# International Education Policy After 2015: Past Trends, Future Proposals

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# *Overview of presentation*

1. Brief historical perspective on the evolution of int'l. education policy

2. Monitoring policy implementation in the post-Jomtien (1990-2000) and post-Dakar (2000-present) periods

3. The EFA balance sheet: Based on GMRs, how much real EFA progress has occurred since Dakar? What are remaining challenges?

4. Lessons learned re EFA implementation and monitoring during the last decade (financing and aid issues are excluded from this talk)

5. Today, with eye to a future int'l policy, emerging questions to consider

6. Towards a post-2015 educational policy: preparatory work & rethinking assumptions

7. Three possible post-2015 scenarios: '**More of the Same**'; '**More of the Same PLUS**'; and '**Something Different (well almost)**'

8. Comments and questions

# 1. Historical Trends in Education

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

- After WWII primary education takes off in other regions/countries, esp. after breakup of European empires. Growing importance of int'l conventions, expert-driven models, bilateral/multilateral aid flows, and int'l agency programs.

- Norm-setting impact of Article 26 in the UN's Universal Declaration of Human Rights (Dec 1948): "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory..."

- Signatories of UDHR commit themselves to the goal of providing school places for all children. Each country is expected to implement legislation making primary schooling compulsory and free.

# Educational Policies after WWII

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

- Today, more than 90% of independent countries and dependent territories (192/209) have established laws making primary/basic education compulsory and free. However, in many countries laws are not enforced; and basic education is not free in practice–due to direct and indirect costs to families.

- And while primary enrolment ratios have risen, UPE targets were missed: in 1960s for UPE by 1980; in 1980s for UPE by 2000. The 2015 target (set in 2000) will also be missed, though pace of progress may have increased.

- Beyond access issues: from 1960s to 1980s, little international consensus on learning policies. Eastern bloc emphasized adult literacy (campaigns); Western bloc emphasized educational achievement in school. Only at Jomtien, in the wake of breakup of the former USSR, was this stalemate overcome. The World Bank pushed hard on the issue of learning outcomes up to, and after, Jomtien.

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# *International policies at Jomtien (1990)*

At Jomtien Thailand, 155 countries, and representatives from 150 governmental 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:**

- universal access to primary education (UPE)

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

- a focus on learning in general (knowledge, skills, values) and learning outcomes (and not just inputs) in particular:

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

- enhancing the environment for learning: nutrition, health care, physical and emotional supportive environment

- strengthening partnerships: eg, across sectors, public-private, etc.

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# 2. Follow-up to Jomtien Declaration

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

- Almost exclusive use of institutional data supplied by ministries of education (of limited value, given expanded Jomtien vision); reluctance to use non-institutional data sources (eg, household surveys); lack of institutional autonomy may have influenced quality & rigor of monitoring reports

- Monitoring and assessment of Jomtien outcomes perceived as flawed and incomplete at mid-term review meeting in Amman, Jordan (1995)

- Recall that during the 1990s, economic growth was very weak in certain regions: most of Africa, Eastern Europe, former USSR.  Partly due to structural adjustment programs imposed by IMF and World Bank

- **Overall, evidence for monitoring Jomtien outcomes is partial/unsatisfactory; existing evidence points to slow country progress in attaining policy targets**

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# International policies set at WEF in Dakar

**World Education Forum, 2000, Dakar, Senegal**

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

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

- **Definition of the six EFA goals to be achieved by 2015 (see below), one of them—reductions in gender disparities--by 2005**

- **Donors and NGOs pledge financial support for country implementation of EFA agenda: 'No country will lack the necessary resources…'**

- **Governments and donors call for regular monitoring of EFA progress**

- **Many call for improvement in the scientific rigor & quality of EFA monitoring**

Immediately post-Dakar: substantial increase in int'l flow of aid for education; countries prepare national EFA action plans; a new monitoring mechanism is established

