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Position Paper on Education Post-2015

“Education is a right that transforms lives when it is accessible to all, relevant and underpinned by core shared values. Because quality education is the most influential force for alleviating poverty, improving health and livelihoods, increasing prosperity and shaping more inclusive, sustainable and peaceful societies, it is in everyone's interest to ensure that it is at the centre of the post-2015 development agenda.”

Irina Bokova

INTRODUCTION

1. Efforts towards achieving Education for All (EFA) since the year 2000 have yielded unprecedented progress. However, the EFA and Millennium Development Goal (MDG) education agendas will remain unfinished by 2015 and the continued relevance and importance of the EFA agenda are recognized. There is a strong need for a new and forward-looking education agenda that completes unfinished business while going beyond the current goals in terms of depth and scope.

2. This position paper takes into consideration emerging trends and broader socio-economic development challenges that affect developed and developing countries alike in a globalized, interconnected world, and their implications for education. Such trends and challenges include rapid economic growth in some countries and changing labour markets, shifting geo-politics, technological advances, demographic changes and growing urbanization, and increased energy consumption leading to increasing pressure on natural resources, amid growing unemployment, in particular of youth, and widening inequalities.

3. In addition, the changing requirements in the type and level of knowledge, skills and competencies for today's knowledge-based economies and the insufficient opportunities to access higher levels of learning, including for the acquisition of knowledge and skills on ICT ('e-literacy'), especially in developing/low income countries, are resulting in a knowledge divide, with major economic and employment consequences in today's mainly technology-driven world.

4. Future education development priorities must reflect these significant changes that have occurred and will continue to occur. There is a need to explore how education systems should adapt to successfully tackle contemporary challenges and contribute to sustainable development and peace. This requires rethinking the kind of knowledge, skills and competencies needed for the future as well as the nature of educational and learning processes that might facilitate them, and, ultimately, what educational policies and reforms are required for such change.

EDUCATION AND DEVELOPMENT

5. Reflections on education beyond 2015 must take into consideration the link between education and development. The fundamental role of education in social and economic development and growth is widely recognized.¹ Education, as a key lever for development, is understood as a way of achieving social well-

¹ Also see, e.g. UNDP (2011). Human Development Index. Available at: <http://hdr.undp.org/en/statistics/hdi/>

being, sustainable development and good governance. The EFA Global Monitoring Report 2013/4² provides new evidence of education's positive role in changing lives, and points in particular to the unmatched transformative power of educating girls and women. It demonstrates once more the key role of education in poverty eradication: education helps people access decent work and raises their incomes and, more generally, generates productivity gains that fuel economic growth. Education is also one of the most powerful ways of improving people's health – and of making sure the benefits are passed on to future generations. It saves the lives of millions of mothers and children, helps prevent and contain infectious diseases such as HIV as well as non-communicable diseases, and is an essential element of efforts to reduce malnutrition.

6. In the face of concern over social inequity and unequal participation in development, and the persistence of intra- and inter-national conflict and social unrest, increased attention is being paid to the central role of education in promoting peace and social cohesion. In this perspective, global citizenship and civic engagement, as well as learning to live together have come to the fore as key social learning outcomes. Moreover, in view of population pressures, climate change, environmental degradation and a foreseeable scarcity in natural resources, education for sustainable development is gathering momentum around the world. Further exploration is required of how education systems should go about promoting learning for the acquisition of skills to enable learners to address such contemporary challenges and to be responsible and engaged members of society.

7. Another key area to be taken into consideration are the socio-cultural dimensions of development, including cultural practices and traditions, ethnic identities and language. Culture is understood as an essential component of human development; it is a source of identity, innovation and creativity, and intercultural dialogue and the recognition of cultural diversity are key for social cohesion. It is recognized that the way people learn and transmit knowledge varies according to their different geographical, historical and linguistic backgrounds and, therefore, education strategies that are responsive to local cultures, contexts and needs are the most likely to be effective in fostering more cohesive societies.³

8. In short, education is a key catalyst for achieving wider development goals. This has also been recognized by the Open Working Group, which notes that “education is absolutely central to any sustainable development agenda. It is not only an essential investment but an important basis for human enrichment through life-long learning”.⁴ Therefore, education must be placed at the heart of the global development agenda.

UNESCO' S POSITION ON THE POST-2015 EDUCATION AGENDA

9. The new post-2015 education agenda should be clearly defined, balanced and holistic, and take a lifelong learning approach. It should be of universal relevance and mobilize all stakeholders and countries, regardless of their development status.

