



Jomtien FFA

Meeting Basic Learning Needs

Countries may wish to set their own targets for the 1990s in terms of the following proposed dimensions

1. Expansion of **early childhood care and developmental** activities, --- especially for poor, disadvantaged and disabled children;
2. Universal access to, and completion of, **primary education** (or --- "basic") by the year 2000;
3. Improvement in **learning** achievement ---;
4. Reduction of the **adult illiteracy** rate --- to one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy ---;
5. Expansion of provisions of basic education and training in other essential skills required by **youth and adults**, --- with program effectiveness assessed in terms of behavioral changes and impacts on health, employment and productivity;
6. Increased acquisition --- of the knowledge, skills and values required for better living and sound and **sustainable development**, --- with effectiveness assessed in terms of behavioral change.

UDHR 1948 "everyone has a right to education"

More than 100 million children have no access to primary schooling

Dakar FFA

Reaffirmed Jomtien commitment and adopted 6 goals:

- Goal 1 Expanding and improving comprehensive **early childhood care and education**, esp. for the most vulnerable and disadvantaged children.
- Goal 2 Ensuring that **by 2015** all children, particularly girls, children in difficult circumstances and --- ethnic minorities, have access to, and complete, free and compulsory **primary education** of good quality.
- Goal 3 Ensuring that the learning needs of all **young people and adults** are met through equitable access to appropriate learning and life-skills programmes.
- Goal 4 Achieving a 50 per cent improvement in levels of **adult literacy** by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Goal 5 Eliminating **gender disparities** in primary and secondary education by 2005, and achieving **gender equality** in education by 2015, ---.
- Goal 6 Improving all aspects of the **quality of education** --- so that recognized and measurable **learning outcomes** are achieved by all, especially in literacy, numeracy and essential life skills.

Education 2030 = SDG4

'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'

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**

T 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

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

T 4.4: **By 2030**, substantially increase the number of youth and adults who have relevant **skills**, --- for employment, decent work and entrepreneurship

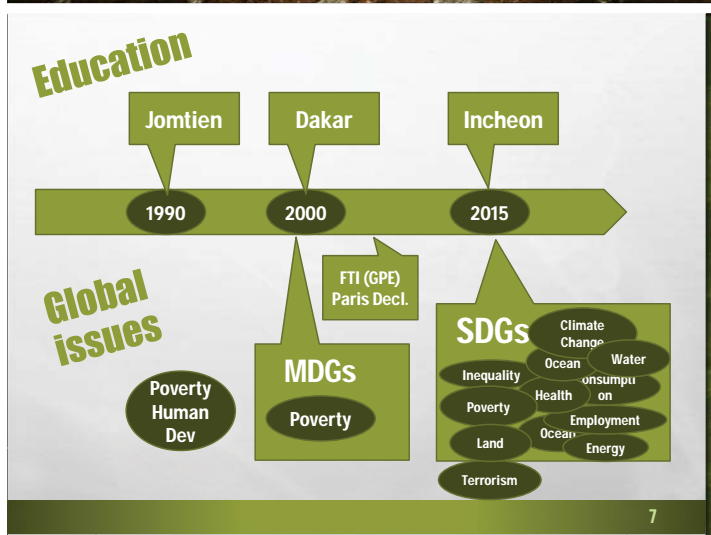
T 4.5: **By 2030**, eliminate **gender disparities** in education and ensure equal access to all levels of education and vocational training ---

T 4.6: **By 2030**, ensure that all youth and a substantial proportion of **adults**, --- achieve **literacy and numeracy**

T 4.7: **By 2030**, ensure that all learners acquire knowledge and skills needed to promote **sustainable development**, --- through **ESD** ---

Changing (?) or Constant Emphasis

Jomtien Meeting the Basic Learning Needs	Dakar	Incheon SDG4 Inclusive and equitable quality education
1. ECDD	1. ECCE	2. ECDC
2. Primary education universal access, completion	2. Primary education access, completion, free and compulsory	1. Primary & Secondary Ed Complete, free, learning outcomes
	5. Gender parity and equality	5. Gender parity
3. Learning achievement	6. Quality of education, learning outcomes	(included in 1.)
4. Adult literacy	4. Adult literacy	6. Adult literacy and numeracy
5. Youth and adults; basic education & skills	3. Young people and adults; learning & life-skills	4. Youth and adults, skills, employment, decent work
6. Knowledge, skills & values for sustainable development		3. Tech.voc & University
		7. Knowledge and skills for sustainable development thru ESD



Issues for Exploration (1)

- **Changing Focus from Access to Quality (?)**
 - Remaining equity and inclusiveness vs learning
- **Consistent emphasis on Right-based education**
 - Does this hold in SDGs framework? vis-à-vis post-basic and skills
- **Changing context in which educ development is pursued:**
 - poverty reduction, → MDGs (8) → SDGs (17)
- **Smaller space (or bigger role) of education among ever-broadening Development Agenda**
 - Is this good or bad?