**EFA Global Monitoring Report**

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# Education for All goals and Millennium Development Goals

| EFA Goals | Millennium Development Goals |
|---|---|
| 1. Expanding **early childhood care and education**, especially for disadvantaged children<br><br>2. **Universal primary education** by 2015<br><br>3. **Equitable** access **to learning opportunities** and life skills programmes for young people and adults<br><br>4. 50% improvement in **adult literacy** rates by 2015<br><br>5. **Gender** parity by 2005 and gender equality by 2015<br><br>6. Improving **quality** of education | Goal 2: Achieve **Universal primary education**<br><br>(Target 3: Completion of full primary schooling by all children by 2015)<br><br><br>Goal 3. Promote **gender** equality and empower women<br><br>(Target 4: Eliminate gender disparity preferably by 2005 and no later than 2015) |

# *Monitoring EFA agenda after Dakar*

- EFA Global Monitoring Report, established in 2002, prepared by independent, interdisciplinary team based at UNESCO to monitor EFA for int'l. community

- Directed by well-known economist of education; advised by an editorial board with representatives from NGOs, international organizations, aid agencies, UNESCO and its institutes (eg, UIS, IBE)

- Funded by bilateral aid agencies (DFID, SIDA, etc.) and UNESCO

- Informed by commissioned research papers, on-line consultations and literature reviews

- Written in English, translated into other 5 UN languages; GMR Summaries also appear in additional languages

- Launched at global, regional and national venues

**Audiences**: National policy-makers and planners, NGOs, civil society, advocacy groups, donor agencies, researchers, academics, and media

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# Global Monitoring Report: Purposes

The main purposes of the GMR:

- **Compile reliable and comparable quantitative and qualitative evidence to examine educational progress in all world regions**

- **Monitor and assess national progress towards the six EFA goals**

- **Hold the global community and donor agencies to account by monitoring international aid commitments and disbursements to EFA**

- **Draw attention to emerging issues and challenges**

- **Highlight effective policies and strategies, using case studies and country comparisons**

- **Provide a bridge between research & policy communities**

Overall, the GMRs have effectively addressed these purposes based on external reviews, target audience responses, etc. (Also GMR became model for other sector monitoring, as well as national/regional monitoring effects)

# *EFA Global Monitoring Reports*

2002:  EFA: Is the World on Track?

2003/4: Gender and EFA: The Leap to Equality

2005:  EFA: The Quality Imperative

2006:  Literacy for Life

2007:  Strong Foundations: Early Childhood Care & Education

2008:  Education for All by 2015: Will We Make It?

2009:  Overcoming Inequality: Why Governance Matters

2010:  Reaching the Marginalized

2011:  The Hidden Crisis: Armed Conflict and Education

2012:  Youth, Skills and Work (to be launched Sept. 2012)

# 3. Assessing EFA progress since Dakar

Based on key findings and projections from nine EFA Global Monitoring Reports, 2002-2011, initial questions to consider:

1. For which EFA goals has there been real progress since Dakar; in which areas has progress been minimal and/or largely unknown?

2. How do we assess this progress? Relative to the target year-- 2015? Or relative to past trends? If the latter, the more recent past (1980s 1990s) or the more distant past?

3. What lessons can be drawn from the monitoring of the EFA goals/ EFA agenda?

4. Thought experiment: If the EFA targets and commitments had not existed, how much progress in educational access, completion and quality would likely have occurred? [while hard to assess, some indirect evidence can be considered]

# The EFA Balance Sheet: Ten years on, major accomplishments (1)

- **Considerable progress in UPE:** increases in primary net enrolment ratios from 1999 to 2009: Arab States (77%->86%), South and West Asia (79%->91%) and Sub-Saharan Africa (59%->77%) Other regions already high NERs in 1999. (How much are increases in NER higher than they might have been w/o EFA?)

