

[Keynote speaker]

Education for All 2000-2015: Global Perspectives on past achievements and future challenges

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Summary

This presentation provides a short overview on the history of global Education for All (EFA) efforts, progress in achieving the six EFA goals, and international aid for EFA policies. It shows that, despite modest movement in achieving the EFA goals, some of it due to explicit policies and actions undertaken by governments, international agencies, donors and NGOs since Dakar, the progress has been uneven. Much of the broad EFA agenda remains unfinished, as none of the goals was reached.

The EFA movement set forth an ambitious international agenda to improve the provision of equitable quality education for all. Overall EFA progress can be assessed based on the most recent evidence (UNESCO 2015):

- In 2012, 121 million children and adolescents of primary and lower secondary school age, or 12% of this age group globally, were not in school, down from 204 million, or 19%, in 1999.
- While in developing countries as few as one in twenty children may have never attended school in 2015, as many as one in six children will not have completed primary school, and as many as one in three adolescents will not have completed lower secondary school.
- By 2015, it is projected that gender parity will not have been achieved in as many as three in ten countries at the primary level and five in ten countries at the secondary level.
- The adult illiteracy rate will have only fallen by 25% since 2000, instead of the targeted 50%, and most of the fall is due to the transition into adulthood of larger cohorts of better-educated children. At least 750 million adults, nearly two-thirds of whom are women, will not even have rudimentary literacy skills in 2015.

Progress for some of these education indicators has accelerated since 2000 with more children entering school and completing their education than if the pre-2000 rate of progress had been maintained. For example, by 2015 it is anticipated that 20 million more children will have completed primary school in low and middle income countries. However, access to education continues to be unequal. Disadvantaged children still lag behind their peers. For instance, the probability that children from the poorest quintile of households in low and middle income countries were out of school in 2010 was five times higher than the corresponding probability of children from the richest quintile – a gap that has increased compared to 2000.

In relation to international aid since Dakar, basic education¹ has attracted the most donor support because it is directly related to poverty reduction and was linked with the second Millennium Development Goal. Between 2002 and 2012, aid to basic education grew, on average, 6% a year, although there are significant regional variations (OECD-DAC, 2014). Despite this growth in aid for basic education, the share of total aid disbursed for education remained relatively static, not exceeding 10%. Since 2010, however, total aid for education has been in decline, falling 10% between 2010 and 2012, while aid to basic education has fallen 15% (OECD-DAC, 2014).

Within basic education, primary education has received the vast majority of international development assistance. Its share increased, on average, from 87% in 2002-04 to 92% in 2010-12. On the other hand, the share of total aid disbursements to basic life skills training for youth and adults and early childhood education have decreased, on average, from 10% and 3% respectively in 2002–2004 to 6% and 2% in 2010–2012 (OECD-DAC, 2014). Donor rhetoric suggesting strong support for early childhood care and education has not translated into increased shares of aid.

Donor support for secondary education has also been limited. A review of donor strategies showed that only Germany, Japan and the Asian Development Bank treated upper secondary as a priority subsector in their aid

¹ Aid to ‘basic education’ relies on the OECD-DAC definition, which covers primary education, basic life skills for youth and adults, and early childhood education. This contrasts with a broad international understanding of ‘basic education’ to include primary and lower secondary education.

programmes (Mercer, 2014). Donor strategies have also focused little on other key EFA areas, including adult education, distance learning, non-formal education, and education for children with special needs (Mercer, 2014).

The Dakar Framework called on donors to not just increase aid levels but also to improve the effectiveness of aid. The 2005 Paris Declaration on Aid Effectiveness marked an unprecedented shift regarding the delivery of aid by promoting national ownership, alignment of donor priorities with national plans, coordination of donor efforts, and a focus on results and shared accountability for outcomes between donors and recipients (UNESCO, 2011). As an indication of how difficult it is to change donor institutional behaviour, however, only one of the thirteen aid effectiveness targets had been achieved by 2011: aligning and coordinating technical assistance (OECD, 2011).

Conclusion

Since the World Education Forum adopted the Dakar Framework for Action: Education for All in 2000, there has been a major global effort to ensure that every child gains access to and completes a good quality education. The achievements of the EFA movement should not be underestimated. While the comprehensive education vision established at Dakar has not been achieved, there is evidence the world has progressed at a faster rate than it would have done if the trends of the 1990s had continued. However, the extent of progress is less than anticipated in 2000 and has definitely been insufficient to match the scale of the ambition. The most disadvantaged children continue to be the last to benefit from education, tens of millions of children are not reaching minimum learning standards in reading and mathematics, and the acquisition of sustainable literacy skills among adults remains a low priority for governments and donors alike. The educational challenges in much of sub-Saharan Africa and South and West Asia are acute, indicating a plethora of missed opportunities. The world has yet to devise a concrete strategy to support the realization of good quality education for all.

Throughout the post-Dakar period, the evidence suggests that at the global level, the pledges made in the Framework were only partially fulfilled. It is possible that the requirements to fulfil the pledges exceeded the capacity of the international community, particularly to influence major change at the national level. What is clear is that the EFA movement suffered once the Millennium Development Goals became the dominant development agenda and excessive emphasis was placed on universal primary education (UPE). Although the UPE target appealed to the poorest countries which were furthest from it, and to the richest countries which were prepared to support its achievement, it meant the EFA agenda was less attractive to countries that had already achieved, or were close to achieving, UPE. An exception to this pattern was a growing emphasis on learning and its assessment, which gained considerable traction among multilaterals, donors and EFA supporters.

In moving forward post-2015, lessons must be learned from the positive aspects of the past period working towards Education for All. Areas of progress have been characterized by a strong technical focus. Global mechanisms, initiatives and campaigns that proved relatively influential have had clear objectives, dedicated strategic and technical capacity, been financed collectively, and had overt political support from influential bodies. They have been evaluated regularly, and in most cases have had clear targets.

In contrast, the impact of interventions requiring coordination, political commitment and influence has been limited at best. Such interventions tended to be loosely organized, voluntary mechanisms, which may have had technical strength but were politically weak. There has been relatively little scrutiny of the global coordination model, especially within the United Nations, and issues of accountability have not been adequately addressed. A key lesson to emerge from 2000–2015 is that, while technical solutions are important, gaining political influence and traction is of even greater significance, and is, indeed, essential for realizing the scale of reform and action required to achieve EFA at the national level, and hence globally.

The global EFA mechanisms that did work often did so despite, rather than because of, attempts to coordinate EFA at a global level. Much hope had been placed on external financing to accelerate progress towards EFA. While aid did increase, the overall volume of external assistance fell well short of the assessed need, was insufficiently targeted to countries most in need, declined as a share of recipient governments' budgets over the period, and was not always delivered effectively.

An even more ambitious set of education policy priorities is being embedded in the post-2015 vision of global sustainable development. They are meant to be more universal in application, transformative in intent, and inclusive and equitable in practice than the EFA goals. However, there are several potential risks lurking on the horizon, including the concern that unfinished aspects of the EFA agenda will get sidetracked; targeted funding for the poorest countries and most marginalized populations will decline; and that country commitment to ensuring free, good quality basic education for all will get diverted. Furthermore, placing education priorities in the midst of a

broad sustainable development agenda may risk promoting a predominantly instrumentalist view of education, as a driver for economic, political and environmental change. The potency of these risks remains to be seen.

Education for All 2000-2015: **Global Perspectives on past achievements** **and future challenges**

Aaron Benavot

Director, Education for All Global Monitoring Report
Japan Education Forum, Tokyo, Japan
5 February 2015



Overview of presentation

- 1. The Dakar EFA agenda and assessing its impact**
- 2. A stock take of EFA progress: the six EFA goals**
- 3. Trends in domestic finance to education**
- 4. Trends in international aid to education, 2002-2012: All Donors**
- 5. Trends in international aid to education, 2002-2012: Japan**
- 6. Explaining progress: external factors & global EFA strategies**
- 7. Lessons for the post-2015 agenda**
- 8. Concluding remarks**

Part I: The Dakar EFA agenda and assessing its impact

**Part I: The Dakar EFA agenda and
an assessment of its impact 15 years later**

Part I: The Dakar EFA agenda and assessing its impact

World Education Forum, 2000, Dakar, Senegal

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

- **164 countries, convening international agencies and many NGOs commit themselves to the comprehensive Education for All agenda**
- **Agreed to 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 seriously committed to EFA will be thwarted...by a lack of 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 the int'l flow of aid for education; countries prepare national EFA action plans; a new monitoring mechanism is established in 2002: **EFA Global Monitoring Report**

Education for All Goals vs. select Millennium Development Goals

Education for All Goals (Dakar 2000)	UN Millennium Development Goals (New York 2000)
<ol style="list-style-type: none">1. Expanding early childhood care and education, especially for disadvantaged children2. Universal primary education by 20153. Equitable access to learning opportunities and skills for young people and adults4. 50% improvement in adult literacy rates by 20155. Gender parity by 2005 and gender equality by 20156. Improving the quality of education	<p>Eight goals, two overlap with EFA</p> <p>Goal 2: Achieve Universal primary education (Target 3: Completion of full primary schooling by all children by 2015)</p> <p>Goal 3. Promote gender equality and empower women (Target 4: Eliminate gender disparity preferably by 2005 and no later than 2015)</p>

Assessing EFA progress since 2000

Key questions and different approaches to consider:

1. Around which EFA goals has there been progress since Dakar; in which EFA areas has progress been minimal and/or difficult to determine?
2. How should EFA progress be assessed?
 - Relative to the target year 2015: how many countries are on-track or off-track to achieve the goal by 2015?
 - Relative to progress before Dakar (1990-99) and after Dakar (2000-2015): Has pace of progress towards each goal quickened since Dakar?
3. What broad lessons can be drawn from the monitoring of the EFA goals/EFA agenda after 10 years?

Part II: A stock taking exercise of EFA progress: The six EFA goals

Goal 1 : Early childhood care and education

Early Childhood Care: rapid progress in child mortality, malnutrition but still unacceptably high in Africa

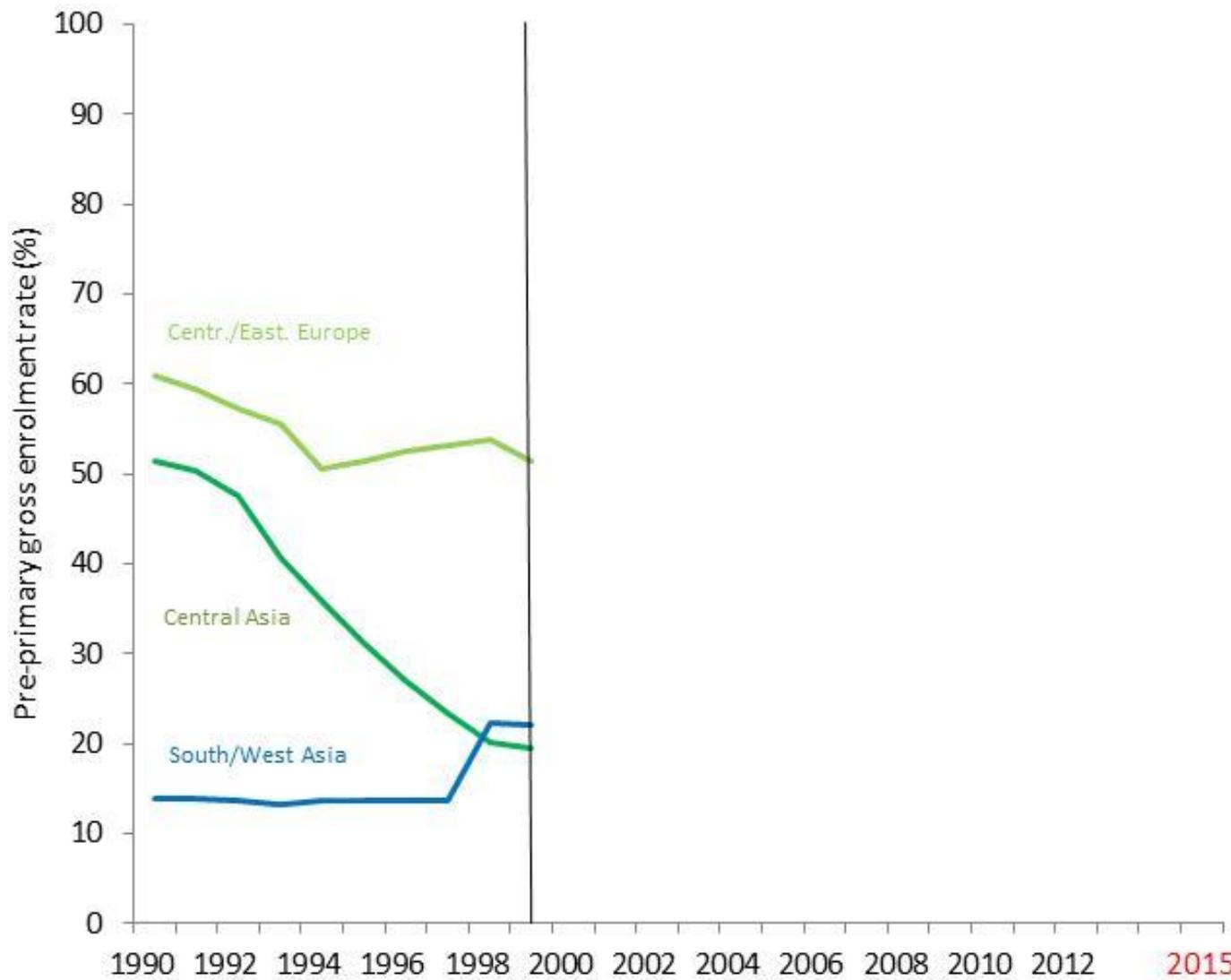
- Child mortality rates declined from 90 deaths per 1000 live births in 1990 to 46 deaths (per 1000) in 2013. Target of 66% decline was reached in East Asia/Pacific and Latin America/Caribbean, but not in sub-Saharan Africa
- Stunting rate down from 40% to 25% (1990-2011); by 25pp in East / South Asia but only by 10pp in Africa

Early Childhood Education: rapid but inequitable progress from low base

- Pre-primary gross enrolment ratio up from 33% to 50% (1999-2011) but only 18% in Africa, 23% in Arab States
- Share of private enrolment at 33% in 2011 higher (and growing faster) than in primary and secondary education
- Low participation levels among disadvantaged children

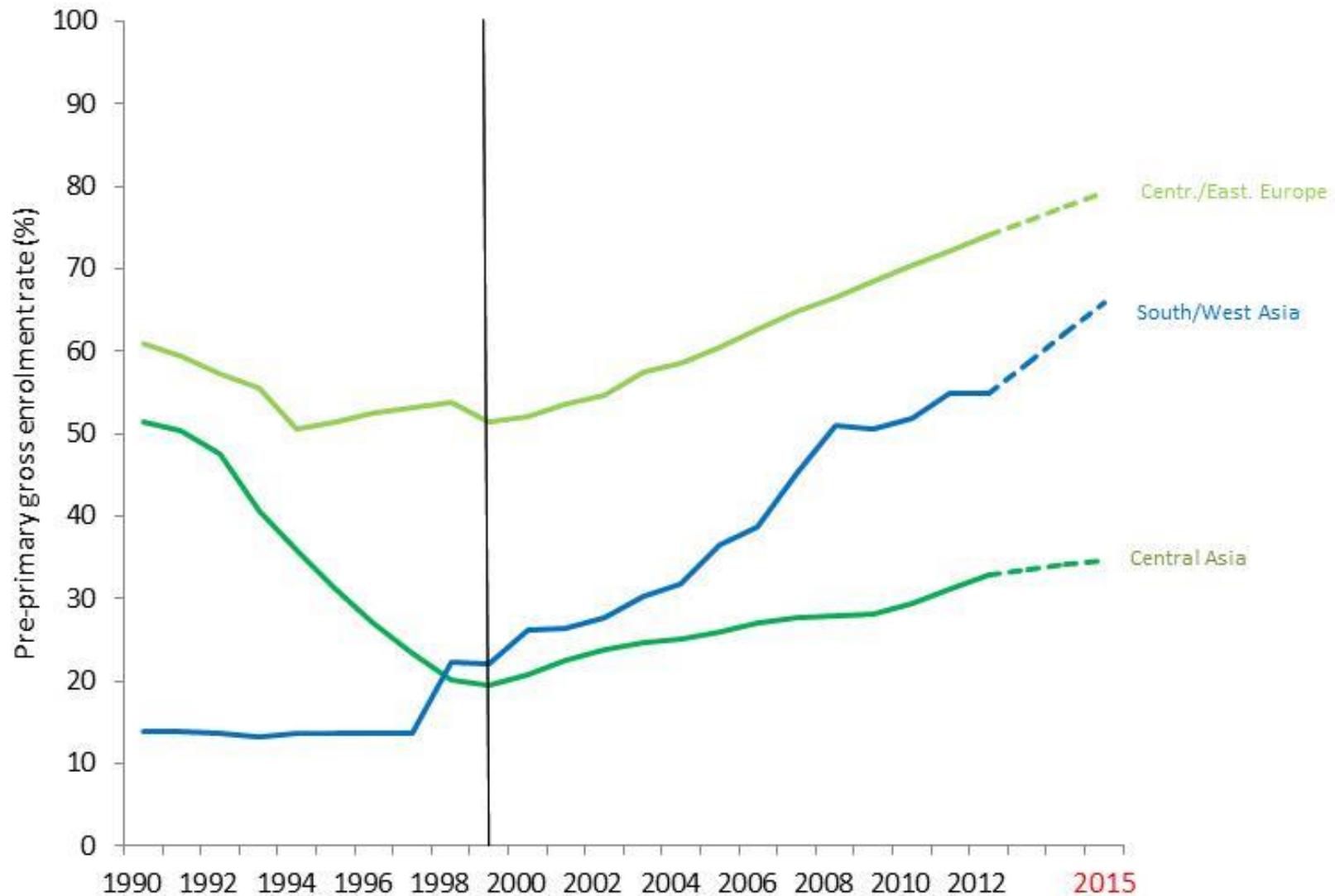
Goal 1: Early childhood care and education