What have we achieved? and how?

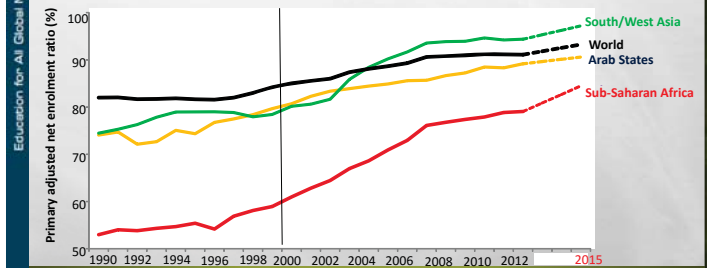
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EFA GOAL 2: JUST HALF OF COUNTRIES REACHED THE GOAL

Goal 2
Primary
education



This was the most prominent
of the EFA goals
Yet, despite progress, **just over
half of countries** have reached
universal primary enrolment

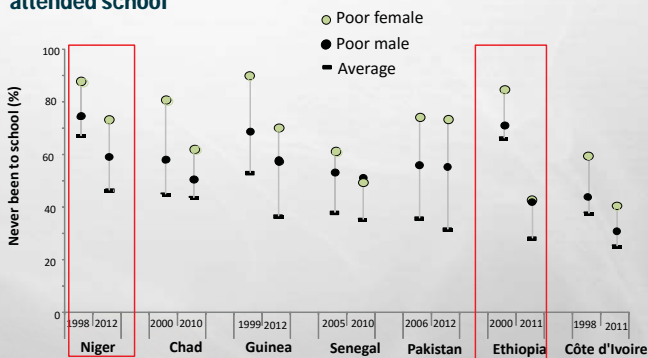


Source: UNESCO

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EFA Goal 5: Disadvantages persist and overlap

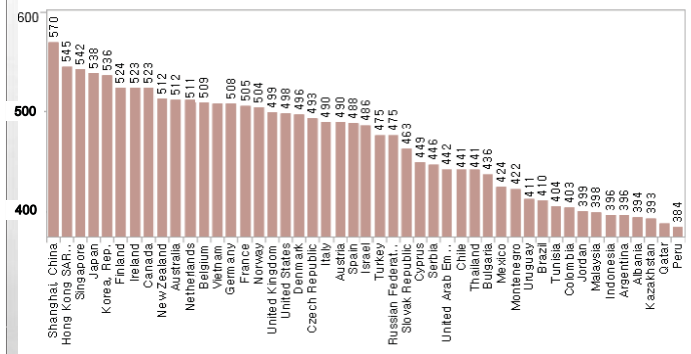
The poorest girls continue to be most likely never to have
attended school



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Learning Gap - Global

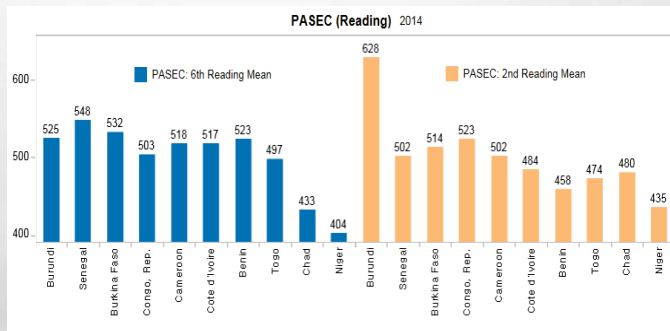
PISA (Reading) 2012



Source: OECD/ World Bank EdStats

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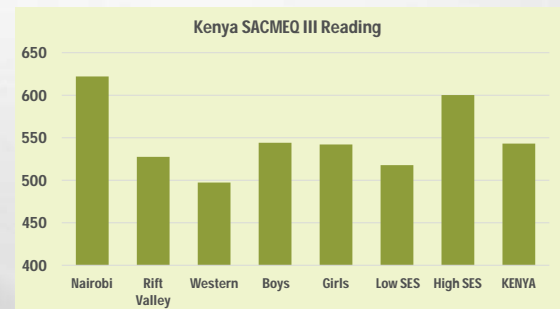
Learning Gap 2 – Intra-Region