- **Reduction in out-of-school children of primary school age**: worldwide decline from 104 million (1999) to 67 million (2009)*…projected to be 30-40 million in 2015 (biggest change has been in India, SWA)

- **Gender parity**: considerable progress at primary level among countries with low NERs. World primary GPI .93 (1999) → .98 (2009); still low in SW Asia. Some progress at secondary level, but mixed pattern: favors boys in low income countries, favors girls in middle- and high-income countries

- **Reductions in child mortality rates** (ECCE and MDG goal) as well as improved immunization and vaccination rates (MDG goal)

- **Worldwide increase in** gross enrolment ratio in **pre-primary education:** from 32% (1999) to 46% (2009). Biggest gains in South/West Asia, East Asia, Central/Eastern Europe and LAC.

*no data for many countries, worldwide figures based on partial UIS estimates

# The EFA Balance Sheet:
# Ten years on, major accomplishments (2)

- **Adult Literacy:** Slow reduction in absolute number of illiterates and lower adult illiteracy rates (based on conventional measures)

| | 1990 | 2000 | 2008/9 (2005-10) | 2015 |
|---|---|---|---|---|
| GMR 2003/4 | 879 million 24.7% | 862 million 20.3% | | 799 million 15% |
| GED 2011 | | | 793 million 16.3% | |
| GMR 2011 | 886 million 24% | | 796 million 17% | 737 million 14% |

Decline in adult illiteracy rates was faster in the 1970s-80s than in the 1990s-2000s. Since 1990, main reason for improved literacy figures is China & and a few other countries.

- **Goal 3: given different conceptions,** little evidence of trends; some improvement in proxy variables eg, youth literacy rate and secondary education. In fact big expansion of sec ed unrelated to EFA goals

# *Expanding access to secondary education (in absence of EFA target)*

1970: 196 million

1999: **439** million

2009: **531** million

**Especially at lower secondary level, which, increasingly, is a part of 'basic education' and compulsory schooling**

**Expanding enrolment ratios are notable in Sub-Saharan Africa, East Asia, Arab States and Caribbean**

| | Lower | Upper |
|---|---|---|
| World | 80 | 56 |
| Arab states | 87 | 48 |
| Central/ Eastern Europe | 92 | 84 |
| Central Asia | 97 | 94 |
| East Asia/ Pacific | 90 | 66 |
| Latin America/ Caribbean | 102 | 75 |
| North America/ Western Europe | 103 | 98 |
| South and West Asia | 71 | 44 |
| Sub Saharan Africa | 43 | 27 |

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# EFA Balance Sheet: Remaining Challenges

- **UPE target will be missed in 2015**; estimated 30-40 million primary school age children will still be out of school in 2015; many are in conflict affected countries. In some countries (eg, Nigeria, Pakistan) policies to expand access are inadequate: millions will remain out of school.

- **Fees still pervasive** in many countries reducing access and completion rates

- **Major inequalities within countries** (based on poverty, residence, ethnicity, language, etc.) affecting access, retention and completion of primary education. **Difficult to measure and monitor these inequalities over time**.

- **Child mortality still high** in many countries, especially in SSA and South Asia. **Malnutrition and stunting prevalent** in the developing world: one child in 3 worldwide. Rising food prices increase nutritional deficits, impair cognitive development, **many children are not 'ready for school'** (UNICEF).

- **Pre-primary enrolment (GER) is below 30%** in Sub-Saharan Africa, Arab States and Central Asia. **Rural children and those from disadvantaged groups are least likely to be enrolled** despite clear benefits.

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# EFA Balance Sheet: Challenges (2)

- **Gender goal was missed by most countries in 2005. Many countries off track for gender parity at either the primary or the secondary level (or both) by 2015**. Girls often suffer from cumulative disadvantage. Difficulties in monitoring gender equality.

- Adult Literacy: **Projection of number of adult illiterates in 2015: 737 million, one of every 7 adults, 60% women, most in South and West Asia and Africa**. If non-dichotomous, direct assessments of literacy were conducted (eg LAMP, PIAAC), then estimates of low literates would be considerably higher.