10. UNESCO advocates for a single, clearly-defined, global education agenda, which should be an integral part of the broader international development framework. Such a global education agenda should be

International Bank for Reconstruction and Development/The World Bank. (2011). World Bank Group Education Strategy 2020, Washington. (p.13) Available

at:http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf

OECD (2012). Social Indicators. Available at: <http://www.oecd.org/els/social/indicators/SAG>

² UNESCO (2014). EFA Global Monitoring Report 2013/4. Available at:

<http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

³ See also: <http://www.unesco.org/new/en/culture/themes/culture-and-development>

⁴ United Nations General Assembly. Ref. A/67/941. (2013). Progress report of the Open Working Group of the General Assembly on Sustainable Development Goals, p.10. Available at: http://www.un.org/ga/search/view_doc.asp?symbol=A/67/941&Lang=E

framed by a comprehensive overarching goal, to be translated into a number of measurable targets and related indicators.

11. In addition to being a stand-alone goal in the post-2015 development agenda, education should also be integrated into other development goals in order to highlight their mutual interdependence and catalyze more synergistic action across sectors. The future development agenda should recognize the central role of education in enabling wider development progress by including education-related targets and indicators in such areas as health, employment and gender equality.

Vision

12. UNESCO reaffirms a humanistic and holistic vision of education as a fundamental human right and essential to personal and socio-economic development. The objective of such education must be envisaged in a broad lifelong learning perspective that aims at enabling and empowering people to realize their rights to education, fulfil their personal expectations for a decent life and work, and contribute to the achievement of their societies' socio-economic development objectives. In addition to the acquisition of basic knowledge and cognitive skills, the content of learning must promote problem solving and creative thinking; understanding and respect for human rights; inclusion and equity; cultural diversity; it must also foster a desire and capacity for lifelong learning and learning to live together, all of which are essential to the betterment of the world and the realization of peace, responsible citizenship and sustainable development.

Guiding principles

13. The following principles should be applied to guide the future education agenda:⁵

Reaffirming fundamental principles

- (1) Education is a fundamental human right⁶ and contributes significantly to the realization of other rights.
- (2) Education is a public good. The state is the custodian of education as a public good. At the same time, the role of civil society, communities, parents and other stakeholders is crucial in the provision of quality education.
- (3) Education is a foundation for human fulfilment, peace, sustainable development, economic growth, decent work, gender equality and responsible global citizenship.
- (4) Education is a key contributor to the reduction of inequalities and poverty by bequeathing the conditions and generating the opportunities for better, sustainable societies.

Imperatives of education for the post-2015 agenda

- (a) Equitable access to quality education for children, youth and adults should be provided for all, from early childhood to higher education.
- (b) Quality education and learning at all levels and in all settings should be at the core of the post-2015 education agenda.
- (c) A focus on equity is paramount and particular attention should be given to marginalized groups.
- (d) Gender equality requires continued and central attention.
- (e) Opportunities to acquire knowledge and skills for sustainable development, global citizenship and the world of work must be enhanced.

⁵ For further details on each of these principles, please refer to the UNESCO Education Sector website.

⁶ Article 26, Universal Declaration of Human Rights (1948), and the UNESCO Convention against Discrimination in Education (1960).

- (f) Lifelong learning⁷ is a central principle of the post-2015 education agenda. Flexible lifelong and life-wide learning opportunities should be provided through formal, non-formal and informal pathways, including by harnessing the potential of ICTs to create a new culture of learning.

Overarching goal

14. The post-2015 development agenda should be rights-based and adopt an equity perspective, while reflecting the expanded vision of access to quality education at all levels, with a focus on learning. UNESCO recommends to its Member States: **“Ensure equitable quality education and lifelong learning for all by 2030”** as a possible overarching education goal, aiming to achieve just, inclusive, peaceful and sustainable societies. This overarching goal is translated into specific global **targets** to which countries would commit and could be held accountable, and for which corresponding **indicators** will be developed.

Targets

15. UNESCO is cognizant that in order to be holistic and aspirational, the agenda will comprise targets in areas that may not (yet) be measurable in a quantitative way. The setting of the global education agenda should start from the broad aspirations of the global community, and not merely reflect indicators that currently exist. Policy imperatives should drive measurement, not vice-versa.

