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Education 2030:

The New Global Education Agenda

toward Inclusive and Equitable Learning Improvement



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This speech covers:

- Milestone events and roles of EFA SC
- Incheon Declaration and Education2030
- Roles of Researchers

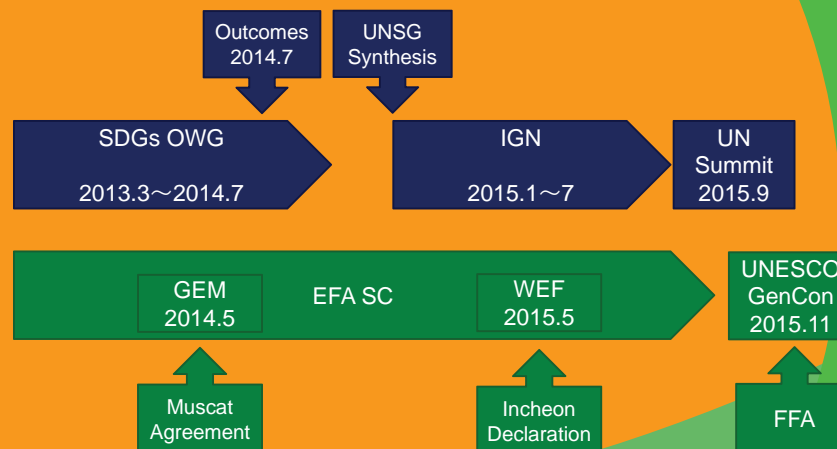
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Major Works of SC

2014.	SC discussed UNESCO position paper for the post-2015 education agenda
3.6-7	
4	GEM drafting group discussions
5.12-14	GEM in Oman (Ministerial level) Muscat Agreement (finalized by SC)
8.6-8	APREC
10.9-10	SC OWG vs Muscat, FFA, TAG on indicators
2015.	SC UNSG synthesis, MA→OWG rev.
2.5-6	FFA, Indicators
3.20	SC chair submit comments to OWG
4.8-10	SC working strategy for WEF (focus on Declaration)
5.19-22	WEF (Ministerial) adopted Incheon Declaration
8.31-9.1	SC to revise FFA after FfD
10.1-2	SC to finalize FFA after UN Summit
2015.11	UNESCO GenCon (ministerial) to adopt FFA

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Milestones



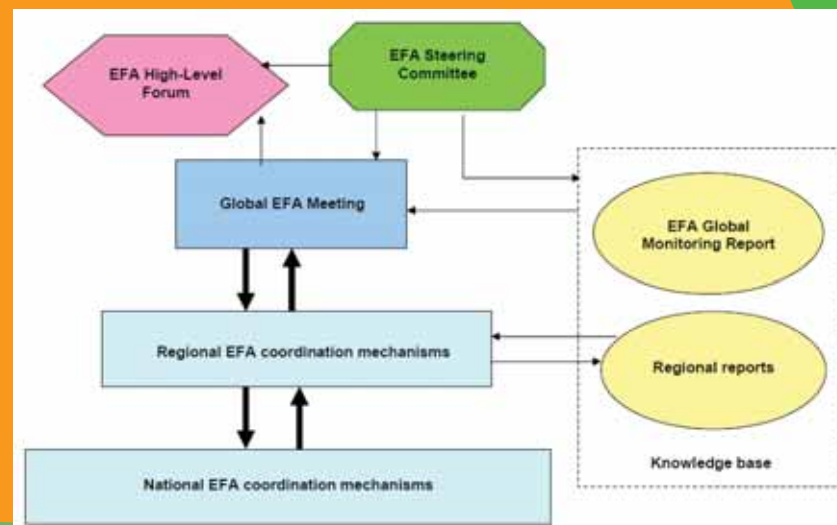
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EFA Steering Committee is:

- A global coordination mechanism on EFA
 - Strategic and policy recommendations on EFA coordination up to 2015
 - Recommendations on the post 2015 Ed agenda
- Members: 20+/-
 - 6 regional rep.: W-Europe&N-America (Norway), E-Europe (Russia), LAC (Br), AP(Japan), Africa (Benin), Arab (Saudi)
 - E9 (Pakistan), WEF Host (Korea)
 - EFA Conveners : UNESCO, UNDP, UNFPA, UNICEF, World Bank
 - GPE, OECD
 - CSO (GCE, ASPBAE/ANCEFA), Private (INTEL), EI

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EFA Steering Committee



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SC Working Principles

- Muscat Agreement to represent views of a wider education community
 - ↔ OWG works on a closed door
- One goal, one framework
- OWG outcomes untouchable
- OWG=SDGs
- SDG4=Education 2030

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Post 2015 Agenda

- Universal
- Transformative
- Aspirational

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Incheon Declaration

- Used SDG 4 as an education goal
Ensure inclusive and equitable quality education and promote life-long learning opportunities for all
- Inclusive = leaving no child behind --- Right-based
- Learning/Learning outcomes
meaning of quality, results-oriented, backbone of SD
- FFA to be finalized based on Incheon Declaration, FfD outcomes, UN Summit, and to be adopted in Nov. 2015

ECCE, Pre-Primary

Muscat Agreement	OWG - SDG 4	Incheon Decl.
Target 1: By 2030, at least x% 4.2 of girls and boys are ready for primary school through participation in quality early childhood care and education , including at least one year of free and compulsory pre-primary education , with particular attention to gender equality and the most marginalized.	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	We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education .