- **Skills and non-formal education**: many difficulties in getting countries to report non-formal educational programs outside of the Min of Education (either in private sector or run by other govt ministries); **No reliable enrollment data about learners** in such programs, and the **costs and benefits** to such learning experiences are unclear.

# *The EFA Balance Sheet: Quality*

**Widespread use of proxy measures of quality; growing focus on outcomes.**

- **Low retention rates or high drop-out rates** in primary education: in 41 out of 133 countries with data, less than two-thirds of primary school pupils reach the last grade
- **High pupil-teacher ratios (PTR)**: many countries have 40+ pupils per teacher and PTRs are rising in countries where expansion is rapid
- **Insufficient instructional time**: More than 60% of countries allocate fewer than 800 yearly hours to instruction in grades 1 to 6; too few countries reach the recommended 850-1,000 yearly instructional hours
- **Unavailability/use of learning materials**: insufficient access to textbooks, many are not relevant or match official guidelines, low textbooks per pupil
- **Lack of teacher training**: Insufficient number of qualified & well-trained teachers and poor conditions of employment, esp in low-income countries
- **Increase in learning assessments** at international, regional and national levels; in developing world many indicate **weak overall learning outcomes**
- **Public educational expenditure per pupil**

# 4. Lesson One: Selective and uneven implementation of EFA policy

- In its conception EFA is an integrated and holistic policy addressing diverse educational challenges (ECCE, UPE, gender equality, skills development, youth and adult literacy), which 164 countries pledged to implement. In reality, however, national intentions and actions on the ground diverged.

- Country implementation of EFA is partial and uneven. Many countries focus on some goals and ignore others, either to highlight past achievements or to enable them to demonstrate some progress during a short time span.

- Thus the implementation (and the monitoring) of the EFA goals has resulted in disconnected silos of programs, analyses, research and policy formation. Clear progress in UPE, gender parity (due to ceiling effects), otherwise mixed and slow. Political commitment recedes: after an initial period, interactions among responsible government agencies--and with other stakeholders--are less frequent and more discontinuous.

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

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# Lesson Two: Serious problems in monitoring EFA target goals

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

- On-going debate over the definition and measurement of certain goals: Which appropriate & valid indicators for goal 3, literacy, quality? Contrast this with monitoring of MDGs…

- Due to differing national conceptions, difficult to compare programs in ECCE, non-formal education (literacy), even teacher training, across systems

- Monitoring can result in simplifying complex issues to common understandings

- While data quality improving, still many gaps in data supplied by countries. Countries without data go unmonitored. For this, and other reasons, some countries and regions receive disproportionate attention.

- Two-year time lag in data availability (eg, only in 2017 will we know 2015 progress); When do countries actually reach UPE?

- Weaknesses of national and int'l financial data (eg, excludes south-south transfers and those by private foundations)

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

# Lesson Three: The growing politics of monitoring educational policies

The monitoring of international goals in education is becoming more politicized:

- Some countries seek to intentionally misrepresent their education systems, or dispute UIS estimates, or withhold data.

- Some powerful countries have taken issue with GMR statements and have done so vigorously in public fora.

- Synthesizing case studies and comparative research to develop clear global policy messages is tricky, problematic (esp given available evidence in developing countries). Nuances lost on target audiences.

- Difficult to propose strong policy recommendations, while remaining attentive to variations across contexts.

- Results of monitoring becomes part of internal political reform process.

- The politics of choosing educational experts when commissioning background papers for GMR

# 5. Looking to the Future: Questions about educational policy in the post-2015 era

**Asking new questions, debating alternative strategies:**

- Should target goals (like those established at Dakar) continue to be the basis for forging international policies in education in the future? What are the advantages/disadvantages?

- If a new international education policy is to be based on some set of target goals, how might they be reconceived or reconfigured to address old and new EFA challenges?

- What possible alternative scenarios can be considered as discussions of a new educational agenda in the post-2015 period advance?