Pre-primary enrollment ratios



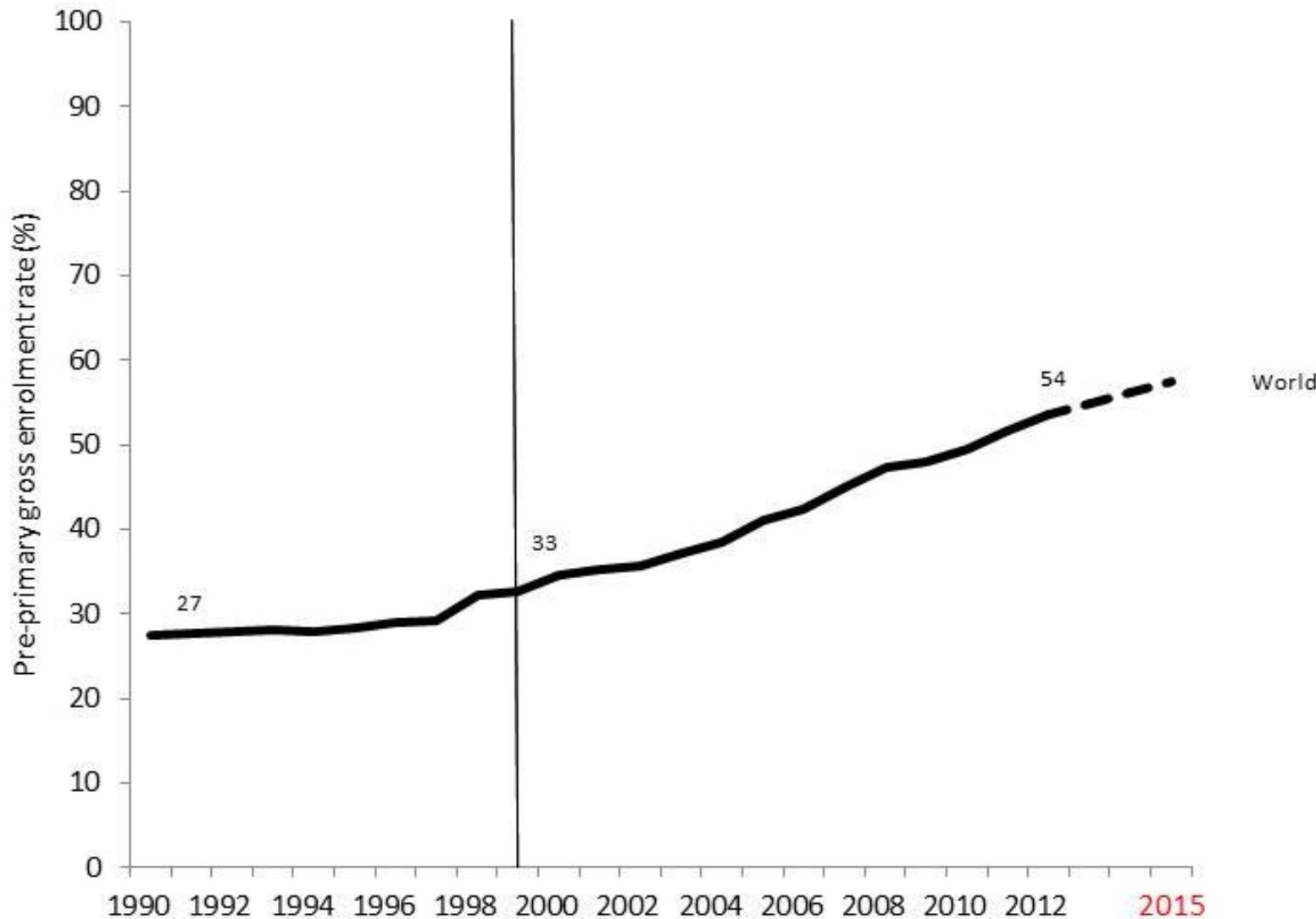
Goal 1: Early childhood care and education

Pre-primary enrollment ratios



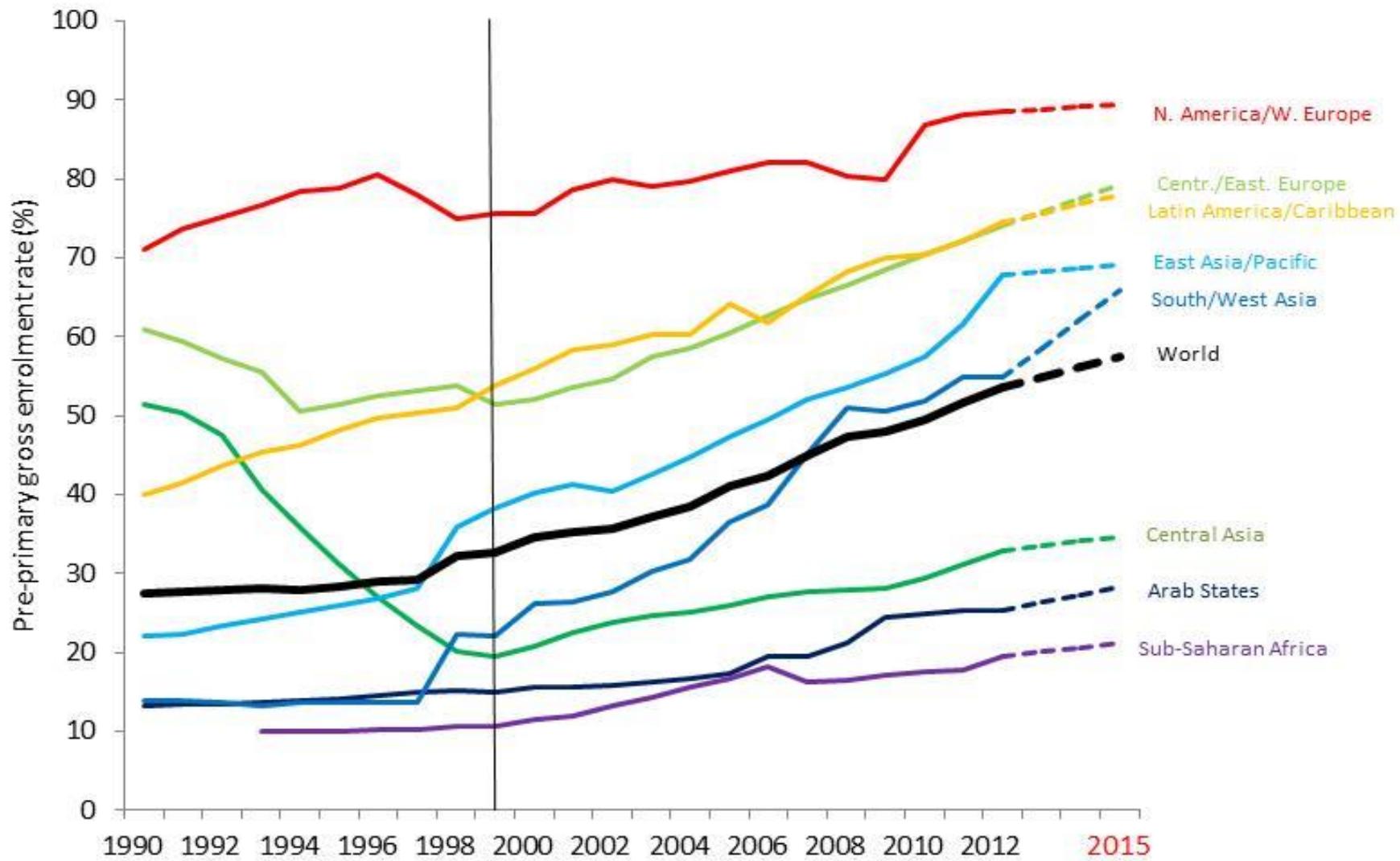
Goal 1: Early childhood care and education

Pre-primary enrollment ratios



Goal 1: Early childhood care and education

Pre-primary enrollment ratios



Goal 2: Universal primary education

Participation in primary education: Progress followed by stagnation means 58 million children are out of school in 2012

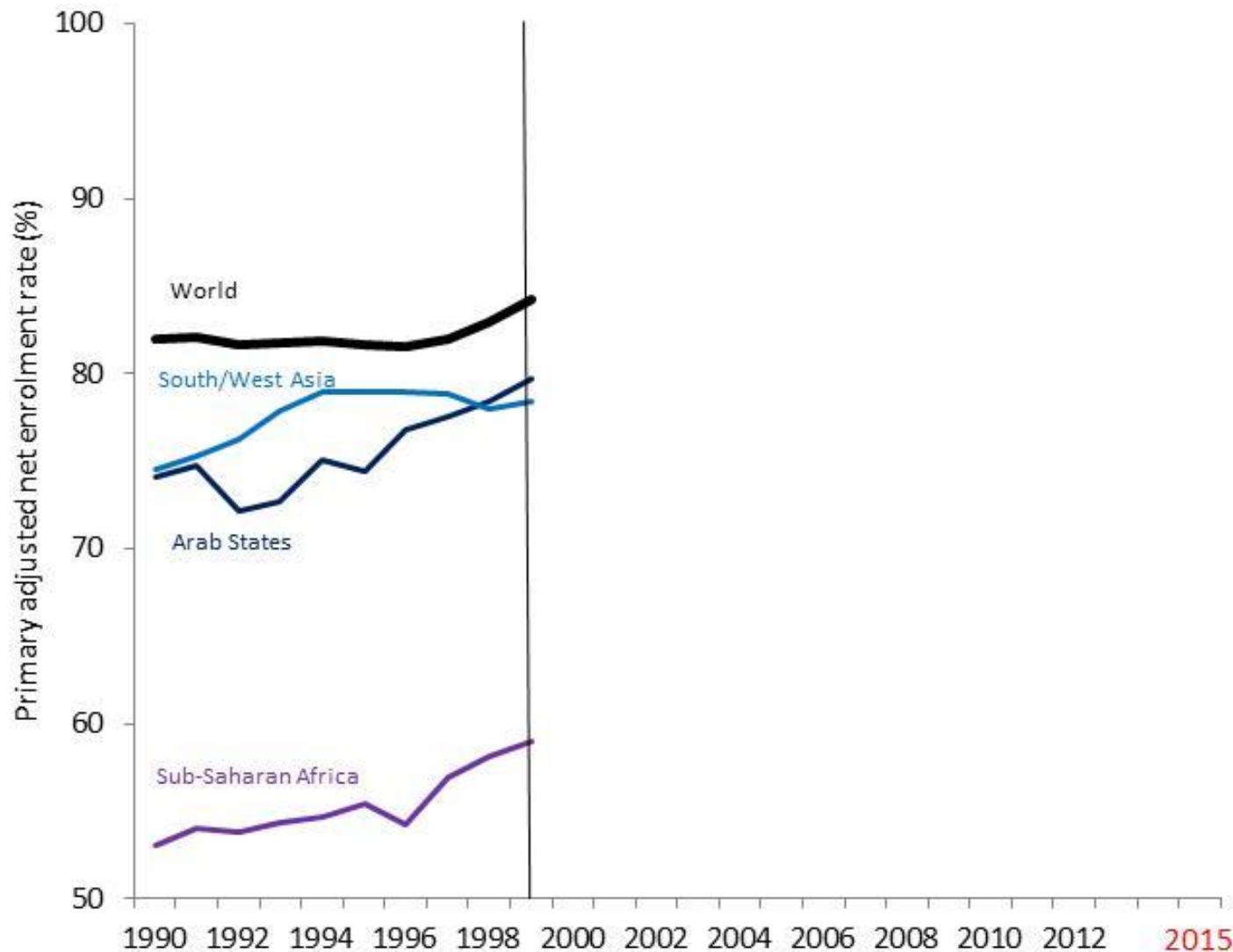
- Primary adjusted net enrolment ratio up from 84% in 1999 to 91% in 2012; large increases in sub-Saharan Africa and in South and West Asia
- Poorest children almost four times more likely than richest children to be out of school according to UIS and UNICEF
- Over 1/3 of out of school children live in conflict affected zones
- Nearly half of 58 million children are expected never go to school

Completion rates: Unlike growth in access, little progress in survival/completion rates

- Of those who started school, the percentage who reached the last grade has stagnated: in sub-Saharan Africa (at 56%), in South and West Asia (64%) and globally (at 75%)

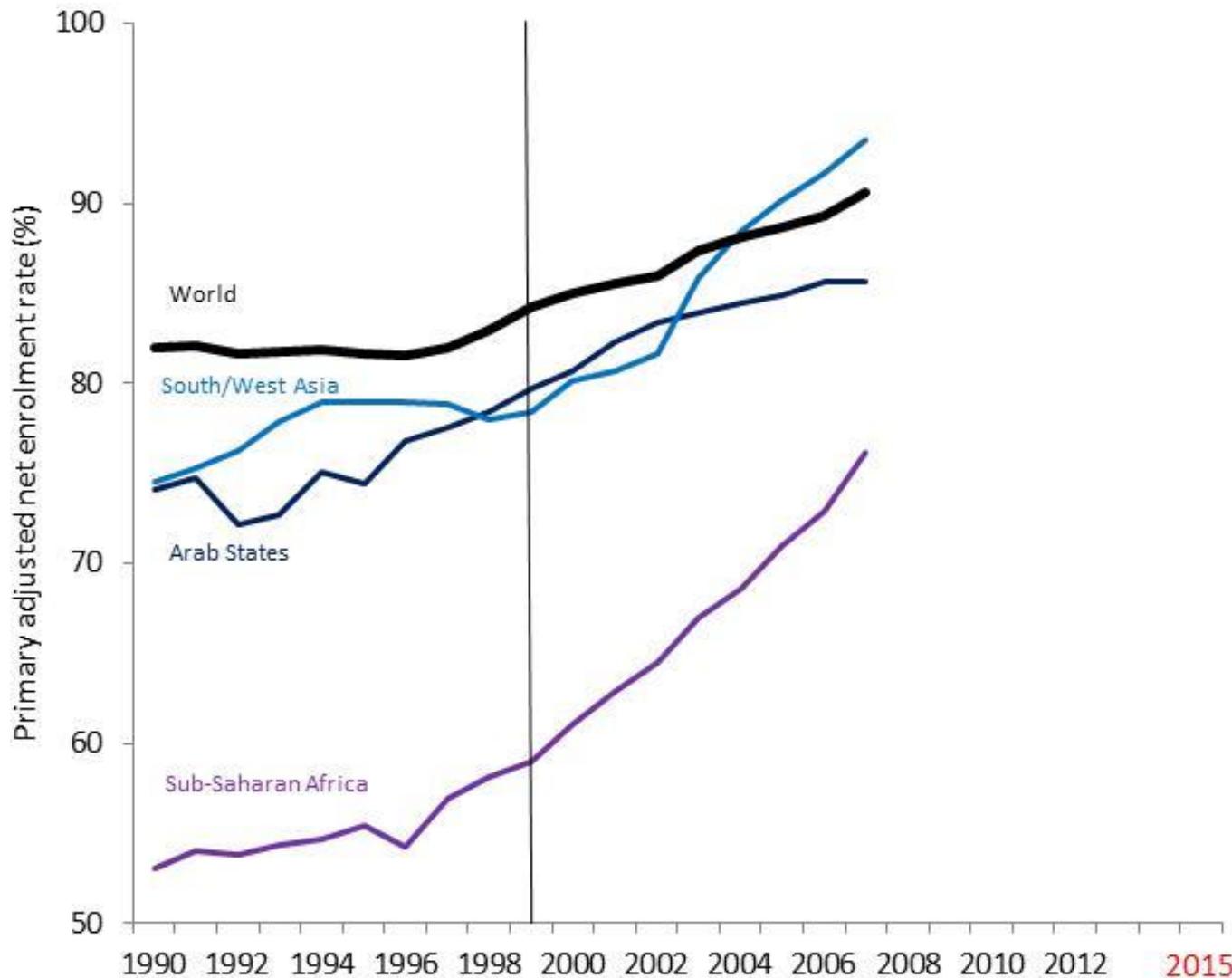
Goal 2: Universal primary education

Adjusted net enrollment ratio for primary education



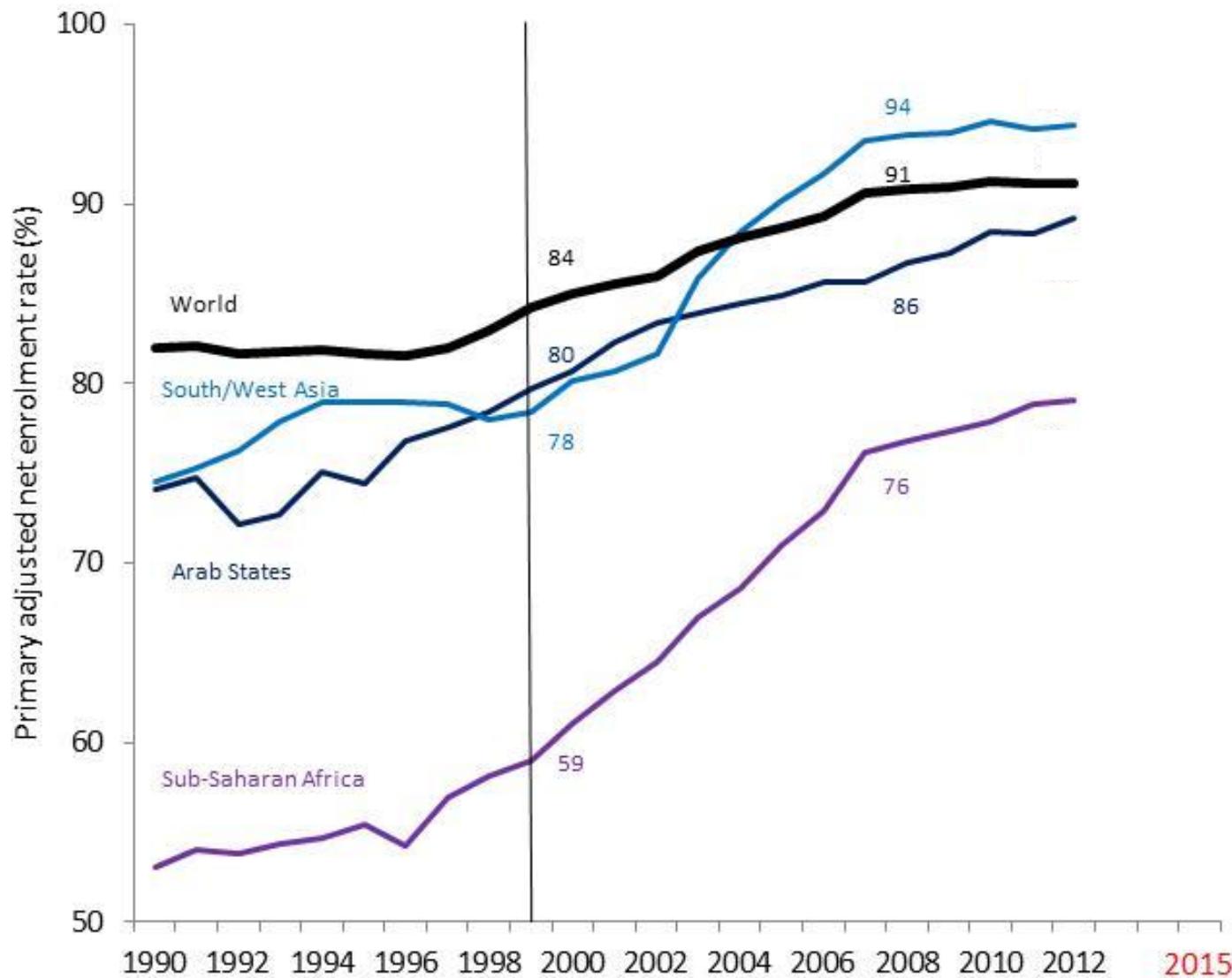
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Adjusted net enrollment ratio for primary education