Basic (Primary and Secondary) Ed

Muscat Agreement	OWG - SDG 4	Incheon Decl.
Target 2: By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes , with particular attention to gender equality and the most marginalized.	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	Para. 6 . --, we ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education , of which at least nine years are compulsory , leading to relevant learning outcomes .

Literacy

Muscat Agreement	OWG - SDG 4	Incheon Decl.
<p>Target 3 By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.</p>	<p>4.6 by 2030 ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy</p>	<p>Para. 9 Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy---.</p> <p>Para.10 (lifelong learning) --- all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills ---</p>

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Skills Development

Muscat Agreement	OWG - SDG 4	Incheon Decl.
<p>Target 4: By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.</p>	<p>4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university</p> <p>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</p>	<p>Para.10 We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research ---, as well as ---non-formal and informal education, is important.</p>

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Quality and Outcomes

Muscat Agreement	OWG - SDG 4	Incheon Decl.
<p>Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.</p>	<p>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</p>	<p>Para. 9 We commit to quality education and to improving learning outcomes, ---. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED).</p>

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Teachers

Muscat Agreement	OWG - SDG 4	Incheon Decl.
<p>Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers.</p>	<p>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</p>	<p>Para.9 We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.</p>

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Gender and Equity

Muscat Agreement	OWG - SDG 4	Incheon Decl.
In 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	Para.7. Inclusion and equity in and through education is the cornerstone of a transformative education agenda, ---. Para.8. We recognize the importance of gender equality in achieving the right to education for all.

Resources

Muscat Agreement	OWG - SDG 4	Incheon Decl.
Target 7: By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education , prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.	No reference. cf.: FfD, Addis Ababa "We will scale up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education, including through scaling-up and strengthening initiatives, such as the Global Partnership for Education ."	Para.14. increase public spending on education in accordance with country context, and urge adherence to the international and regional benchmarks of allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education Para.15. "to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries" "commit to increase our support to the least developed countries."

Structure of MDGs

Goals (total 8)	Targets (total 18)	Indicators (total 48)
Goal 2. Achieve universal primary education	Target 3. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	6. Net enrolment ratio in primary education 7. Proportion of pupils starting grade 1 who reach grade 5 8. Literacy rate of 15-24-year-olds
Goal 3. Promote gender equality and empower women	Target 4. Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015	9. Ratio of girls to boys in primary, secondary and tertiary education 10. Ratio of literate females to males of 15-to-24-year-olds 11. Share of women in wage employment in the non-agricultural sector 12. Proportion of seats held by women in national parliament

Structure of SDGs

Goals (total 17)	Targets (total 126+Mol43)	Indicators (total ?)
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	7Target+3Mol 4.a Build and upgrade education facilities ---. 4.b By 2020, expand by [x] per cent globally the number of scholarships available to developing countries, ---.	
Goal 5. Achieve gender equality and empower all women and girls	6Target+3Mol	
	Education also appears in: T3.7 (health) T8.6 (employment & decent work) T13.3 (climate change)	

Dakar FW vs Incheon Decl.

- Dakar
 - 3 pages
 - Expanded commentary: 11 pages, Regional FFA
 - Indicators developed later(GMR, MDGs indicators)
 - No financial target (FTI→GPE)
- Incheon
 - 4 pages
 - FFA to be adopted later
 - Indicators to be developed later
 - With ref to Financial target (but not in OWG) → →?

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Draft FFA for Education 2030

I. VISION AND RATIONALE

II. GOAL, TARGETS AND INDICATORS

- Overarching goal
- Strategic approaches
- Global targets and specific strategic options
- Indicators (to be agreed on in 2016)

III. IMPLEMENTATION MODALITIES

- Governance, accountability and partnerships
- Effective coordination
- Monitoring, reporting and evaluation
- Financing

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Education 2030

- A broader scope
 - Pre-primary~Skills, HE, LLL
- More challenging issues
 - Inclusiveness, Learning improvement, Outcomes
- Edu goals=Edu in Development Goals
 - +education for SDGs
- Complicated, difficult to understand
- Multiple players

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Quality Learning and Outcomes Our Challenges

Muscat Agreement	OWG - SDG 4	Incheon Decl.
<p>Target 5: By 2030, all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development.</p>	<p>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</p>	<p>Para. 9 We commit to... and to improving learning... Quality education... knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED).</p>

What do we actually know about...

Do we know how to...

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In fact,

- ◎ We know a lot about how to make teaching more effective. (though not enough)
 - Lesson study
 - Effective use of TLM
 - Classroom management
 - School management
 - Good practices of brilliant teaching
 - Experiences of international cooperation to be re-oriented to learning improvement
- ◎ But we are not using the knowledge!

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Roles of Researchers

- ◎ Re-interpret existing knowledge
- ◎ Work with practitioners, policy makers and other stakeholders
 - To establish a policy-practice-results linkage
 - To institutionalize what works
- ◎ Disseminate knowledge “for use”

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