The following targets, organized by priority area, reflect the outcomes of wide consultations and correspond to the above-mentioned imperatives of education for the post-2015 education agenda; they are proposed for further deliberation and debate. Examples of indicators that can measure progress made towards the achievement of these targets are provided. A broader effort is in place to review existing indicators in terms of their relevance and feasibility, and to identify new indicators that can be developed. It should be stressed that, where possible, indicators should be disaggregated at the national level, such as by age, sex, location, ethnic/linguistic identification, and socio-economic status. Equity being a key concern of the future education agenda, better measures are required to help inform policies that seek to reduce inequalities. Consequently, indicators which measure and monitor inequality must be designed. Such indicators could, for example, track progress in reducing the gap in access to and completion of primary schooling between children from the lowest wealth quintile and the highest wealth quintile of households. One existing instrument to facilitate measurement of marginalization is the World Inequality Database on Education (WIDE)⁸ which can be used by governments and other stakeholders.

Priority Area: Basic Education

16. Rationale: Despite major progress made since 2000, 57 million children of primary age and 69 million children of lower secondary school age are still out of school, of which girls remain the majority.⁹ With reference to the expressed need by countries to expand access to education both before and after primary education, this priority area aims at ensuring that equitable and universal access to and completion of quality basic education are achieved for all. Basic education should consist of **at least 1 year of pre-primary and 9 years of free, compulsory and continuous primary and lower secondary education**,¹⁰ and should be

⁷ Lifelong learning is founded in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, whether girls or boys, women or men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) that together meet a wide range of learning needs and demands. Education systems that promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals. (UNESCO Education Sector Technical Notes, Lifelong Learning, February 2014, p.2)

⁸ WIDE: <http://www.education-inequalities.org/>

⁹ UNESCO (2014). EFA Global Monitoring Report 2013/4: Teaching and Learning – Achieving quality for all.

¹⁰ Basic education is defined here as corresponding to 1 year of pre-primary (ISCED 0) and the first 9 years of (formal) schooling/education, which is the accumulative duration of ISCED 1 and 2, ISCED 1 being the primary level typically lasting 6 years (with variation between 4 to 7 years) and ISCED 2 referring to the lower secondary, typically lasting for 3 years (with variation across countries). Basic education is also central to the right to education, and it is recognized in every international and regional text as a fundamental human right. The UNESCO Convention against Discrimination in Education (available at:

provided to all without discrimination based on gender, ethnicity, disability, language or location. To this end, it is expected that by 2030 at least 10 years of basic education will be made compulsory in all countries, and that, upon completion of the full cycle, all children will have acquired the basic learning outcomes, including a set of foundation skills¹¹ as defined by and measured against national standards.

Target 1: *All children participate in and complete a full cycle of free, compulsory and continuous quality basic education of at least 10 years, including 1 year of pre-primary education, leading to relevant and measurable learning outcomes based on national standards.*

Example indicators

- *Gross enrolment ratio (GER) in the year prior to official entry age for primary education by sex and urban/rural residency*
- *Completion rate of primary and lower secondary education by sex and rural/urban residency*
- *% of children by sex and rural/urban residency who acquire basic skills in literacy and numeracy and other areas as defined by national standards at the end of primary education and at the end of lower secondary education*
- *Net enrolment ratio (NER) for primary education and lower secondary education by sex and urban/rural residency*
- *Transition rates from primary to lower secondary education by sex and rural/urban residency*
- *Number of countries clearly indicating free and compulsory basic education in their legal and institutional frameworks*

Priority Area: Post-basic and Tertiary¹² Education

17. Rationale: Progress in the provision of basic education and the growing need for relevant skills and lifelong learning opportunities have substantially increased demand for access to different streams and forms of post-basic and tertiary education. **Ensuring equitable access to relevant and diversified post-basic and tertiary education is a challenge that all countries must meet.** This challenge is particularly acute in the least developed countries, where insufficient opportunities to access higher levels of learning have resulted in a knowledge gap with serious consequences for social and economic development. An increase in access to and attainment of higher levels of education is key to ensuring more equitable access to better living conditions, increasingly specialized and better-paid jobs, and a more sustainable environment as well as sustainable economic and social development. The use of technology for online and distance learning will become a critical component in the provision of quality education. National policies and tertiary education systems should seek to establish appropriate quality assurance systems.

http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html) advocates for free and compulsory primary education as a right and recommends this right to be extended to (lower) secondary as much as possible. Most countries today refer to 9 years of compulsory basic education in their education laws or constitutions. Based on these rationales, basic education is defined in this document as 10 years of continuous schooling including 1 year of pre-primary given the broad agreement on the need to invest in readiness to learn for success in subsequent years of education. Also see: UNESCO (2007). Experts' Consultation on the Operational Definition of Basic Education 17-18 December 2007 – Conclusion. Available at: <http://unesdoc.unesco.org/images/0018/001802/180253e.pdf>

¹¹ UNESCO (2012). EFA Global Monitoring Report 2012: Youth and skills: Putting Education to work.