# *Should target goals be used as a basis for educational policy?*

**Arguments in favor of using target goals. They:**

- Help raise international awareness, create a sense of urgency and sustain stakeholder commitment

- Encourage countries to accelerate action, initiate policy reform and prepare national plans

- Create frameworks for additional funding and more focused technical support

- Encourage standardized data gathering, and potentially increase capacity building

- Have been used effectively to achieve (some) international policy goals on or around target dates: e.g., smallpox eradication, child immunization, fertility reduction. These lessons can be applied to education

# *Shortcomings of using target goals in education*

- In the past, and currently, almost all international goals in education have missed their targets (Clemens 2004)

- In some countries achieving target goals in EFA becomes an end in itself, rather than a means to real educational progress (Fielding 1999)

- Goals may not correspond to country-specific education sector plans and budgets. National priorities may have been inappropriately altered.

- Different understandings of key EFA concepts within and across countries are papered over; contested interpretations are ignored (Jansen 2005)

- Lack of EFA progress becomes a potential basis for sanctions, or reduced funding, by international agencies

- Goals reinforce view that educational progress and educational outcomes are fairly easy to measure and quantify

- Goals ignore the daily, often invisible, work of teachers, who seek to improve student learning and the quality of their lives and opportunities

# *Other issues: stressing equity, recognizing diversity, new governance*

**If target goals remain the basis for international educational policy formation:**

- Should a single set of target goals be established for all countries? Or perhaps formulate several different sets of target goals, and thereby create a more diverse mosaic of ideal educational profiles. This would allow for greater adaptation to specific national (or sub-national) contexts and enhance implementation prospects.

- How strongly should an equity dimension be integrated into the target goals? Should the goals explicitly seek to overcome global divides, inequalities in education? Should they focus on the weakest countries? On conflict-affected countries? On the most corrupt countries? On the countries with the highest level of gender disparities? Should they clearly address inequalities *within* countries, focusing on those individuals who belong to marginalized and vulnerable groups?

- To what extent should the measures and indicators to monitor progress in goals be equity-based? For example, what kinds of equity-based measures of quality education can be proposed?

- The governance and financing of many education systems are less centralized today than in the past. In developing a new agenda, what should be the role(s) of official entities that set educational policies at the (sub-national) provincial, state, or regional levels? What about non-governmental entities in civil society or in the private sector?

# 6. Towards a new policy: First steps

- Important to conduct preparatory work: what has been done? what are others doing?

- Important to re-consider working assumptions: How has the world changed since 2000? How have developing country capacities changed since Dakar? Other important assumptions...

- What process is envisioned in formulating a post-2015 policy? e.g., define a tentative policy outcome, then carry out extensive consultations; or carry out extensive consultations during which several options are discussed and seek consensus (if possible)

- Three possible scenarios of a post-2015 policy, which I have titled:
  1) 'More of the Same'
  2) 'More of the Same PLUS'
  3) 'Something Entirely Different (well almost)'

- What is the timeline for policy consultations, adoption and implementation?

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# *Importance of Preparatory Work*

1. Need to carefully examine and review a wide array of existing sources. Lots of interesting material, some of it goes unnoticed.
   - E.g., Concluding statements of (and inputs to) recent international conferences on early childhood in Russia; on adult education and life long learning in Belem Brazil; others conferences?
   - Recent strategy papers e.g., the World Bank's Education Strategy 2020 "Learning for All" and SABER
   - UNESCO's World Report on Cultural Diversity: Chapter on Education
   - Emerging UNESCO diagnostic frameworks; special toolkits being developed by the Ed Sector
   - Reports at UNICEF??
   - Major reports concerning adult learning and education and literacy: GRALE, mid term LIFE, and LAMP

# *Preparatory Work (2)*

2. Preliminary discussions about post-2015 policy are being held at UNESCO, the World Bank, UNICEF and other bi-lateral and multi-lateral agencies (Regional development banks). Worth consulting/ cooperating with scholars and experts involved.

3. Learn about countries and/or NGOs initiating consultations and discussions concerning a post-2015 int'l. educational policy.