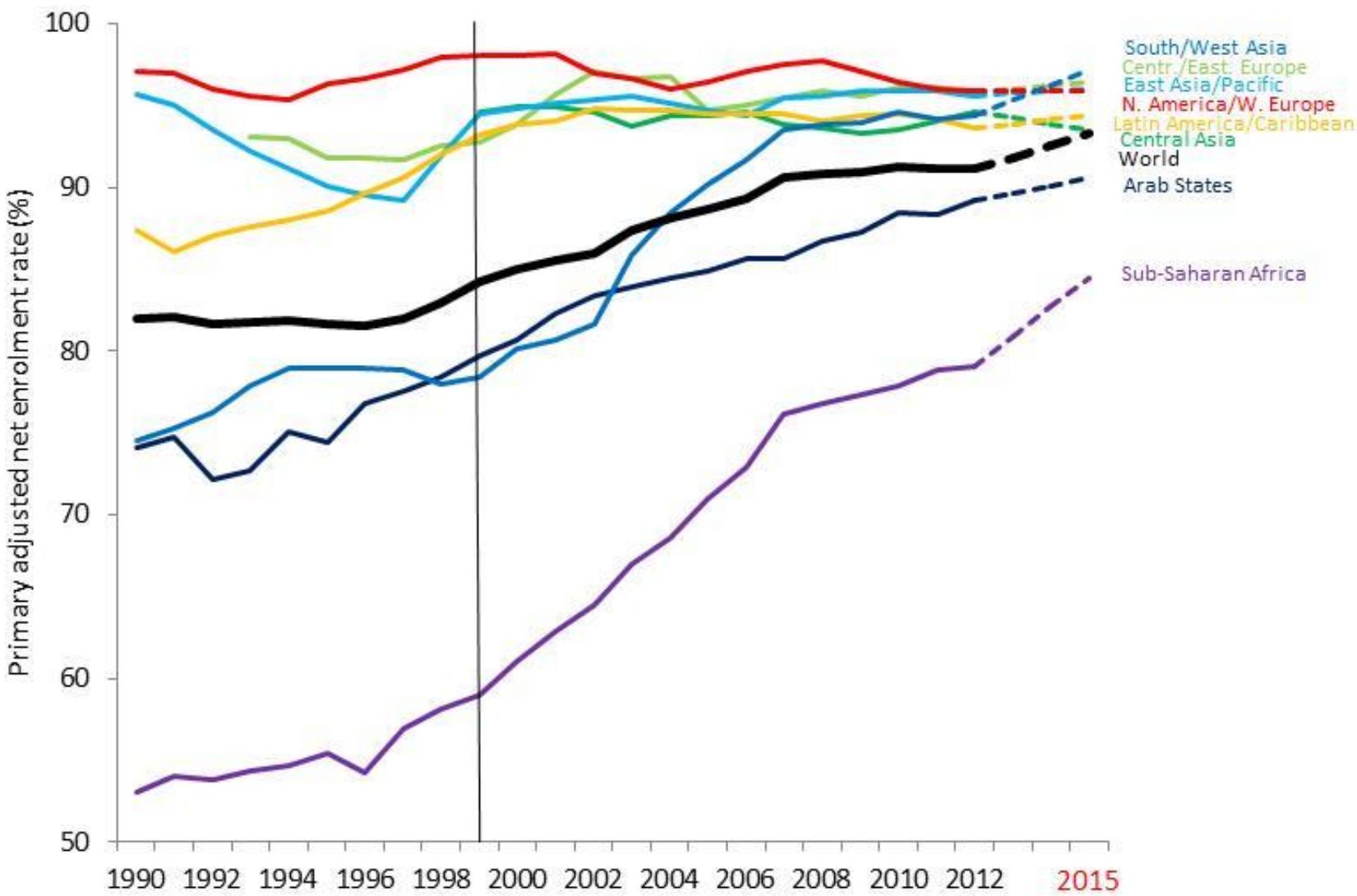
Goal 2: Universal primary education

Adjusted net enrollment ratio for primary education

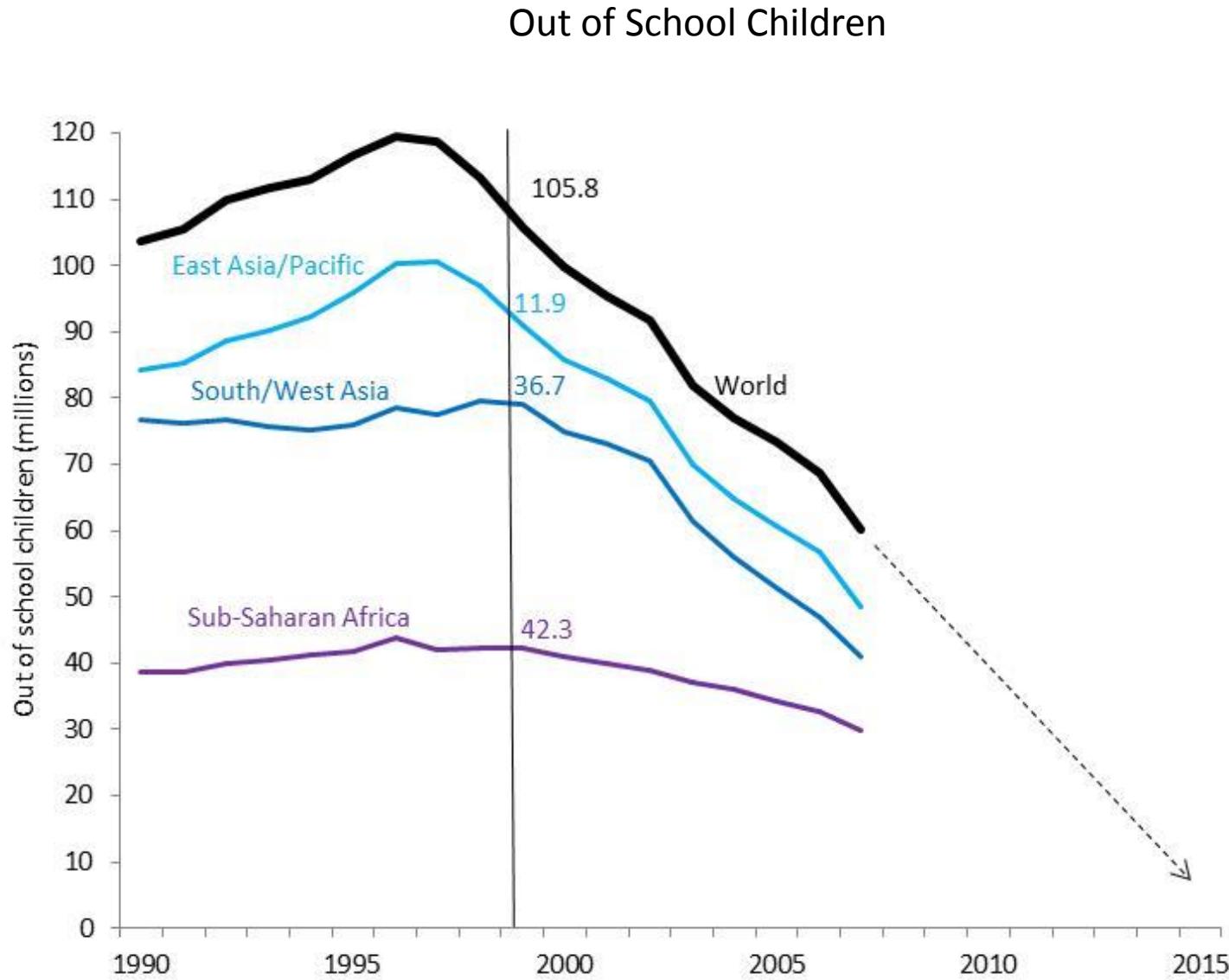


Goal 2: Universal primary education

Adjusted net enrollment ratio for primary education

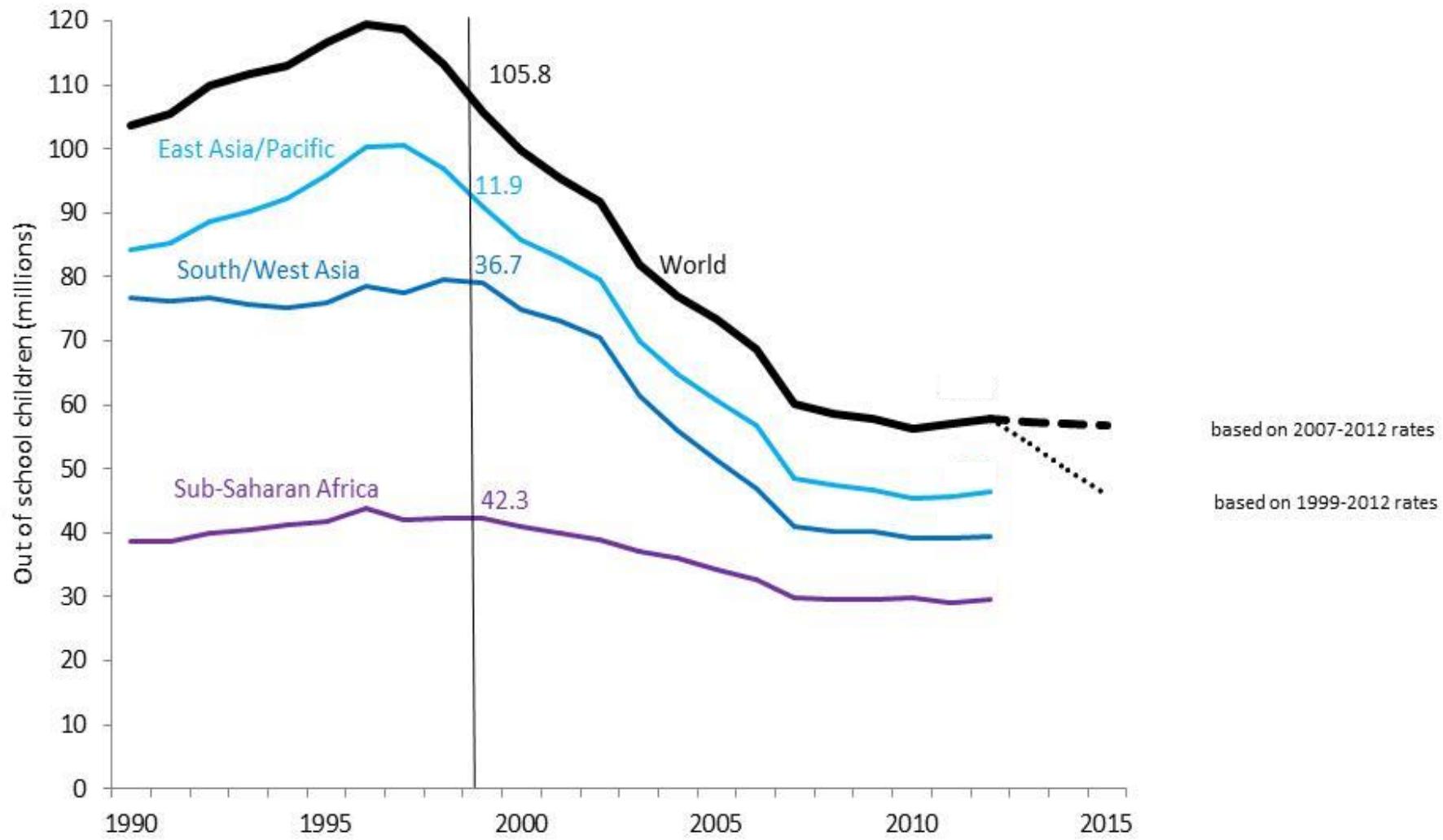


Goal 2: Universal primary education



Goal 2: Universal primary education

Out of School Children



Goal 3: Youth and adult skills

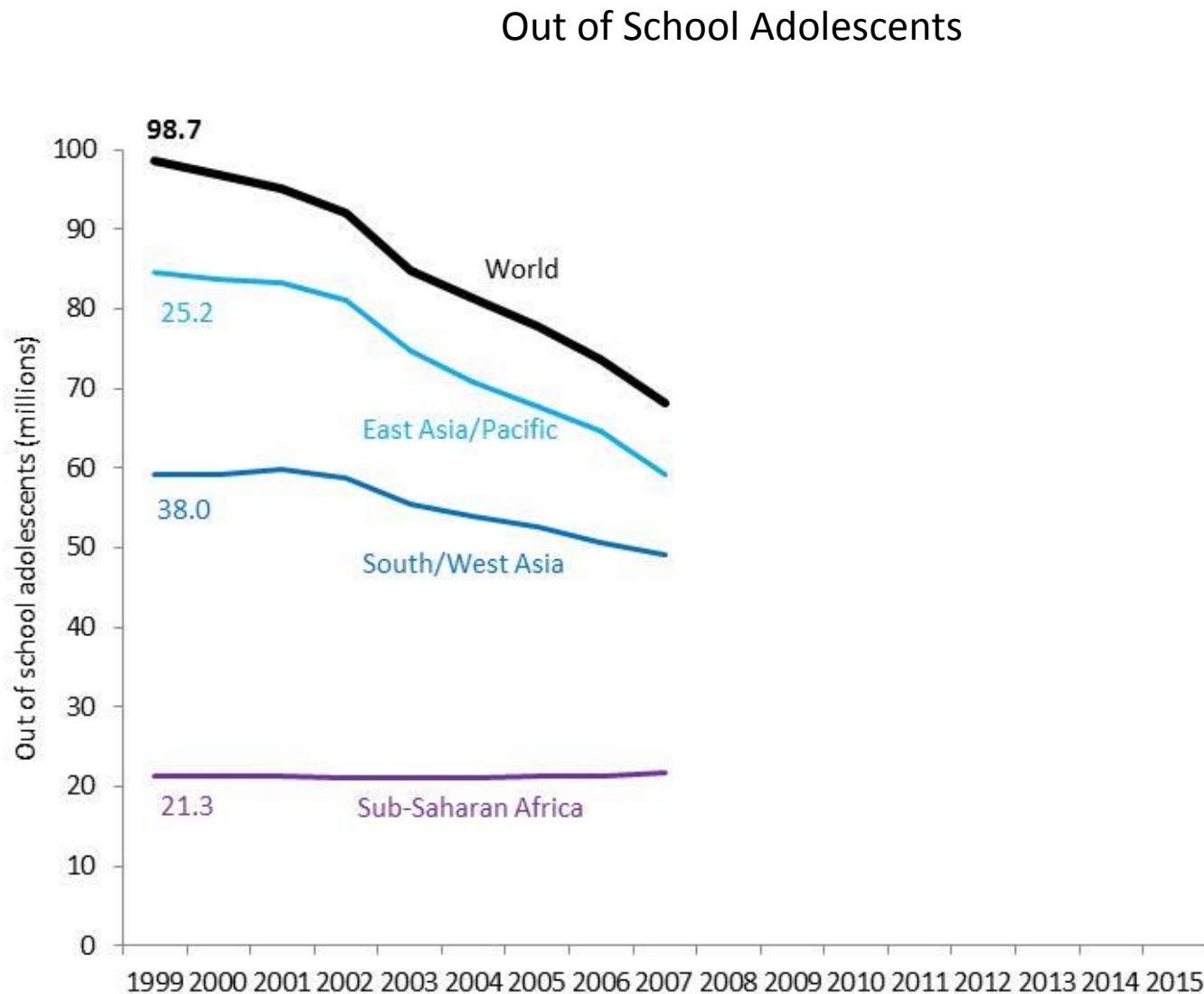
Participation: Hard to measure youth/adult skills; use secondary education enrolment as a proxy for foundational skills. 551 million adolescents enrolled in secondary education in 2012

- Lower secondary GER up from 71% in 1999 to 85% in 2012; upper secondary GER up from 45% in 1999 to 62% in 2012
- As with primary education, stagnation in secondary level since 2007 means 63 million adolescents are out of school in 2012
- Lacking secondary education jeopardizes chances to benefit from adult education programs in the future

