Central and Southern Asia	0	35	0	5	32	6
Eastern and South-eastern Asia	0	34	0	23	43	36
Oceania	0.3	35	14	0.8	40	45
Latin America and the Caribbean	2	58	6	6	50	23
Northern America and Europe	2	54	4	14	44	34
Low income countries	0.2	33	1	2	41	15
Lower middle income countries	0.9	34	1	13	39	12
Upper middle income countries	2	55	2	29	44	33
High income countries	2	48	4	13	44	28

Source: UIS database.

Measuring adult participation in training is not easy

Only 1 in 10 employed adults in Egypt and Tunisia had ever participated in non-formal training programs

Percentages higher (in Egypt, Jordan and Tunisia) when surveying adults who are employed with technical skills

FIGURE 10.3:

Only 1 in 10 employed adults in Egypt and Tunisia had ever participated in training

Youth and adult participation rate in training programmes outside formal education as a percentage of (a) all employed and (b) employed with technical skills, Egypt, Jordan and Tunisia, 2010–2014

GEM StatLink: http://bit.ly/fig10_3
Source: Amer (2018) based on Integrated Labour Market Survey data.

Part III

Concluding Reflections

Concluding observations

1. **Unfinished EFA agenda**: E.g., the goal that every child completes primary education is still important. While huge progress since 1990, including the last 10% of primary school age children is difficult and slow. Clearly, new and innovative strategies and policies are needed to achieve this critical goal.

2. **Even more ambitious goal posts have been erected in the 2030 Agenda** – e.g., universal secondary education completion, universal youth literacy, eliminate gender disparities at all education levels
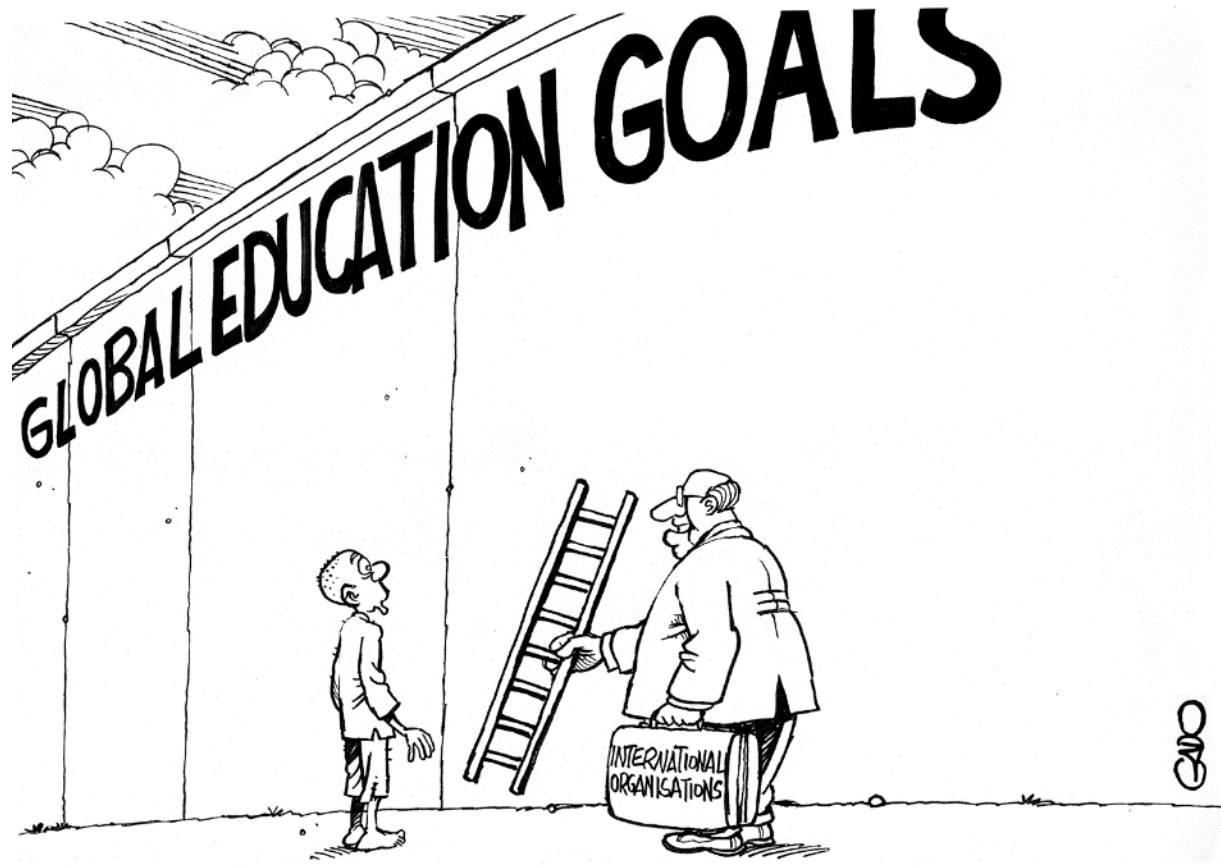
Concluding observations (2)

3. Despite increases in access, retention rates have improved slowly. Many students, typically from poorer families, marginalized populations, and linguistic minorities leave school before completing a full cycle of primary and lower secondary education.

4. Inequalities in education are rampant in every aspect of education: access, retention, learning, attainment, etc.

5. Drawing on earlier global commitments, quality education and learning outcomes have been prioritized in SDG4. A wide array of learning is invoked – from knowledge and skills acquired in school, to relevant lifelong learning (eg, job re-training, professional development, ICT training, self-directed learning, cultural knowledge) for youth and adults in different life contexts.

6. Improvements in a broad array of learning are not only important to ensure progress in SDG 4, but also for progress in other SDGs.

The new international education policy agenda raises many critical questions

- **Inter-sectorality challenge**: Will education policy makers work vigorously with other sectors to promote cross-sector strategies, to address complex policy priorities? Will they allocated budgets and provide accounts accordingly?

- To what extent will the **country-driven SDG agenda** promote a **greater commitment and sense of ownership** among countries and a willingness to align national priorities with international goals and education targets?

- Will traditional **donor countries rethink their relationship** to international education policy and embrace a more differentiated, yet universal agenda in education?

- If achieving SDG4 is a shared responsibility, how can **mutual accountability** be promoted in practice? In what ways will countries facilitate new forms of accountability due to the SDG agenda?

Emerging critical issues (2)

- Given the ambitious targets and current national capacities, **what steps will countries and international partners take to build capacities and expand the skills and expertise** needed to address emerging monitoring challenges?

- What **role should regional organizations play** to facilitate consensus around contested concepts and indicator development in education and lifelong learning?

- To what extent will national education systems meet the challenge of **lifelong learning**, promoting opportunities **for youth and adult** to expand their knowledge and skills for sustainable development?

- To what extent will countries **seriously transform the aims, purposes, design and contents of formal schooling**, including curriculum development and teacher preparation?

Thank you!!!

For more on monitoring & accountability, go to GEM Report website:
en.unesco.org/gem-report

Aaron Benavot email:
abenavot@Albany.edu