4. Develop a clear roadmap (timeline) of the int'l, regional and national meetings scheduled to take place in the coming 2-3 years. Decide where and when interventions would be most informative e.g., at the International Conference of Education (Geneva) in 2013 or 2014

# *Preparatory Work (3)*

5. Review all major initiatives dealing with quality, learning and assessment issues. Examples:

- OECD's PIAAC: Programme for the International Assessment of Adult Competences

- UNESCO's LAMP and LIFE

- New directions in future assessments of OECD's PISA and IEA programs

- World Bank's Learning for All strategy, and national assessment programs  (see READ or Russian Education Aid for Development program)

# *Revisit First Assumptions*

- How has the world changed since the Dakar meeting in 2000?

- What kinds of capacities in educational administration and policy formation have (developing) countries acquired or improved upon, which they did not possess in 2000 or 1990? What can be done to build upon these capacities today?

- Should be the aims of international aid and technical assistance be re-configured in the post-2015 era?

# 7. *Scenario One: 'More of the Same'*

**Focus on the EFA goals in which challenges are greatest and change the target year to 2025 (2030)**

Specifically:
- Expand access to ECCE for vulnerable and marginalized children
- Reduce repetition rates in primary education and raise transition rates from primary to secondary education
- Define clear targets for Goal 3 and support country efforts to achieve them
- Reduce under-enrolment of girls in primary education and under-enrolment of boys (and girls, depending on context) in secondary educ
- Expand non-formal education programs to reach out-of-school youth and adults to augment their knowledge and literacy skills, especially those relevant to their livelihoods
- Improve measures and monitoring of quality education
- Increase aid disbursements and make aid more effective

# *Scenario Two: More of the Same PLUS*

Adopt all of the strategies noted in Scenario 1 and consider adding supplemental ones. For example:

- Add new goals, e.g., for teachers, secondary education and/or TVET
- Address new issues: e.g., shadow education, peace/violence education, educational for sustainable development
- Redefine existing targets: clarify definitions and specify (multiple) indicators for each goal, especially for ECCE, Goal 3, literacy, quality, gender equality (learn from MDG monitoring practices)
- Strengthen the equity dimension of all the EFA goals
- Develop and integrate new EFA-related measures/indicators into the annual UIS survey of national ministries of education
- Establish a fund for school-based surveys and longitudinal studies
- Collaborate with World Bank on its 'Learning for All' Initiative

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# *Scenario 3a: Something Different (1)*

**Proposal:** Building Policy Synergies through Regional Networks: The Regionalization of the EFA agenda

- Admit that international education policies, however well intentioned, do not adequately capture the importance of region-based challenges, contexts, identities, shared values and worldviews, etc.

- Acknowledge that most countries are especially interested in their neighbors (as a reference group), especially those with which they share cultural heritages

- Empower existing regional networks so that they can envision, develop, implement and monitor region-wide educational policies

- Some regions already doing this: Note the educational targets established by Latin American ministers of education (eg Educational Panorama, Annual Ministerial Reviews, ECOSOC), and see work of ADEA in Africa.

- Problematical regions: SW Asia, East Asia, Arab World, Pacific, Central Asia. These regions contain huge diversity, many different visions; some experiencing major transformations; different patterns of policy making (top-down vs bottom up traditions); different roles for civil society partners… And yet…

- All monitoring would be region-specific

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# Scenario 3a: Something Different (2)

**Proposal**: Building Policy Synergies through Regional Networks: The Regionalization of the EFA agenda

## Capacity-building processes at the regional level:

- Pool resources to improve regional monitoring of educational trends and patterns
- Establish or enlarge regional learning assessments
- Establish regional units to collect longitudinal data and conduct school based surveys, to augment MoE institutional reports sent to UIS
- Develop new education-focused modules for household surveys

- Consider regional collaborations in teacher training and curriculum development
- Identify regional languages that need to be preserved, prioritized