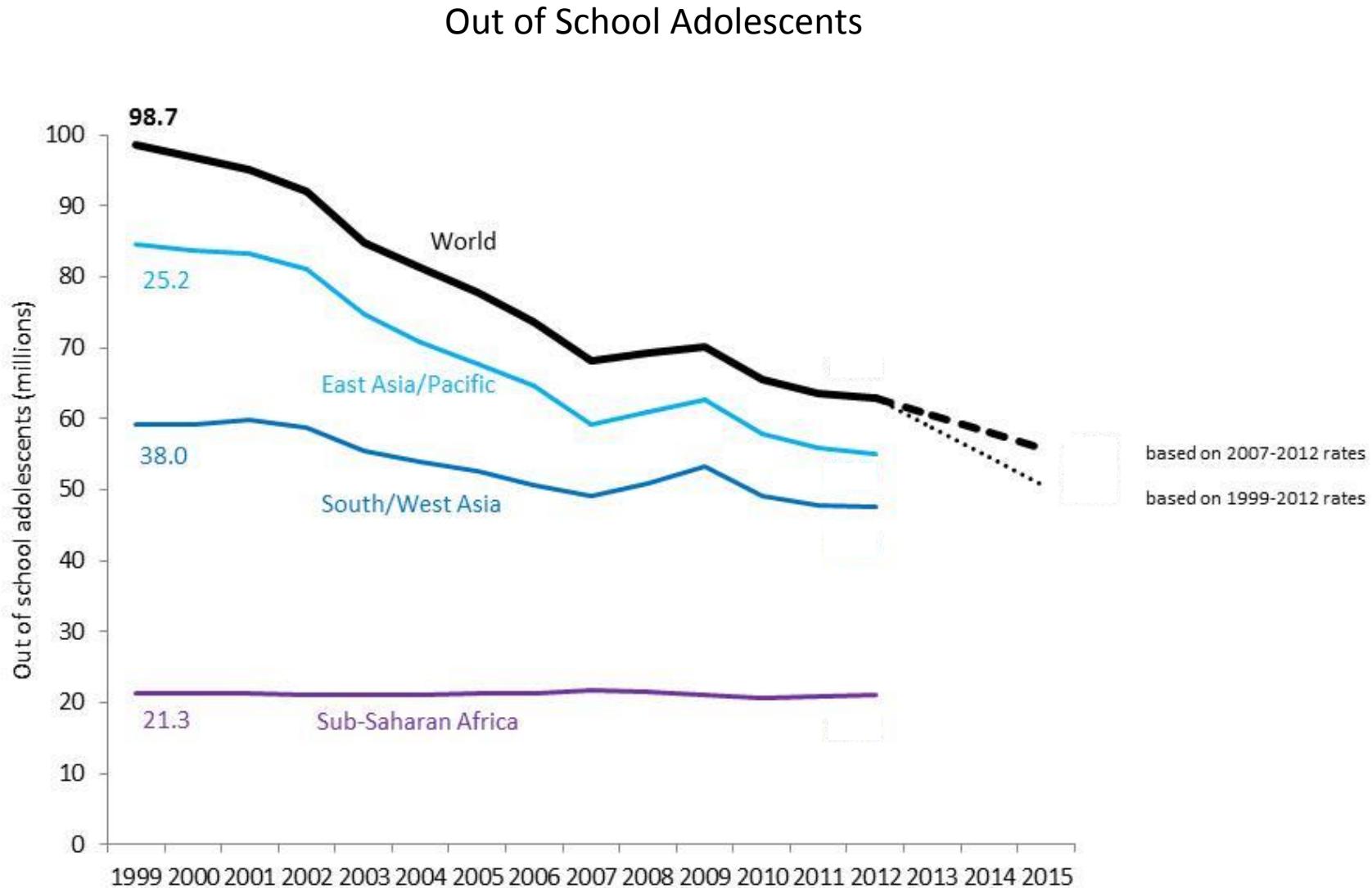
Skills: Progress in directly measuring skills but no universal measures yet available

- PIAAC (for high income) and STEP (for middle income countries) suggest way forward for assessing acquisition of skills

Goal 3: Youth and adult skills



Goal 3: Youth and adult skills



Goal 4: Adult literacy

Adult illiteracy: Between 2000 and 2015 adult illiteracy rate fell by 13% in sub-Saharan Africa, 26% in South & West Asia, 36% in Latin America and 39% in Arab States, all well short of the target of 50% reduction

- In 2015 the adult literacy rate is estimated at 84%
- Number of illiterate adults projected to fall by 4% between 2000 and 2015; it will increase by 26% in sub-Saharan Africa due to demographic pressures.
- Even this progress is mainly the result of cohort replacement rather than literacy programs

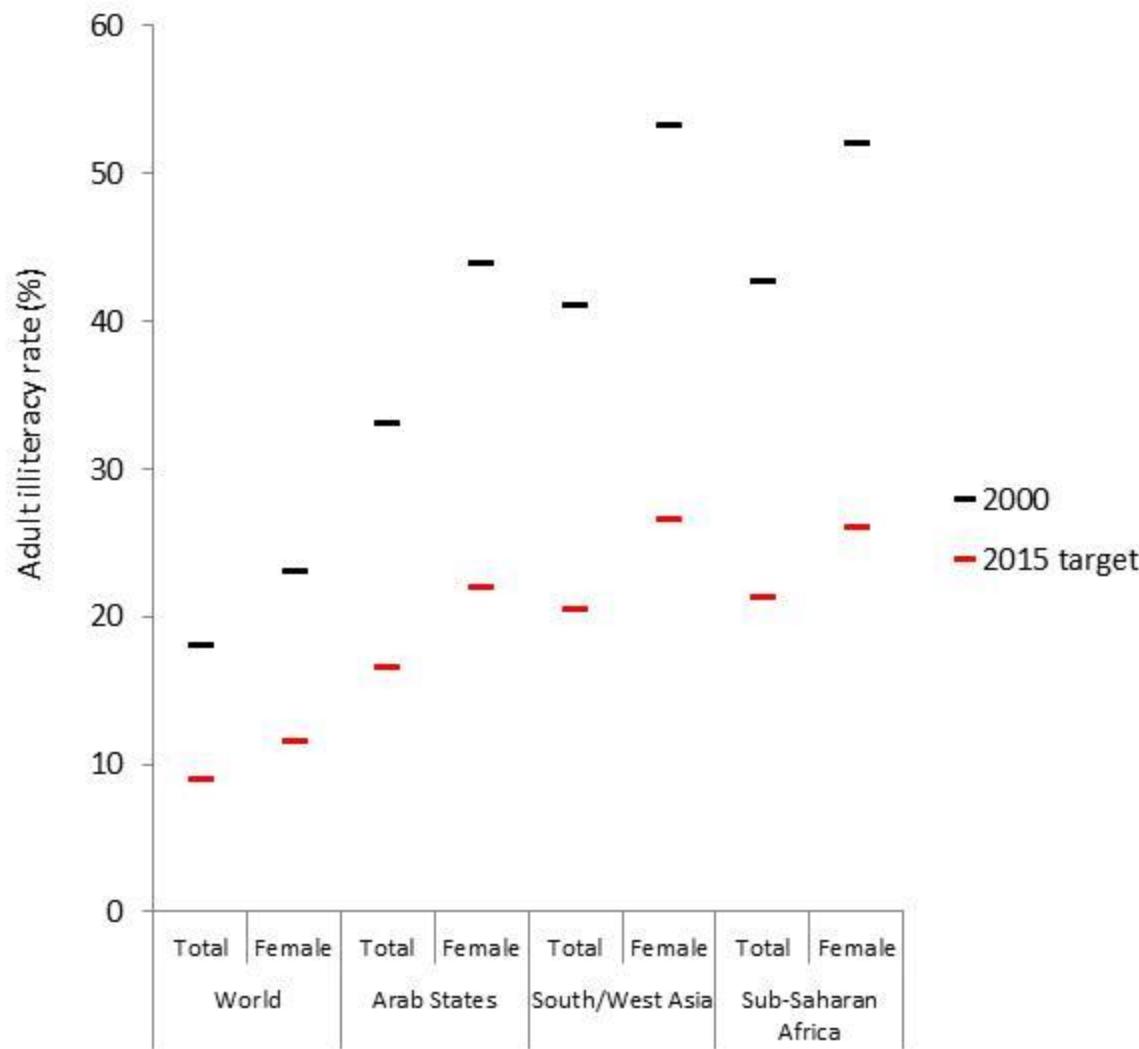
Measurement: Big steps forward in our understanding of literacy but can then be sustained?

- New direct measures of literacy skills (DHS/MICS, LAMP, PIAAC, STEP, national surveys) yet to replace self-reported measures

Goal 4: Adult literacy

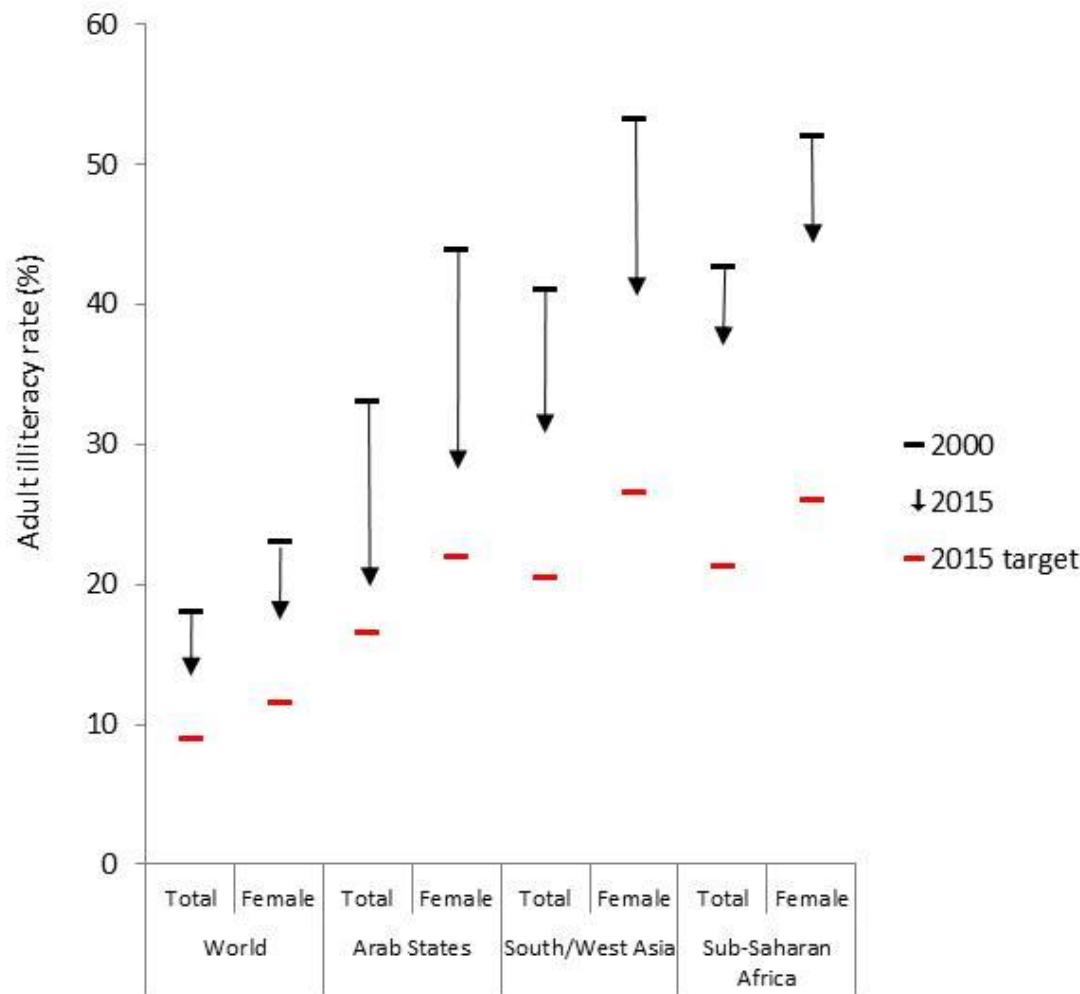
Adult illiteracy rates 2000-2015

relative to target, by gender and select regions ...



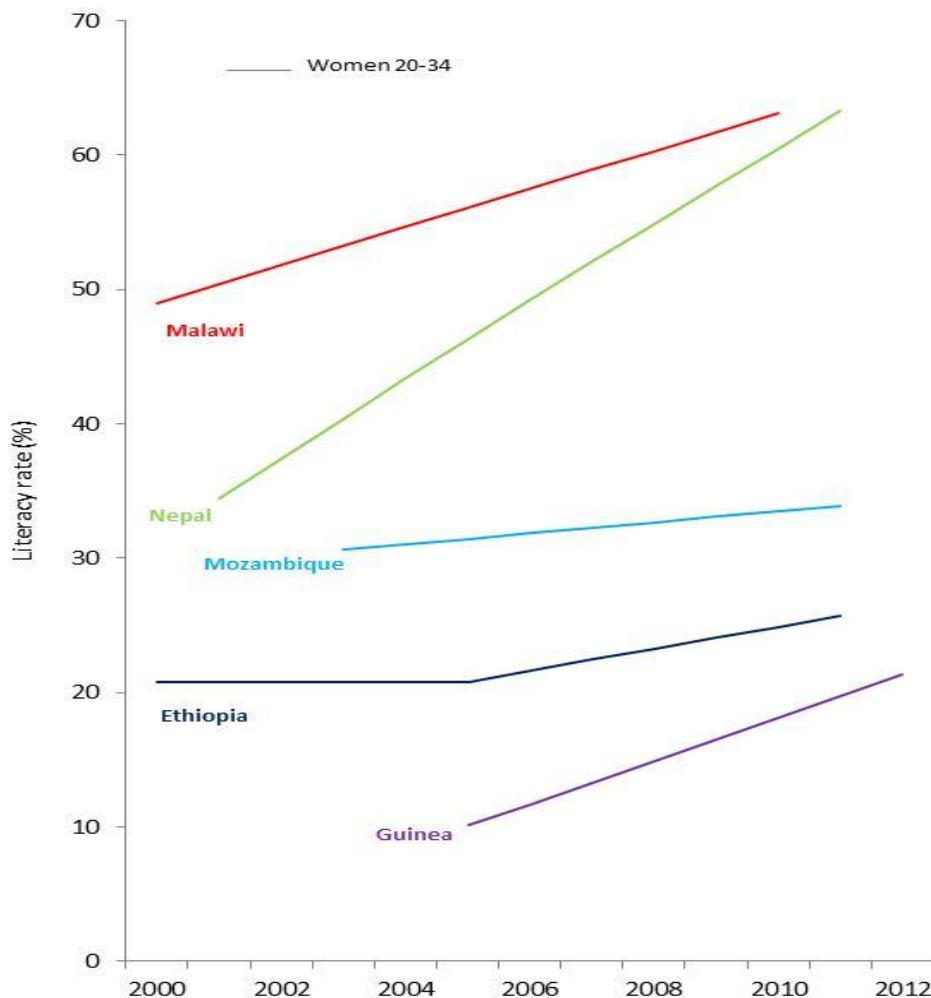
Goal 4: Adult literacy

Adult illiteracy rates 2000-2015 relative to target, by gender and select regions ...