Source: World Bank EdStats

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Learning Gap 3 – within a country

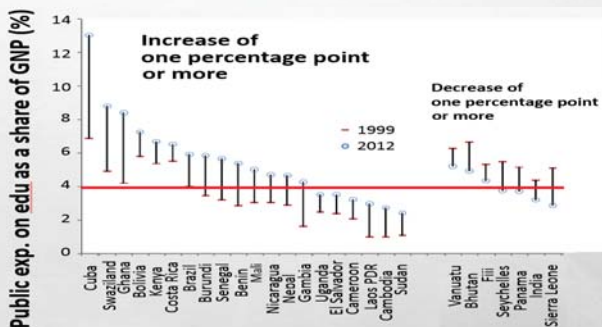


Source: World Bank EdStats

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DOMESTIC FINANCE: MANY COUNTRIES HAVE INCREASED SPENDING

Many low income countries have **increased their spending on education...**



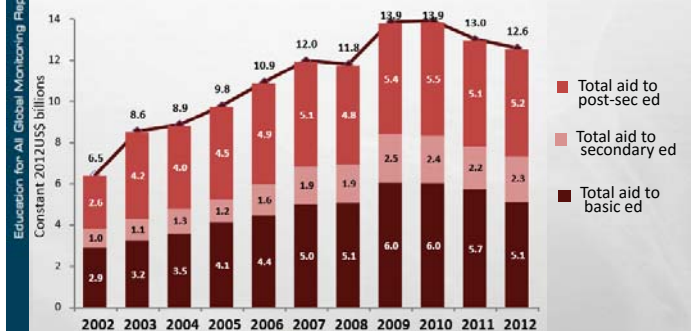
Over half of low income countries spent the minimum recommended
amount of 4% of their GNP on education

Source: UNESCO GMR 2015

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International Aid: Donors did not keep their promise

Aid to education **fell by US\$1.2 billion** between 2010 and 2012
almost doubled between 2002 and 2012, but...



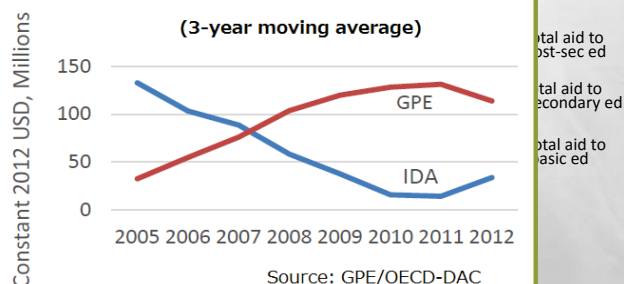
Source: UNESCO GMR2015

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IDA and GPE Disbursements for Basic Education to 11 SSA Countries that Joined GPE pre-2006 (3-year moving average)



Source: UNESCO GMR2015

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Issues for Exploration (2)

- **How much do we know how to :**
 - tackle Inequality
 - Improve Learning
- **Finance triggered improvement during EFA era**
 - New financing mechanism for broader and ambitious targets: possible?
- **Shifting to assessment culture PISA (for D), SACMEQ, etc.,**
 - but unclear pathways toward achieving goals
 - esp. learning and values (e.g. ESD)

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Trend in International Education Cooperation

- **Program-based approach**
 - Harmonization and alignment
 - More budget support, less projects
- **Emphasis on Results**
 - How to measure learning (outcomes)
 - Results-based financing: which results, choice of indicators
 - What do we know how to improve learning
- **Expanded partnership**
 - How to engage broader partners



Japan's comparative advantages

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New Education Cooperation Policy of Japan

Learning Strategy for Peace and Growth—Achieving Quality Education through Mutual Learning

Vision: Learning for All, All for Learning

Guiding principle

- Education Cooperation to achieve inclusive, equitable and quality learning
- For industrial, science and technology HRD and sustainable socio-economic development
- Establishment and expansion of global and regional networks for education cooperation

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Thank you!
And Let's Deepen Discussions.

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- 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. (Muscat Agreement, 2014)
- Target 4.7: By 2030, ensure that 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 (Education 2030)

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