# *Scenario 3b: Something Different (1)*

**Proposal:** *"Celebrating Global Diversity: Quality Education and Learning Throughout Life"*

- Rather than use target goals, this proposal focus on the theme of '**Quality Education and Learning over the Life Course**' as a (the) basic pillar of international educational policy in the post-2015 era

- It assumes: education is a highly valued public good, which can best be improved if many diverse groups and communities in each country are openly involved in conceiving, owning and expanding a reformed and equitable system of quality education (as they conceive it to be)

- The challenge for each country: to create a vision of an ideal framework of quality education, and then to construct policies that turn this vision into reality. The vision should link, to the greatest extent possible, quality education and learning (and its assessment) from birth through early childhood, through the years of compulsory schooling, through upper secondary and tertiary education, into early adulthood programs and beyond ('Learning begins at birth')

# *Scenario 3b: Something Different (2)*

**Proposal:** "Celebrating Global Diversity: Quality Education and Learning Throughout Life"

- The role of the international community would be to help facilitate the transformation of country visions of '**Quality Education and Learning over the Life Course**' into school realities. This means: enabling countries to identify potentially relevant and feasible educational issues, policies and mechanisms; facilitating pools of funds for international aid; and providing technical assistance where needed.

- In practical steps, each country would need to:
  - ✓ develop a shared vision of 'quality education', and the kinds of learning outcomes it expects its educational system to facilitate, drawing in part on ideas from the EFA movement as well as the lifelong learning (and adult education) literatures.
  - ✓ ensure an enabling environment for learning.
  - ✓ develop a toolkit to measure and monitoring the learning processes and outcomes.
  - ✓ acquire the necessary financial resources from both internal and external sources.

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# 3b: Establish a Shared Vision of Quality Education

- Build consensus among multiple stakeholders about the overarching aims, purposes and goals of education. How is 'quality education' to be conceived and with what likely consequences?

- Establish processes by which government officials, teachers, parents, younger and older learners, (and development partners) can discuss and debate the kind of quality education they wish to achieve. Seek common ground and shared visions (eg Finland)

See books by N. McGinn and E. Schefelbein '*Learning to Educate*' (published by IBE) and '*International Perspectives on the Goals of Universal Basic and Secondary Education*' (published by the American Academy of Arts and Sciences, Cambridge, MA).

# Establish an enabling environment for learning

Set standards for, and monitor, the key enabling conditions of quality basic education. Specifically establish:

- an enforceable legal basis for compulsory and free basic education
- mechanisms to enforce child enrollment and attendance: monitor data on absence of child labor and school fees (both direct and indirect) to households for student's attendance
- a benchmark for actual annual hours of instruction—say 700-800 annual hours in grades 1-3 and 800-900 in grades 4-8
- a benchmark for class size: 40 students to one trained and qualified teacher
- a benchmark for the prevalence of written instructional materials: number of textbooks per pupil
- Define the enabling conditions for literacy and numeracy retention among adults: address the issue of the literate environment
- Many others…

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# *Develop a toolkit of indicators and measures of quality education and learning*

- Go beyond the focus on learning outcomes and consider ways to characterize the realities of school and classroom life

- Develop snapshots of what actually occurs in classrooms

- Find ways to evaluate pedagogy, curriculum and teaching methods, and or whether students can utilize acquired basic skills (eg, automaticity in reading)

- Improve the rigor of national learning assessments, as well as regional ones

- Address the problem of 'shadow education': fee based tutoring and supplemental schooling

- Explore ways to study the long-term impacts of learning

# Improve the financing of quality education and learning

- Proposals to improve the national (sub-national) financing of quality educational provision at different levels
- Building and sustaining capacities for the financing and governance of quality education
- Proposals for improving International Aid and Technical Assistance (see Birger Fredrickson)
- Supporting South-South Exchanges and Sharing; Collaborations among developing countries; especially small countries with limited resource bases; Help build up Global Public Goods—networks, agencies
- Donor – recipient collaborations and cooperation
- Lessening aid dependency: self reliant development

# *Comments and Questions*

Your Proposals?   Other Directions?

# Thank you!

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