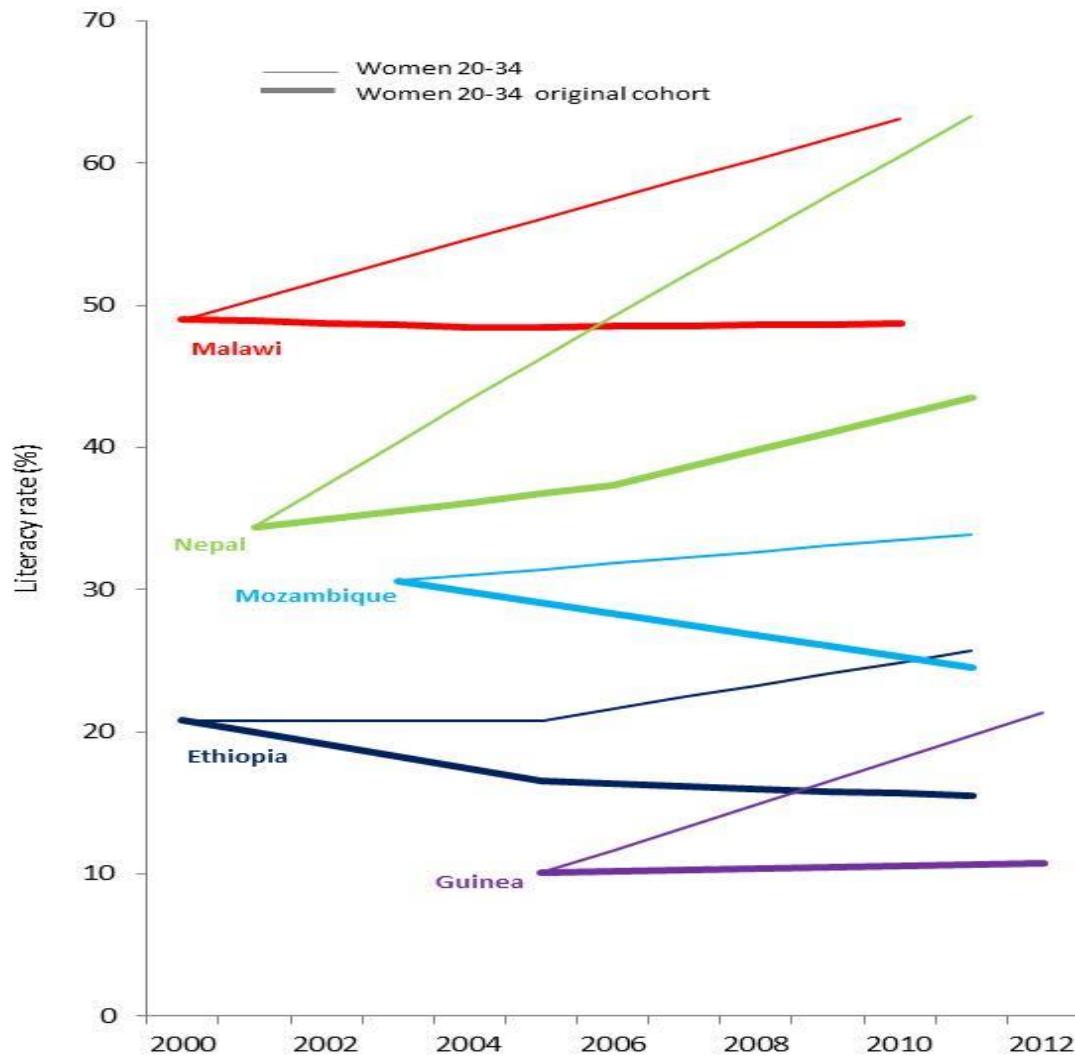
Goal 4: Adult literacy

Women's literacy rates: different cohorts and original cohort



Goal 4: Adult literacy mainly affected by education

Women's literacy rates: different cohorts and original cohort



Goal 5: Gender parity and equality

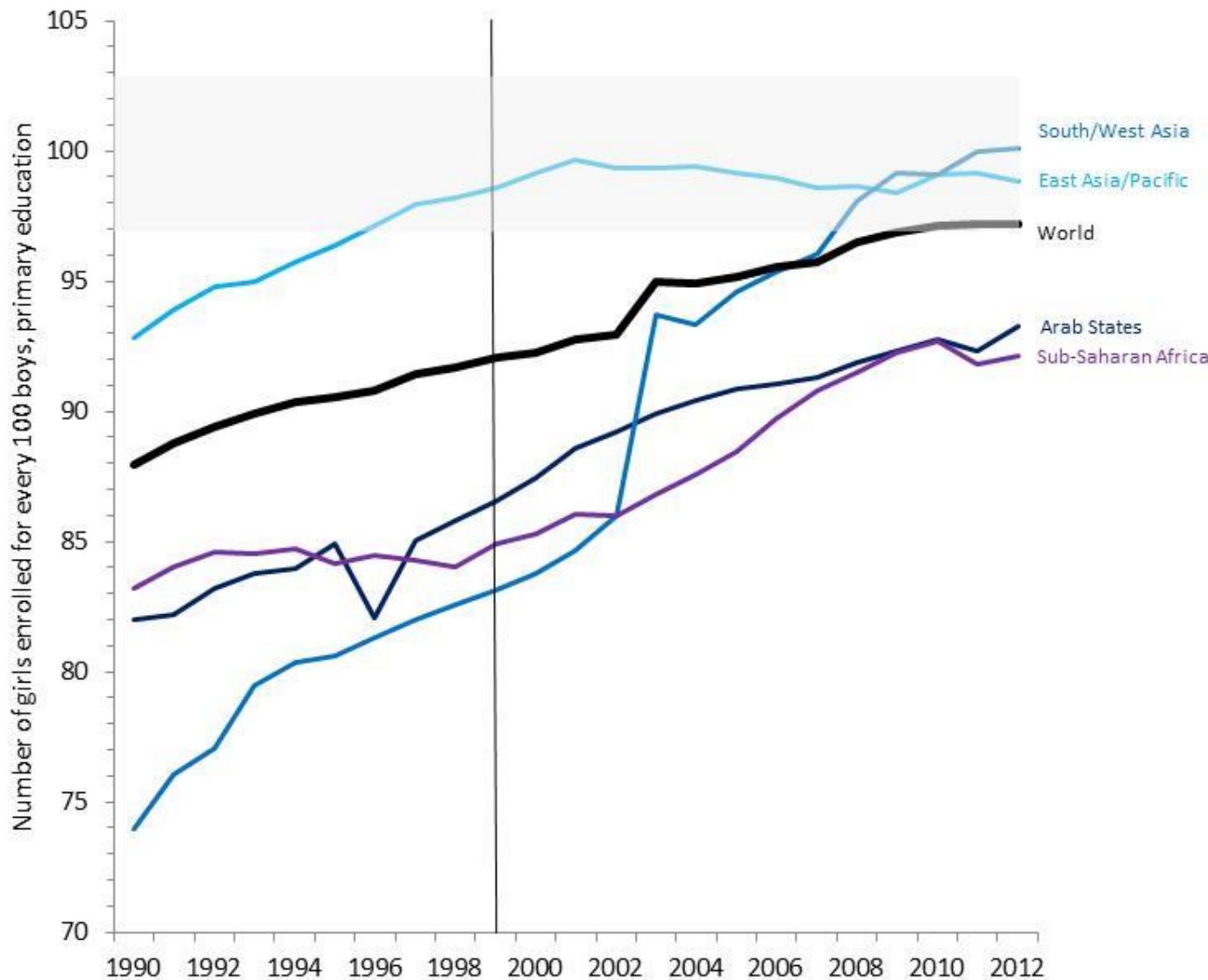
Parity: Good progress towards parity on average but many countries still far from the target

- In **primary education** increase from 53% to 70% of countries (with data) achieved parity. In **secondary education** from 27% to 48% of countries achieved parity.
- ...but only 3 in 10 countries achieve parity in both levels

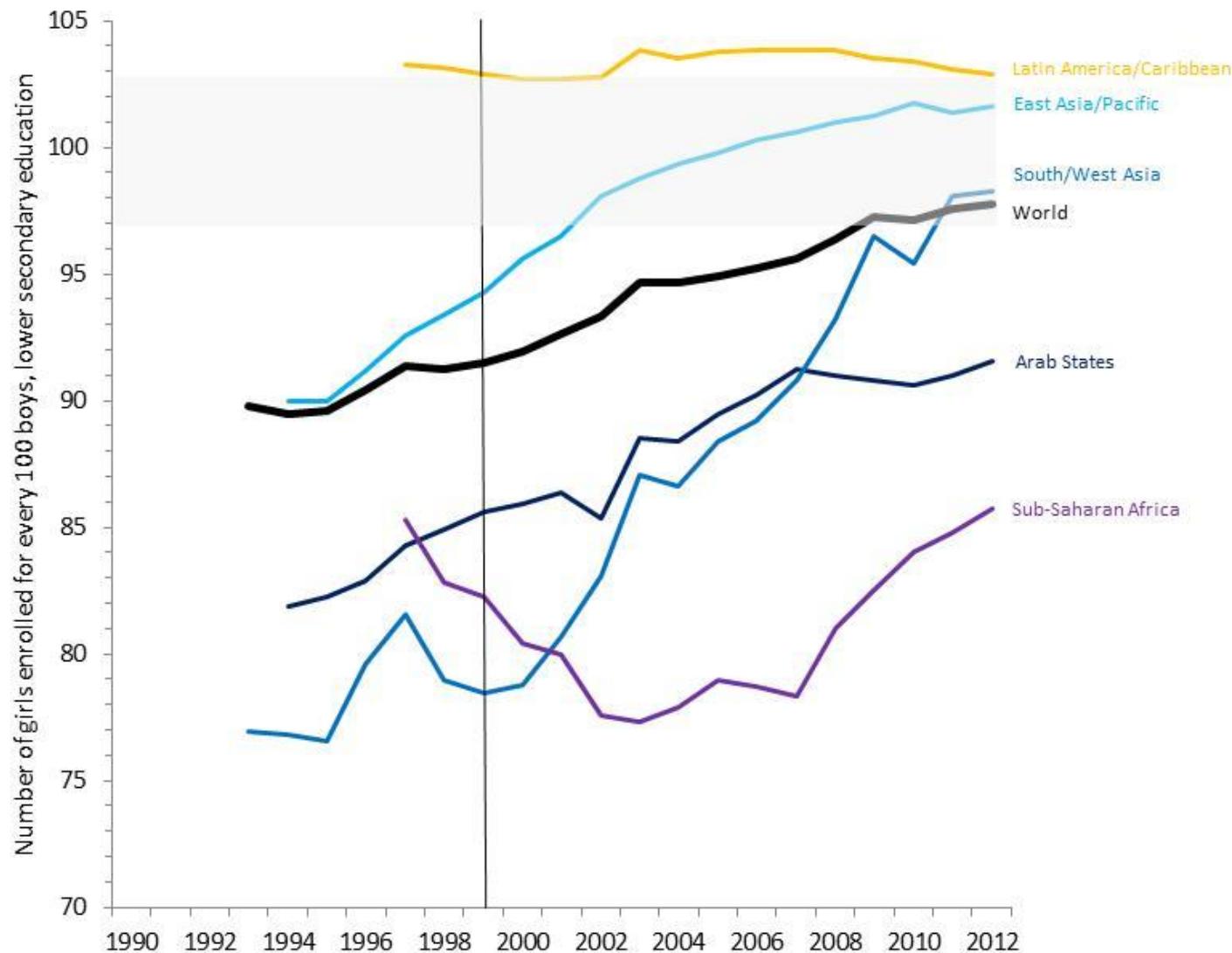
Equality: Less is known on how countries have progressed

- Less evidence on gender bias in textbooks, education processes, and learning environments
- In learning outcomes, the relative position of girls has been improving in mathematics and science, while boys disadvantage in language has increased

Goal 5: Gender parity in Primary education

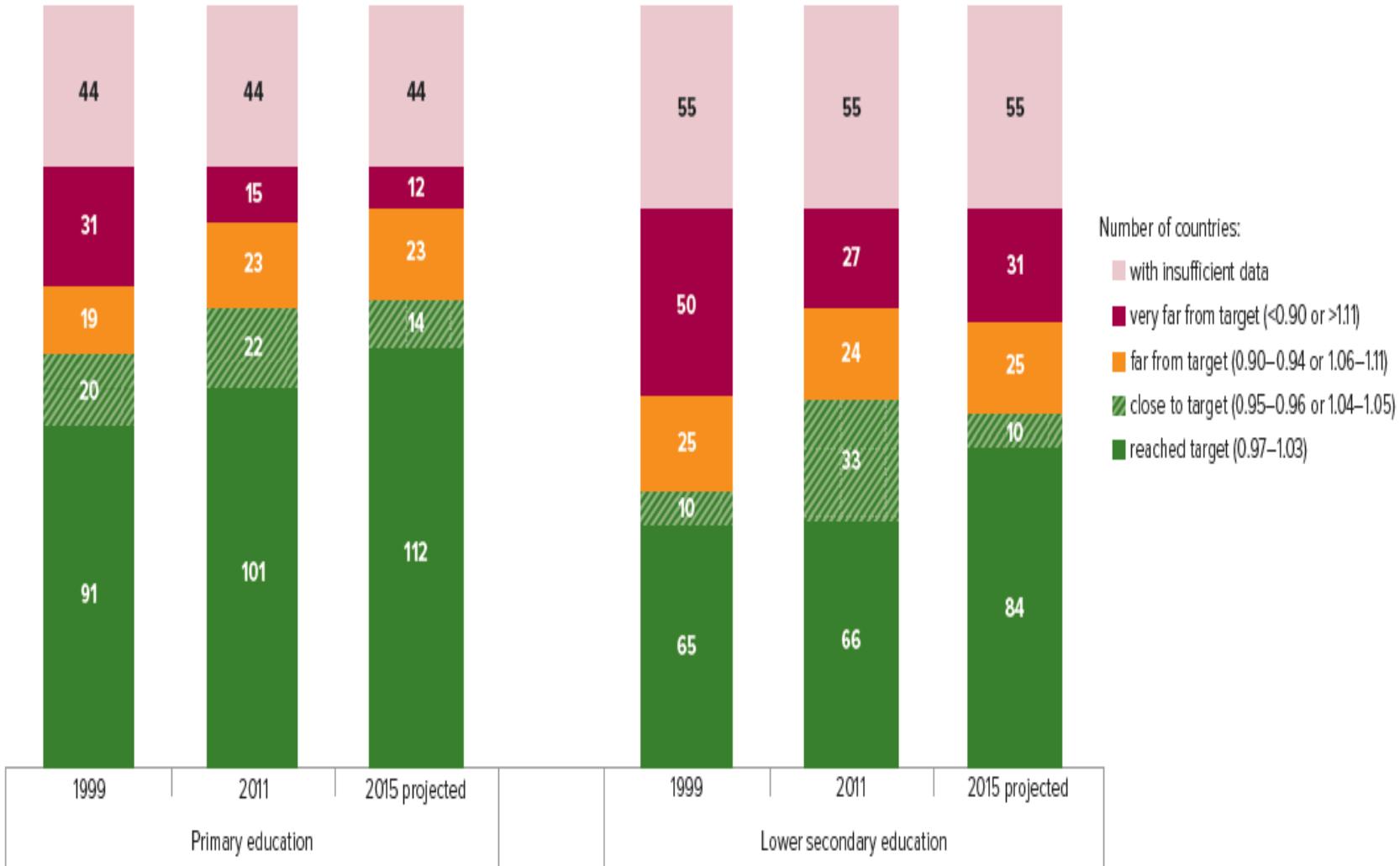


Goal 5: Gender parity in lower secondary education



Goal 5: Gender parity and equality

Number of countries achieving gender parity in primary education and lower secondary education



Goal 6: Quality

Learning outcomes: More awareness of the challenge but no global yardstick or metric of literacy/ numeracy and other areas

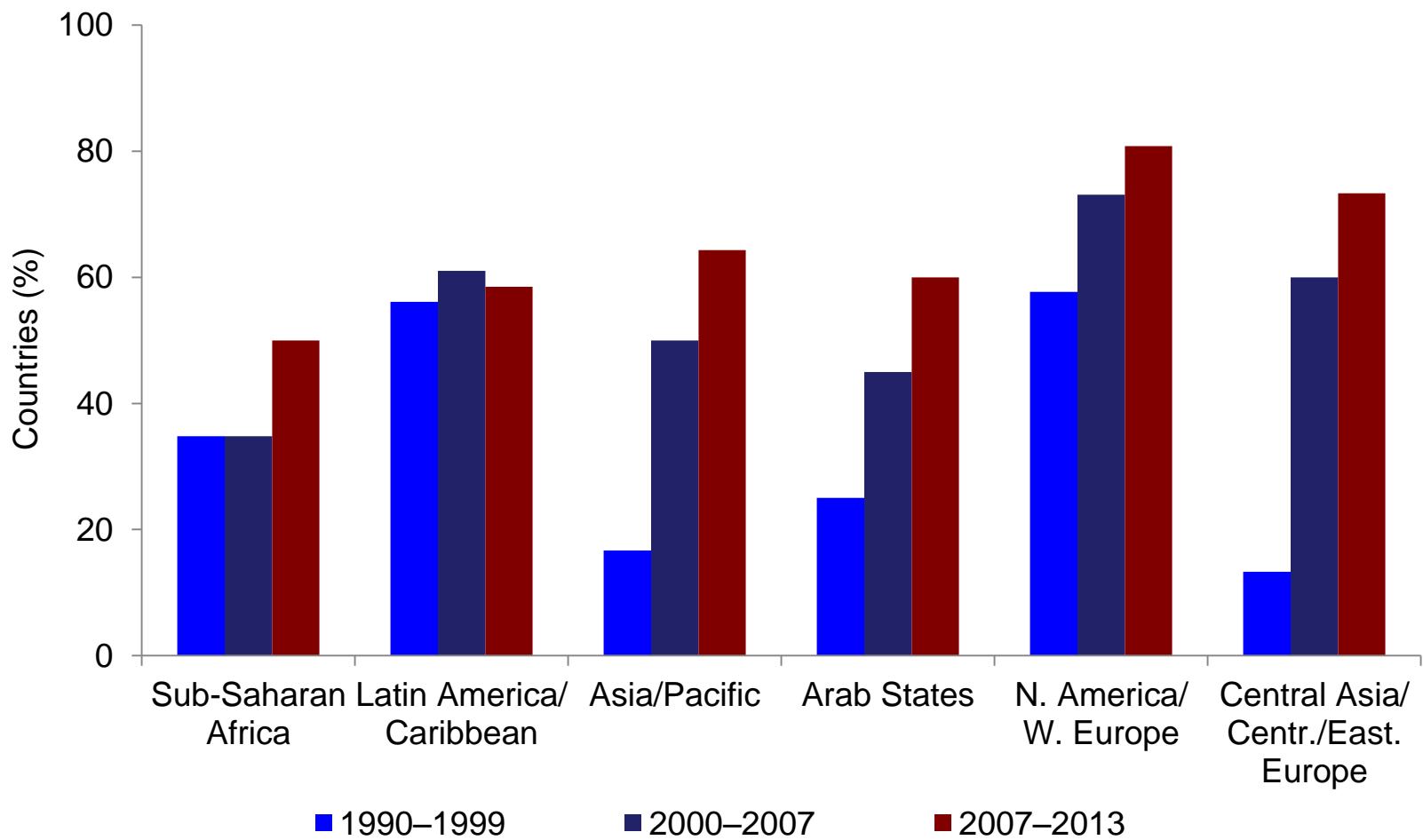
- Large expansion in national assessments of learning: from 283 assessments (1990-99) to 1157 assessments (2000-13)
- Few measures of cross-country comparison over time; out of school children excluded from most assessments

Teachers: Very slow progress in primary education

- Gap of 1.4 million teachers to achieve EFA; primary pupil-teacher ratio above 40:1 in sub-Saharan Africa
- Among 50 countries, the average percentage of trained teachers increased from 77% to 90%

Goal 6: Quality

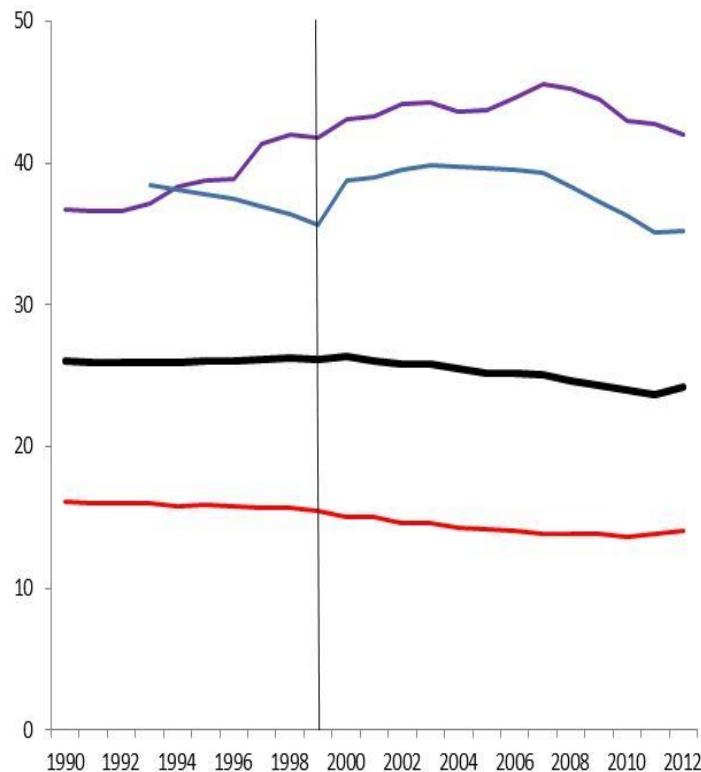
Percentage of countries having conducted at least **one** national learning assessment, by region and period



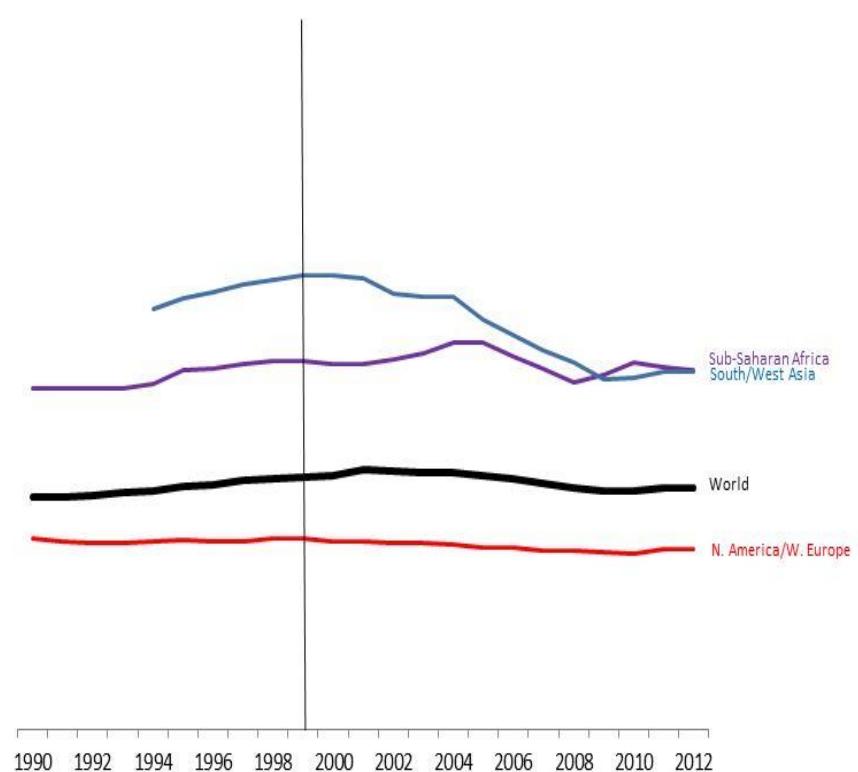
Goal 6: Quality

Trends in pupil-teacher ratios

Primary education



Secondary education



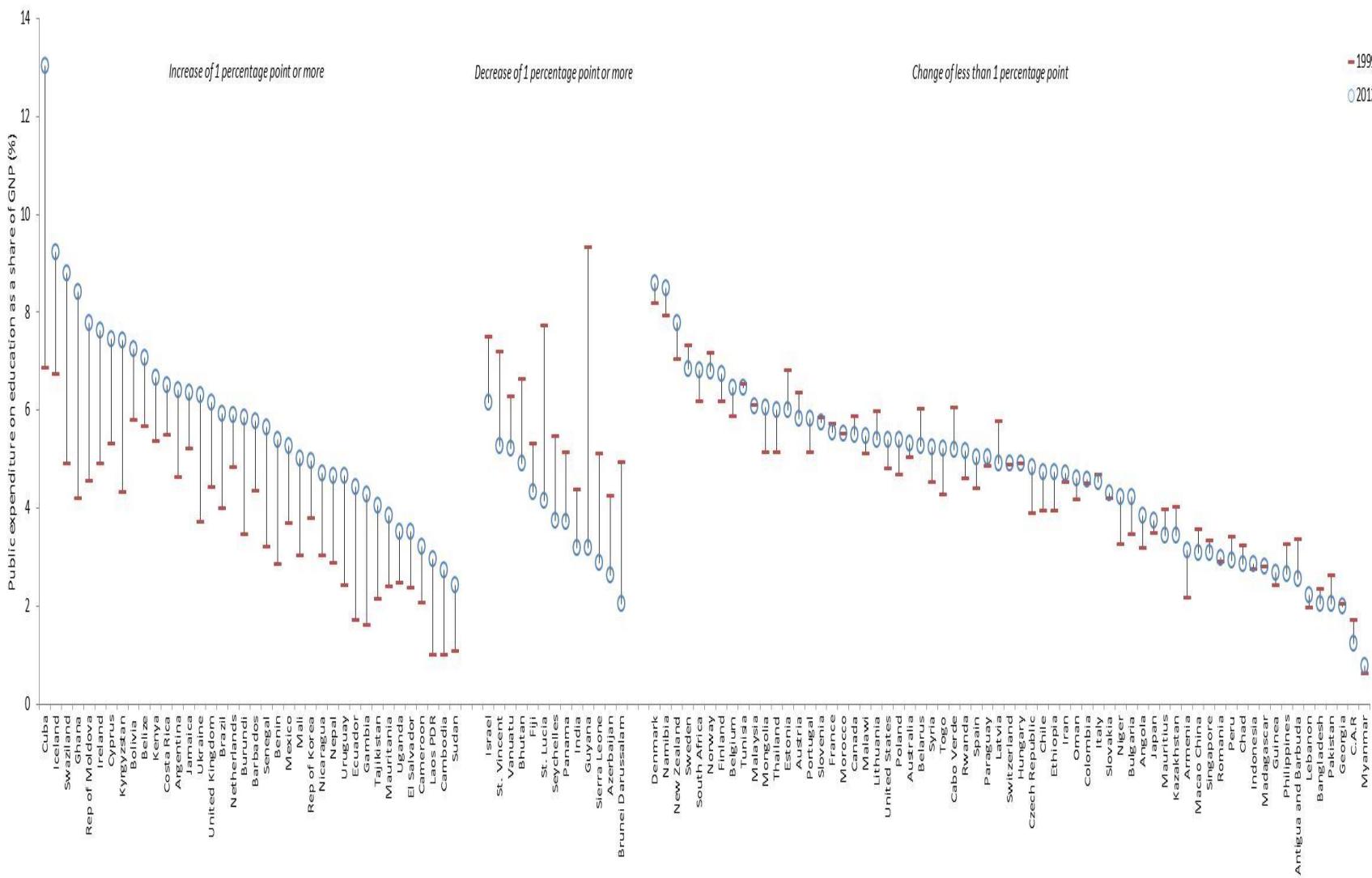
Part III: Trends in domestic finance to education, 1999-2012

Trends in domestic finance to education

- Globally economic growth averaged 4.0% per annum between 1999 and 2012; public expenditure on education averaged 5.0% per annum.
- In 64 out of 100 countries average annual spending on education exceeded average annual growth in economic growth
- Of 142 countries, 96 spent 4% or more of GNP on education in 2012; 39 spent 6% or more. 38 countries increased their spending 1% or more of GNP between 1999 and 2012
- As a share of government spending, global spending on education in 2012 was 13.7% falling short of the set 15-20% target. Of 129 countries, 53 devote 15% or more of budget to education

Trends in domestic finance to education

Education as percentage of gross national product, changes from 1999 to 2012

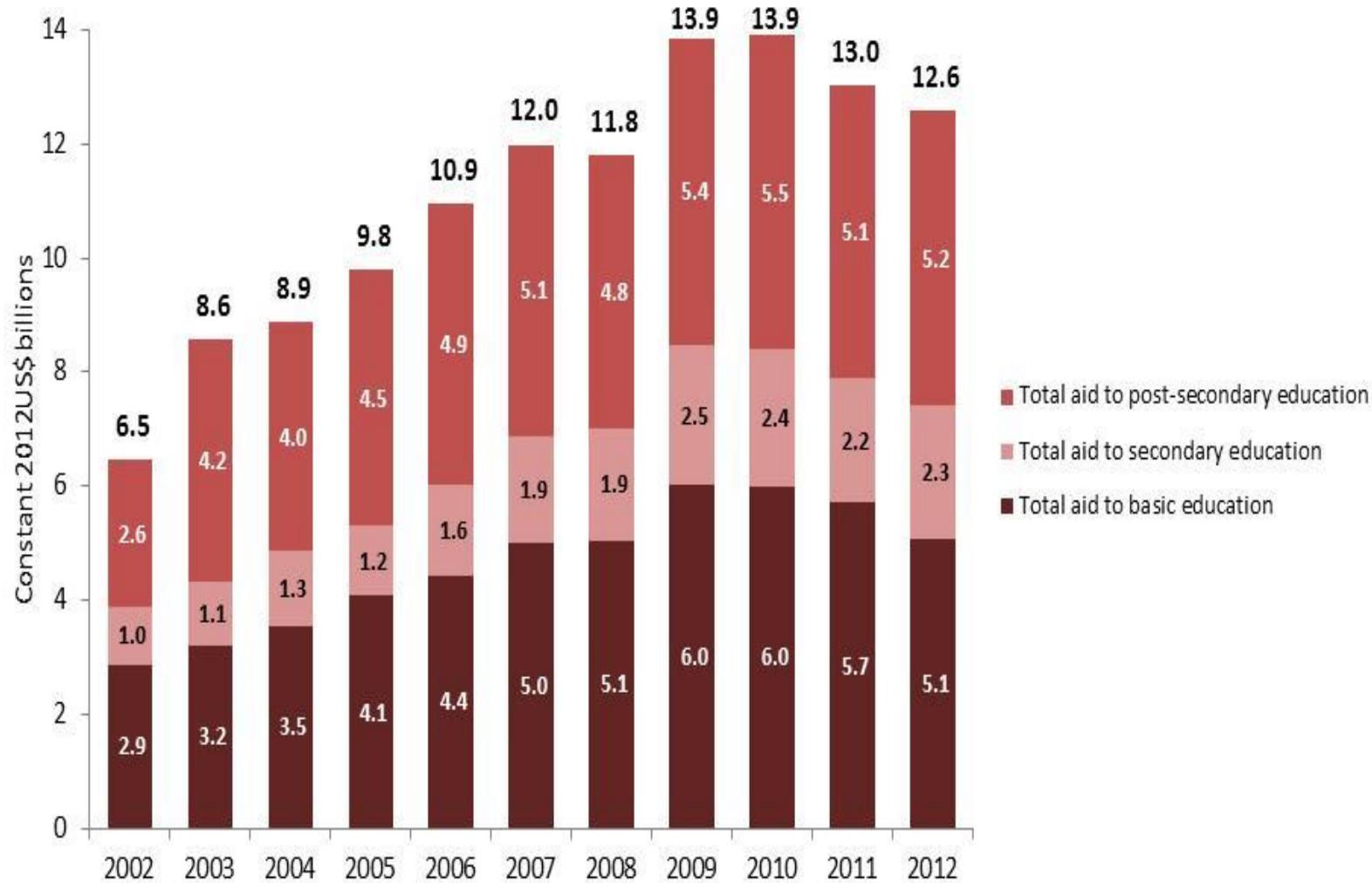


Part IV: Trends in aid to Education, all donors

**Part IV: Trends in Aid to Education
2002-2012, All Donors**

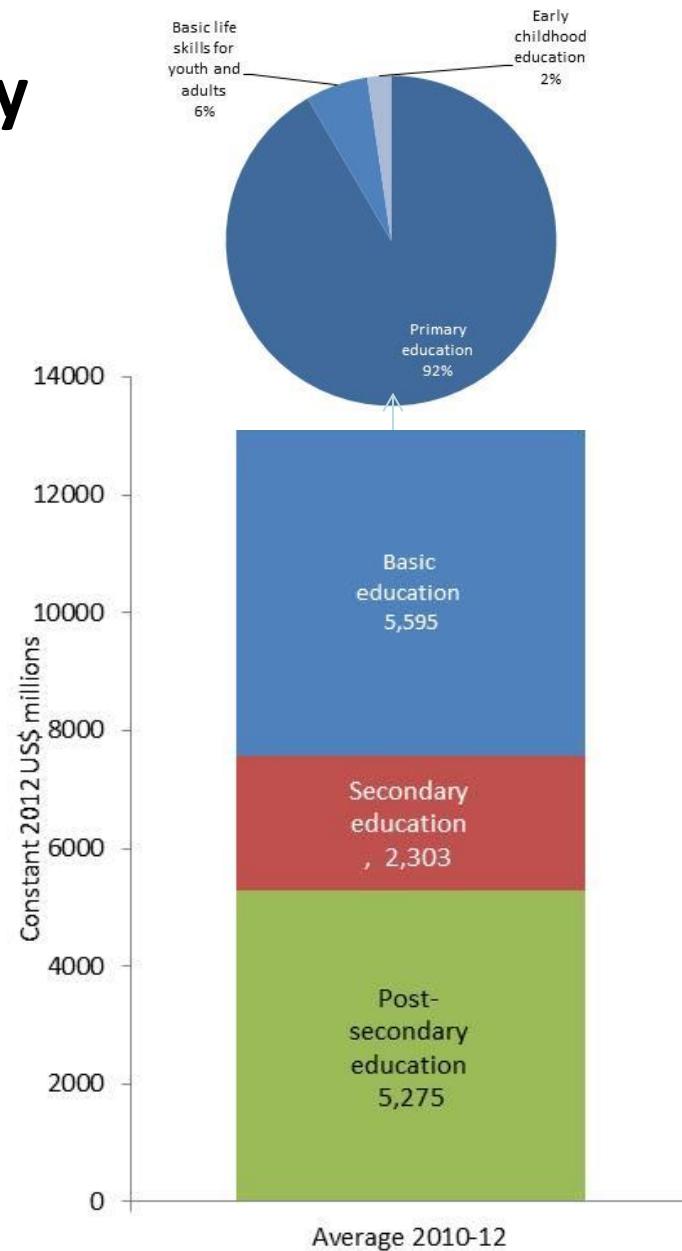
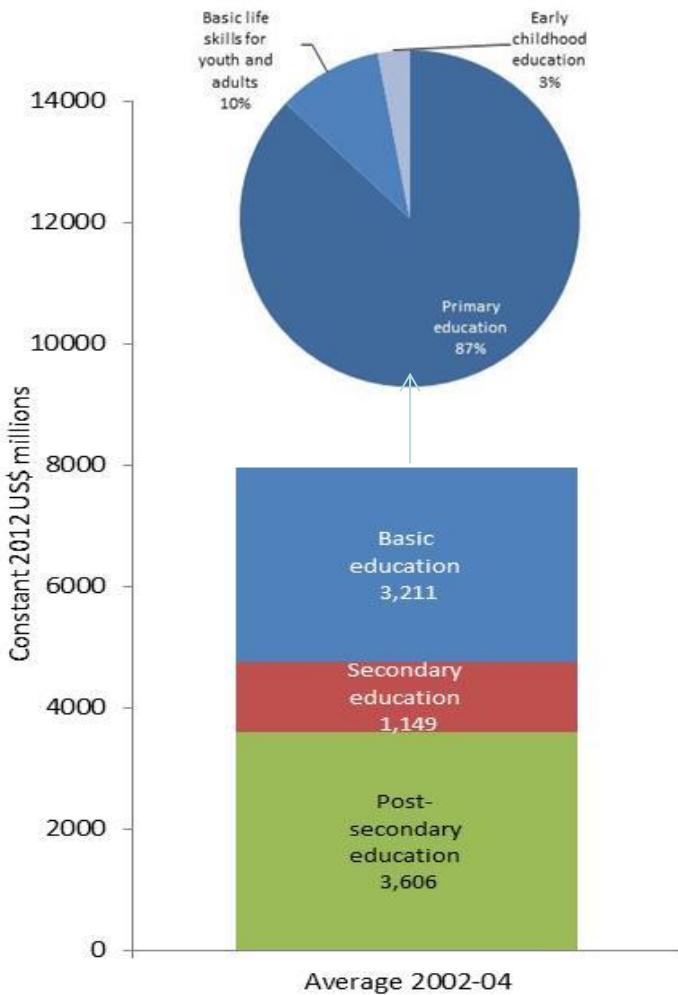
Trends in aid to education (2002-2012): All donors

Aid to education fell by over US\$1 billion between 2010 and 2012



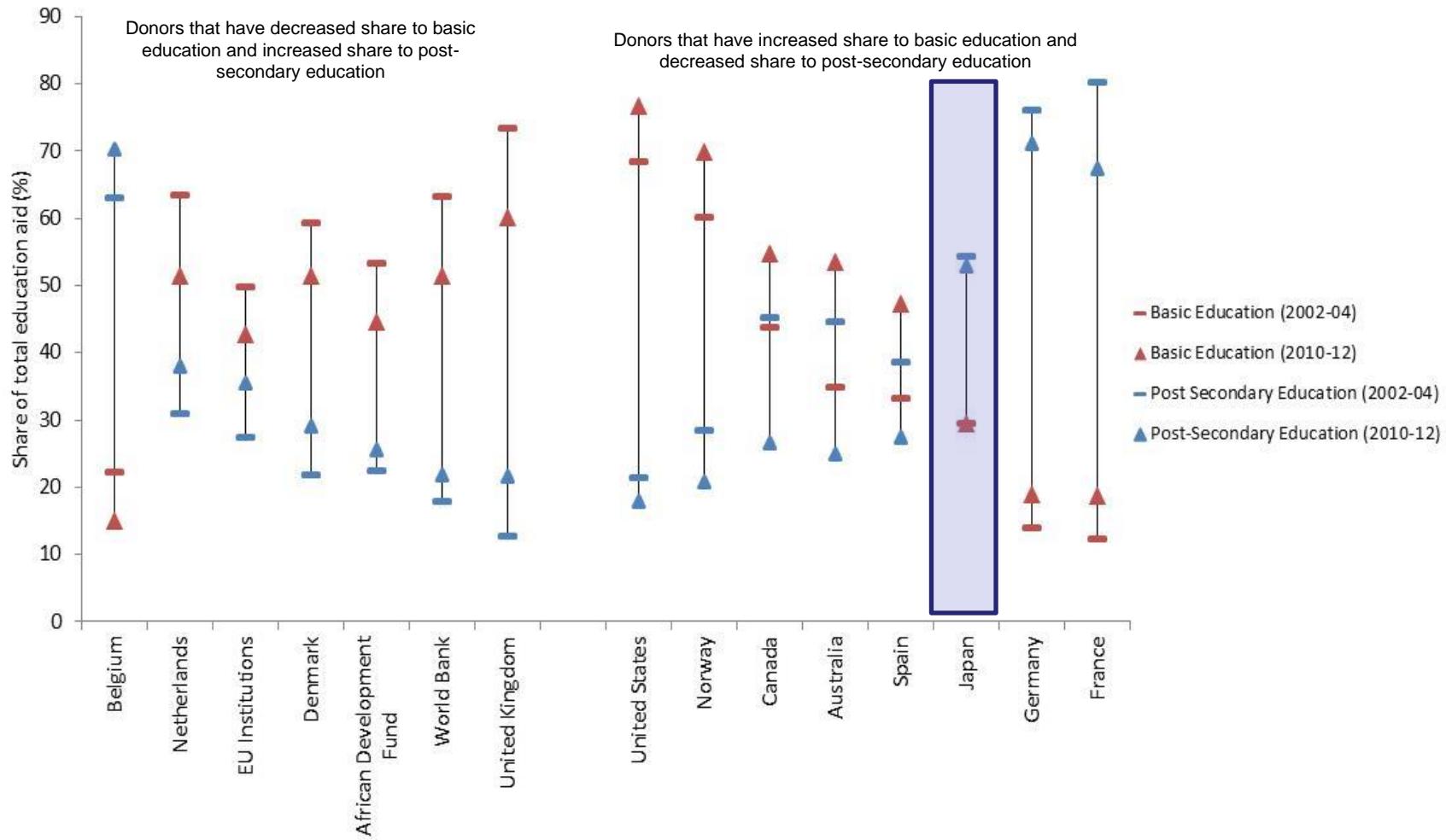
Trends in aid to education (2002-2012): All donors

The majority of basic education aid is for primary education



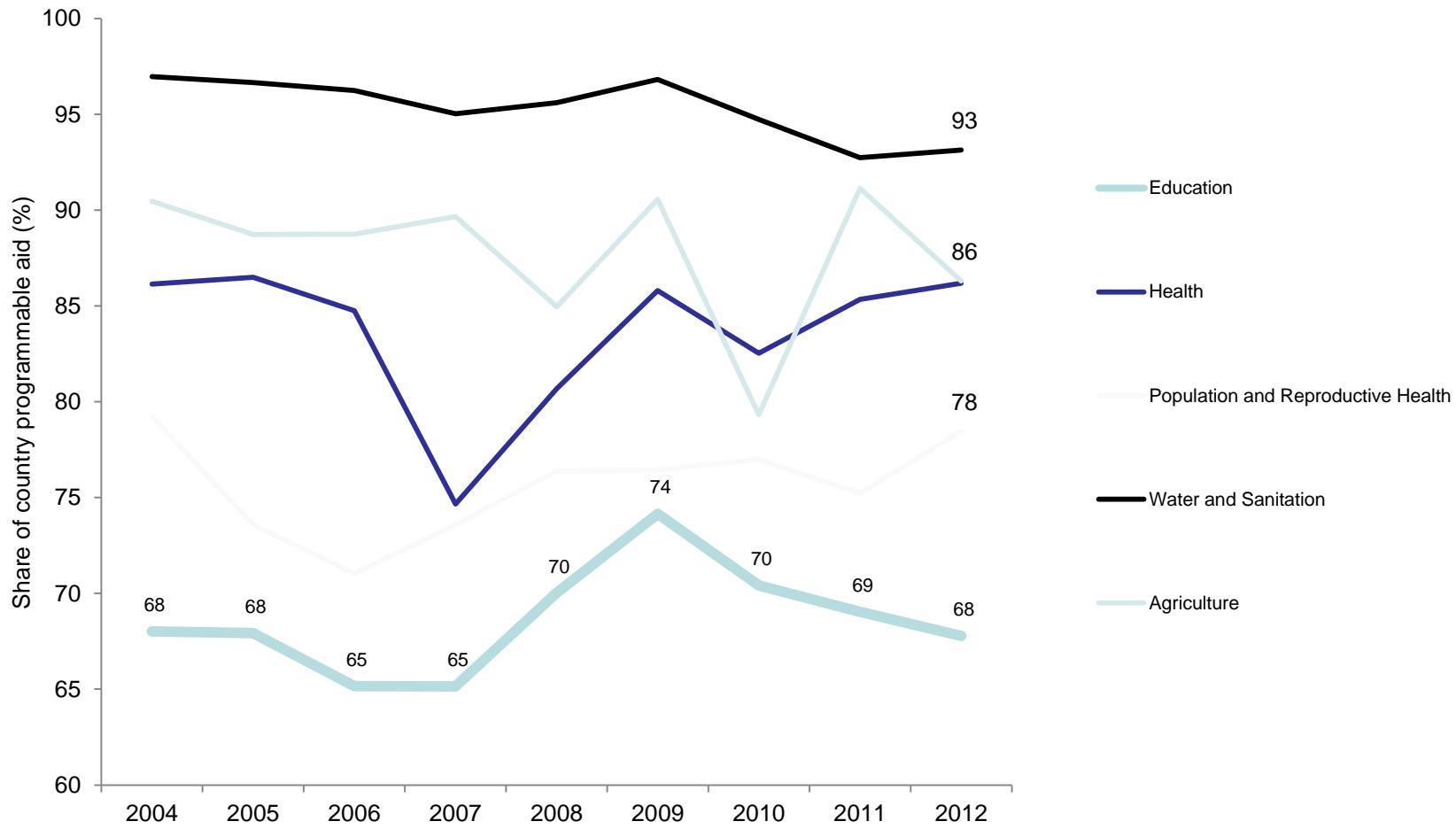
Trends in aid to education (2002-2012): All donors

Many of the largest donors to education
reallocated from basic to post-secondary education



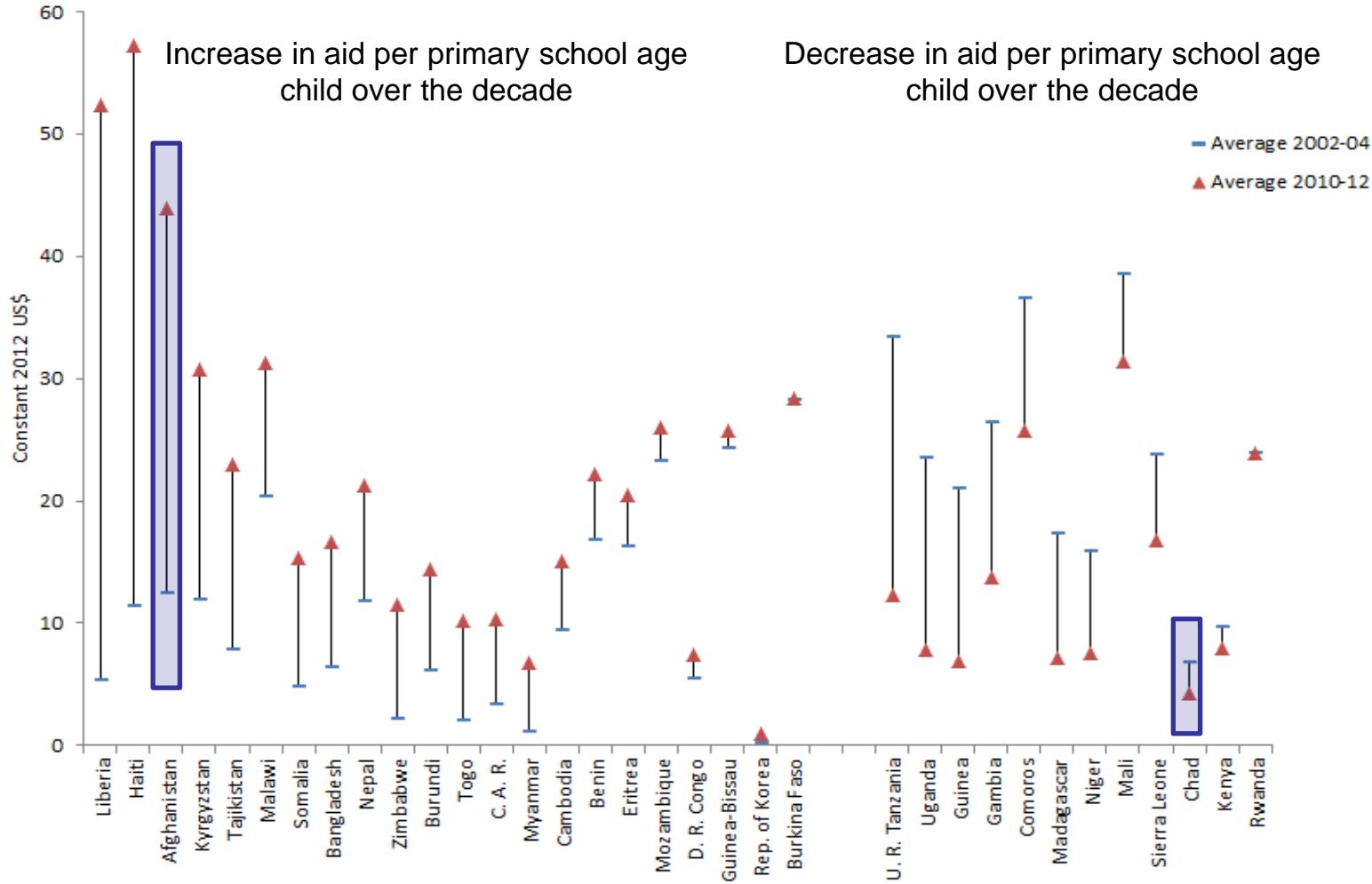
Trends in aid to education (2002-2012): All donors

Share of aid (country programmable) reaching recipient countries is lower for education than other sectors



Trends in aid to education (2002-2012): All donors

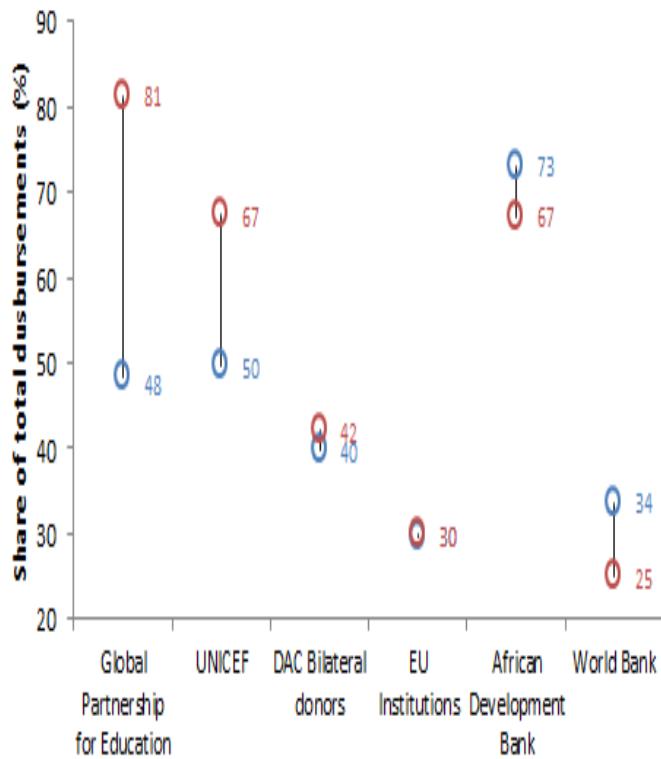
Aid per school-age child varies widely among low income countries



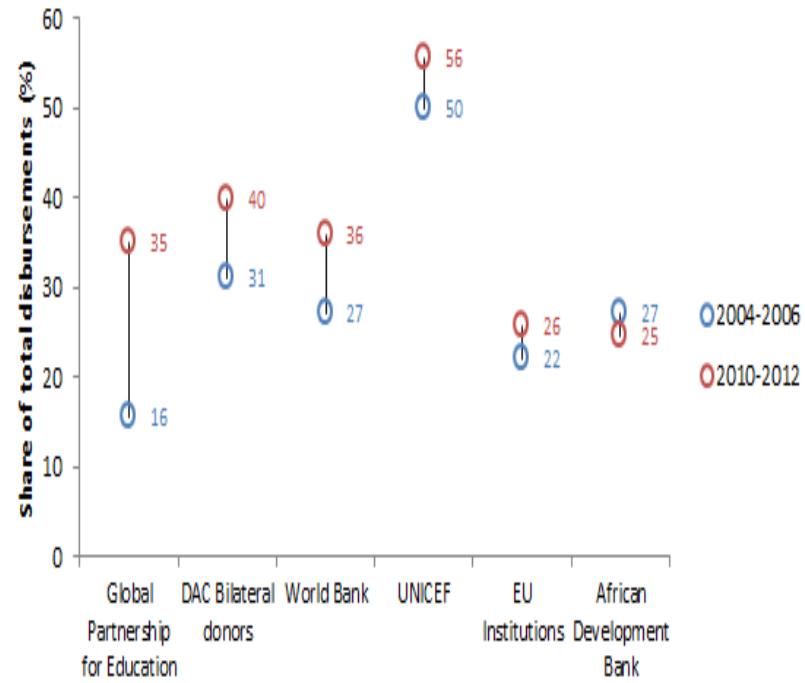
Trends in aid to education (2002-2012): All donors

The GPE has better targeted the countries most in need in past decade

Low income countries



Conflict affected countries

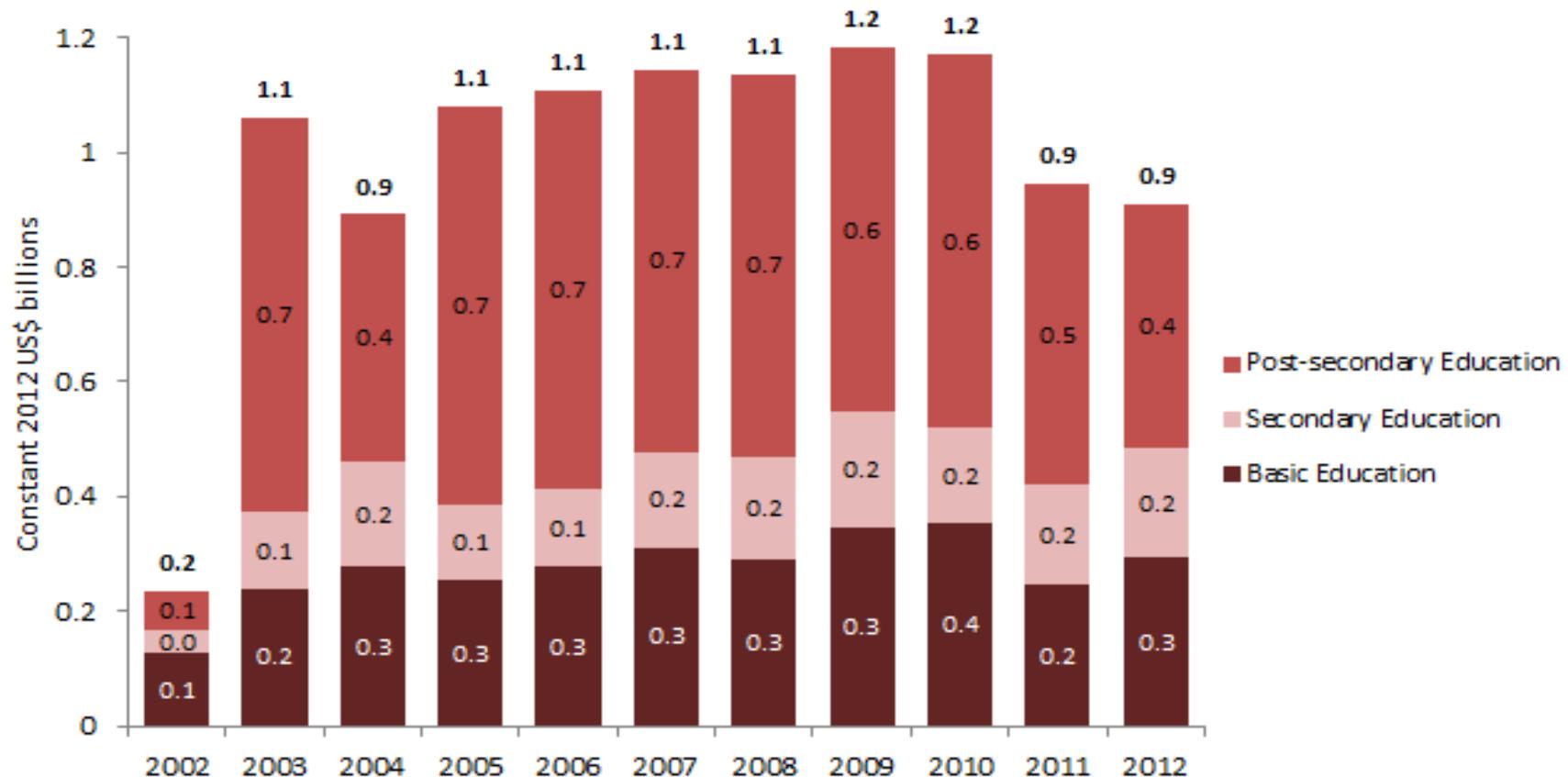


Part V: Trends in aid to Education, Japan

Part V: Trends in Aid to Education 2002-2012, Japan

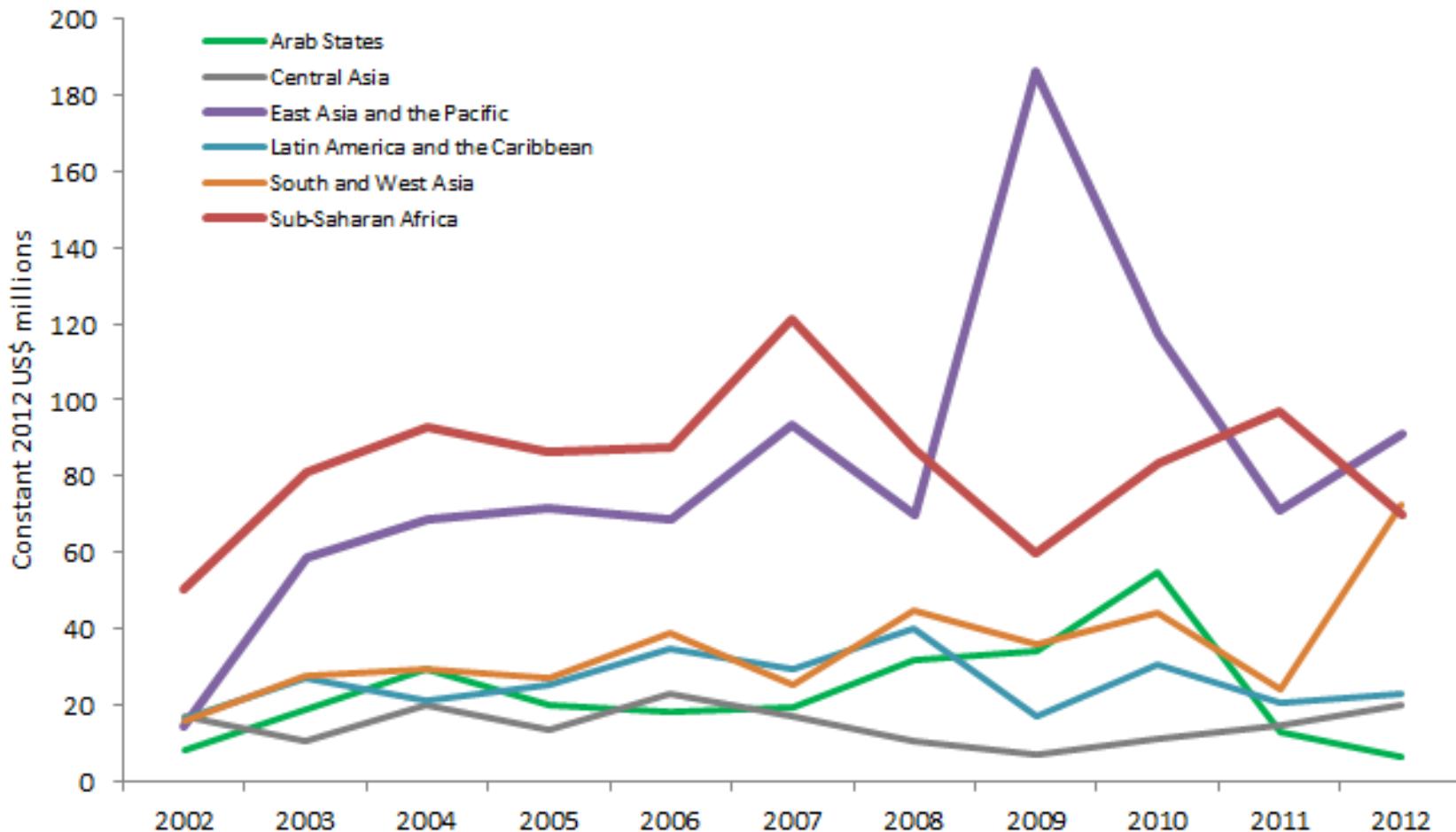
Trends in aid to education (2002-2012): Japan

Post-secondary education makes up the majority of Japan's education aid



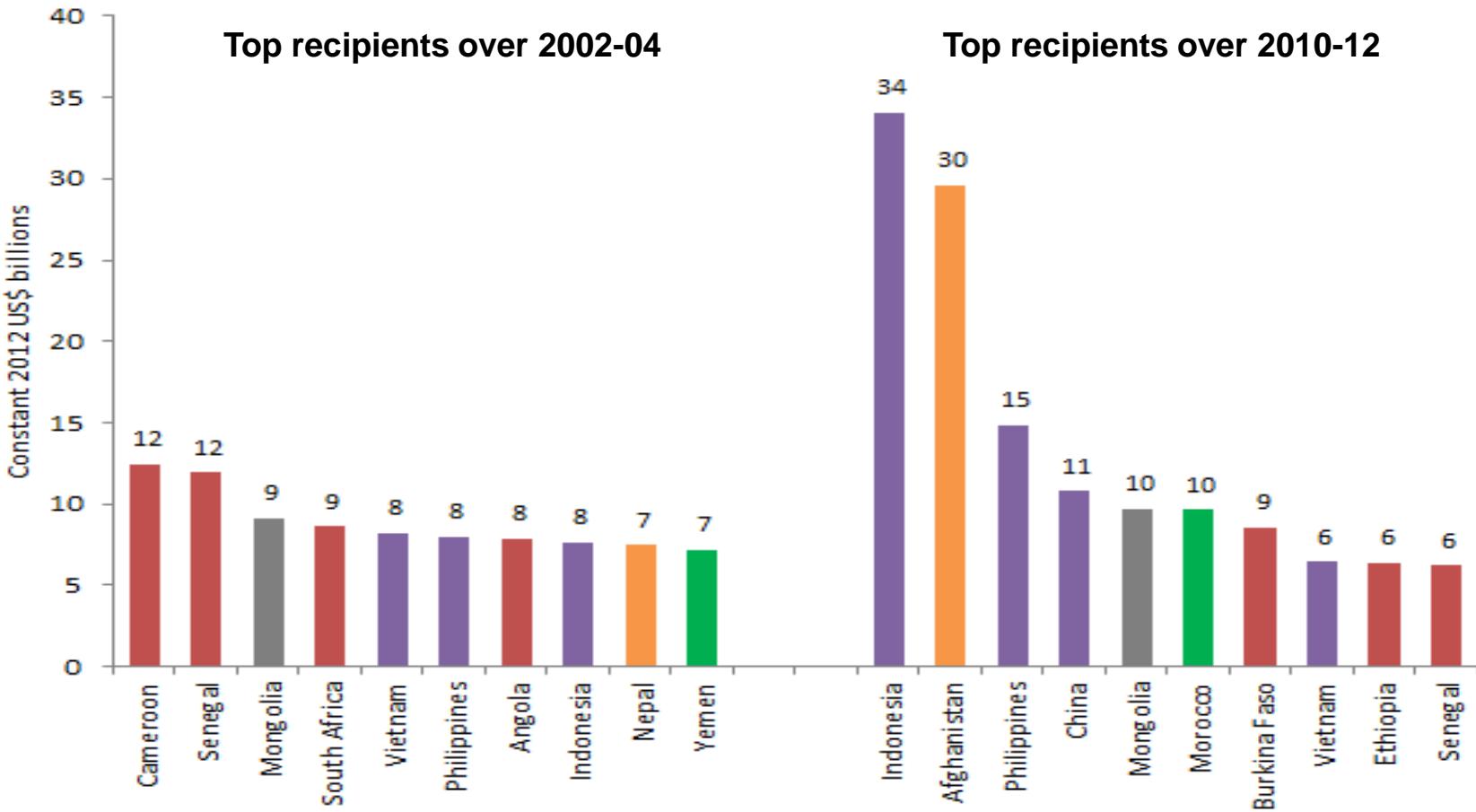
Trends in aid to education (2002-2012): Japan

East Asia and sub-Saharan Africa receive the largest volumes of Japanese aid



Trends in aid to education (2002-2012): Japan

Changing priority recipient countries for basic education aid over the decade



Part VI: Explaining progress toward EFA

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Explaining progress: External factors

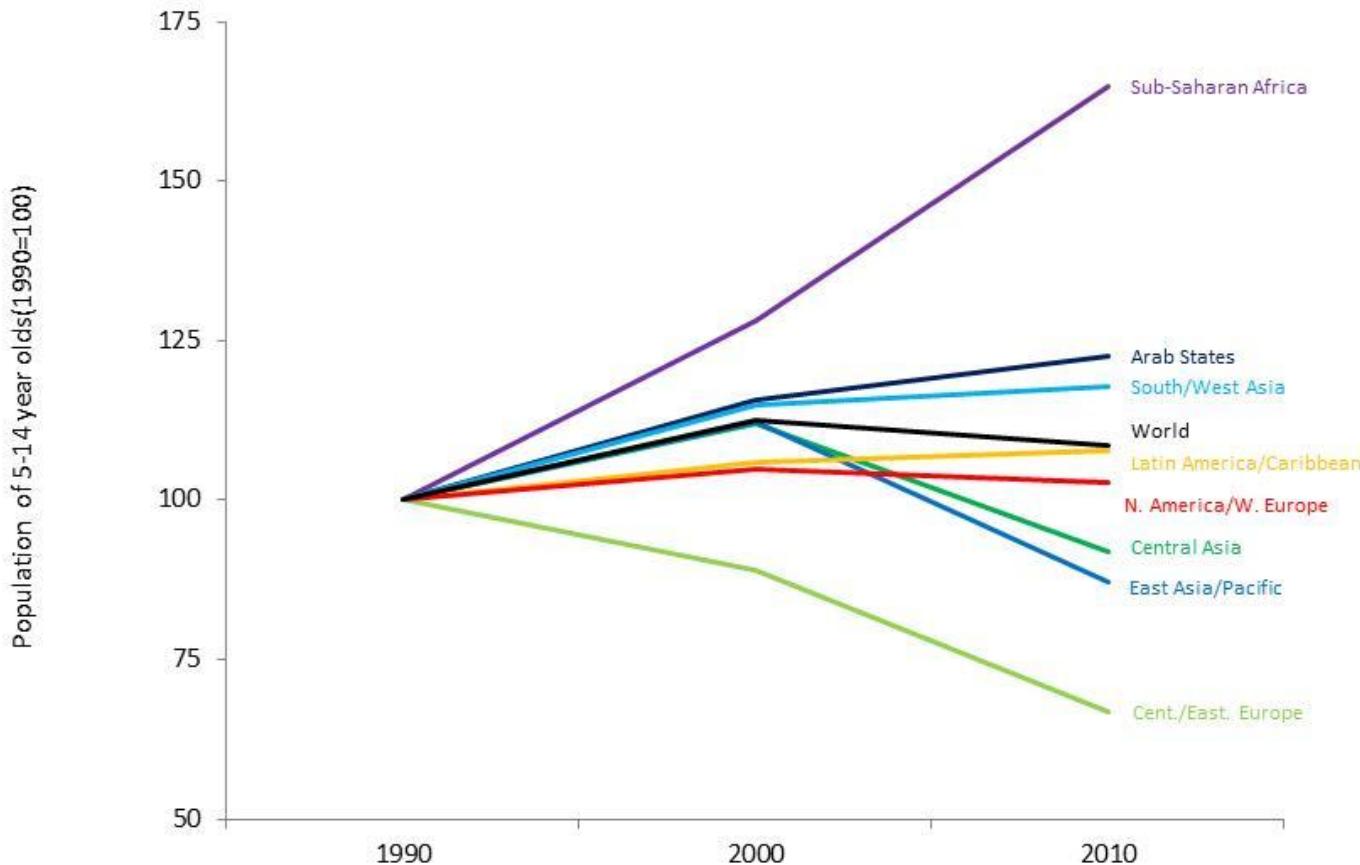
Demographic: Favorable conditions except in Africa

- Between 1990 and 2010, the cohort of children aged 5–14 years increased by 65% in sub-Saharan Africa and fell by 13% in East Asia and the Pacific
- Share of population living in urban areas increased from 43% in 1990 to 47% in 2000 and 54% in 2010

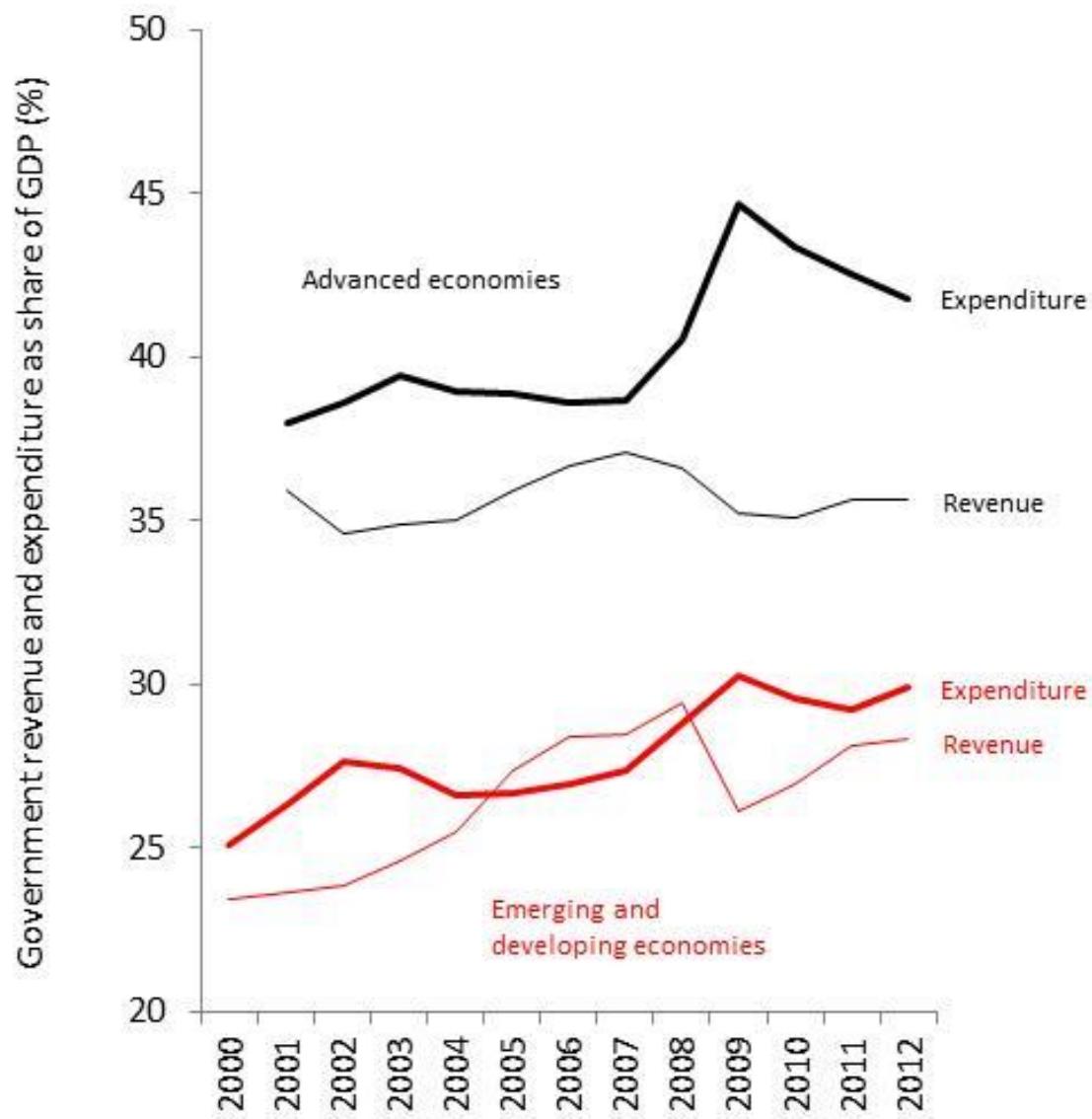
Economic: Growth and poverty reduction in developing countries but high inequality remained an obstacle

- Low and middle income countries have increased government revenue as a share of GDP from 23% in 2000 to 28% in 2012
- Percentage living on less than US\$1.25 per day fell from 47% in 1990 to 22% in 2010 in developing countries

External factors: Demography



External factors: Government revenue and expenditure



Explaining progress: Global EFA strategies

Strategies: Not all 12 strategies were implemented with the same level of commitment – nor were many strategies truly successful

- More progress where there was strong technical focus, clear objectives, dedicated capacity, collective finance, regular evaluation, and overt political support:
e.g. independent monitoring, education approach to HIV/AIDS, conflict, financing (to some extent)
- Less progress where above conditions did not apply:
e.g. school environments, teacher status or where coordination and political commitment were needed:
e.g. global coordination model, accountability

Part VII: Lessons for the post-2015 agenda

Part VII: Lessons for the post-2015 agenda

Uneven EFA implementation and progress

- EFA was conceived as an integrated and holistic policy addressing diverse educational challenges (ECCE, UPE, gender equality, skills development, quality education, adult literacy), which 164 countries & others 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, mainly UPE and MDG goals, and ignored others.
- Thus, in practice, the EFA agenda resulted in many disconnected silos of programs, analyses, research and policy formation. While clear progress in UPE, gender parity (impact of MDGs) and interest in monitoring quality through learning assessments; in other areas progress is mixed and slow.

Post-2015 lesson: merge education priorities with broad development priorities; align post EFA and SDG goals and targets

Serious problems in monitoring EFA target goals

- Conceptual understandings of key EFA concepts (e.g., life skills, quality education, literacy) were contested
- Debates over the definition and measurement of certain goals: Goal 3, adult literacy, quality education. Unlike MDGs, some EFA goals didn't have clear and measureable targets.
- Monitoring can result in simplifying complex issues to common understandings
- While data quality is improving, still many gaps in data supplied by countries. Also countries without data go unmonitored. For this, and other reasons, some countries and regions receive disproportionate attention.
- Two-year time lag in data availability
- Growing sub-national data (mainly household surveys) to examine **within-country** inequalities, but not coordinate across agencies
- Weaknesses of national and int'l financial data—e.g., excludes south-south transfers and those by private foundations to developing countries

Post-2015 lessons: embark on open consultation to improve concept definition and clarification; Link targets to clear and measureable indicators; Improve data sources and coordination: a data revolution;⁵⁶

International and national political will can dissipate over time

- **Political commitment receding:** after an initial period of enthusiasm, some EFA convenors lose interest; interactions among responsible international government agencies--and other stakeholders—became less frequent; regional and global coordination mechanisms have limited impact
- Perception that EFA agenda is only relevant to Global South
- Funding for EFA increases initially but vulnerable to subsequent financial crises
- Doesn't involve emergent economies in support of partner countries

Post-2015 lessons: need universal agenda to increase political will; policies should be meaningful, relevant, ambitious and transformative; idea of global education fund;

Substance of post 2015 education policy

Emergent principles in Joint Position Paper discussed and affirmed at May 2014 Global EFA meeting in Oman

- Education goals and targets should continue to be the basis for international policies in education, but they should be **international/universal in coverage** (not limited to Global South)
- There should be **one overarching Education goal**. It should be **comprehensive in scope** and pertain to the **2015-2030** period.
- The overarching goal should be **operationalized into specific targets and measureable indicators**
- The contents of the global development agenda and the education policy agenda should be aligned: in other words, **maximum alignment in the formulation of one independent freestanding education goal and its multiple targets**.
- **Countries should commit to global targets and keep in mind national contexts**

Process of establishing new post 2015 priorities in education

Post-2015 agenda: Calendar of events

Education track

Joint Position Paper (UNESCO,
UNICEF and partners)



May 2014 Global EFA
Meeting in Oman →

Muscat Goal/Targets



May 2015 World Education
Forum, South Korea
Framework for Action

Development track

Open Working Group
(+Technical Support Team) at
UN headquarters



Sept 2014 UN General
Assembly Proposal for SDG



Sept 2015 UN General
Assembly
Development agenda

Current formulation of SDG 4 on education:

- **“Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”**

Draft targets: 7 Outcome Targets and 3 Means of Implementation

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.

Additional Targets:

- 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 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
- 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

Recent and future steps for post-2015 SDG agenda

- UN Secretary General produced a ‘synthesis report’ (Dec 2015)
- 69th session of UN General Assembly will debate the OWG proposal during 2014-2015
- UNESCO led Regional Education Conferences (late 2014 and early 2015) culminating in World Education Forum in South Korea (May 2015) to debate education goal and targets and develop a Framework for Action
- UN Regional Commissions will consult on the full Post-2015 proposal
- 46th UN Statistical Commission will likely establish/mandate an Expert Group on Indicators in March 2015
- A high level meeting of Ministers will adopt the new agenda in September 2015
- 47th UN Statistical Commission will adopt the new indicator framework in March 2016

Part VIII: Concluding Remarks

Concluding Remarks

- Although uneven, the EFA movement has succeeded in quickening the pace of progress on some EFA goals (UPE, EC Care; Gender parity)
- Progress in domestic finance but mainly due to higher revenues rather than prioritization of education
- International aid to education increased to 2009 but fell by over US\$1 billion between 2010 and 2012
- Not all 12 Dakar strategies were implemented with the same level of commitment – nor were many strategies truly successful; global coordination mechanisms had limited success

Concluding Remarks

- Post 2015 policy on education continues to focus on education goals and targets, as policy instruments, despite their aspirational nature
- International policy formation today involves many more actors, wider consultation processes, is much longer in duration, involves many more experts, and tends to lay bare areas of consensus and contestation fairly early.
- SDG education goal and targets place greater emphasis on access to all levels of education, outcomes like basic learning & skill acquisition, equity, and links with wider sustainable development priorities
- Widespread consensus over the need to establish an independent monitoring and assessment mechanism (like GMR) to compile and analyze expanded data in education and to promote evidence based policy making

Thank you!

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