¹² Tertiary education builds on secondary education, providing learning activities in specialized fields of education. It aims at learning at a high level of complexity and specialization. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. It comprises ISCED levels 5, 6, 7 and 8, which are labelled as short-cycle tertiary education, Bachelor's or equivalent level, Master's or equivalent level, and doctoral or equivalent level, respectively. Entry to these first programmes at ISCED levels 5-7 normally requires the successful completion of upper secondary education programme (ISCED 3) or post-secondary non tertiary education at ISCED level 4. Entry to ISCED level 8 usually requires successful completion of ISCED level 7 (Source: UNESCO-UIS (2012). International Standard Classification of Education: ISCED 2011).

Target 2: Increase transition to and completion of quality upper secondary education by x %, with all graduates demonstrating relevant learning outcomes based on national standards.

Example indicators:

- *NER in upper secondary education by sex and rural/urban residency*
- *Completion rate at upper secondary education by sex and rural/urban residency*
- *% of upper secondary students, by sex and rural/urban residency, who meet at least minimum national learning benchmarks in the last grade of upper secondary education*

Target 3: Tertiary education systems are expanded to allow qualified learners to access and complete studies leading to a certificate, diploma or degree.

Example indicators:

- *Transition rate from upper secondary education to tertiary education by sex and rural/urban residency*
- *GER in tertiary education by sex and rural/urban residency*
- *Number of tertiary education students per 10,000 inhabitants by sex and rural/urban residency*

Priority Area: Youth and Adult Literacy

18. Rationale: Youth and adult literacy remains a key global challenge. Worldwide, some 774 million adults (aged 15 and over) are reported to be unable to read and write, of which two-thirds are women.¹³ Low literacy skills are also a concern in many high income countries. The European Commission, for example, notes that in Europe an estimated 20% of adults lack the literacy skills they need to function fully in a modern society.¹⁴ This priority area aims at **ensuring that young people and adults across the world acquire relevant and recognized functional literacy and numeracy skills** that allow them to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with diverse contexts. Literacy involves a continuum of learning enabling individuals to achieve their goals, develop their knowledge and potential, and participate fully in their community and wider society.

Target 4: All youth and adults achieve literacy, numeracy and other basic skills at a proficiency level necessary to fully participate in a given society and for further learning.

Example indicator:

- *% of youth (15-24 years) and adults demonstrating literacy and numeracy skills at the required proficiency level, by sex and rural/urban residency*

¹³ UNESCO (2014). EFA Global Monitoring Report 2013/4: Teaching and Learning – Achieving quality for all (p. 4)

¹⁴ European Commission (2012). 'Final Report: EU High Level Group of Experts on Literacy 2012', Luxembourg: Publications Office of the European Union, p. 21.

Priority Area: Skills for Work¹⁵ and Life

19. Rationale: In the light of socio-economic and demographic transformations including shifting labour markets, growing youth unemployment, migration trends and technological advancements, transformed and intensified approaches to skills development policies for work and life are required. This priority area aims at **ensuring that all young people and adults have equitable opportunities to access and complete formal and non-formal technical and vocational education and training relevant to the world of work, as well as lifelong learning opportunities** that enable learners to acquire diverse and relevant knowledge and skills that foster their professional and personal development. Governments should provide information and counselling and facilitate various pathways to learning depending on learners' choices and potential, taking into account the skills required for the world of work, and should ensure identification, recognition and certification of learning outcomes acquired by learners through formal, non-formal and informal learning settings.

Target 5: *Increase by x% the proportion of youth (15-24 years) with relevant and recognized knowledge and skills, including professional, technical and vocational, to access decent work.*

Example indicators:

- *Participation rate of youth (15-24 years) by sex and rural/urban residency in professional, technical and vocational formal and non-formal skills development programmes*
- *% of youth holding a recognized TVET qualification by sex and rural/urban residency*
- *Employment rate by educational attainment and sex: Employed persons aged 15-24 and 25-64 by each level of the International Standard Classification of Education (ISCED)¹⁶ as a proportion of the population aged 15-24 and 25-64*

Target 6: *Increase by x% participation in continuing adult education and training programmes, with recognition and validation of non-formal and informal learning.*

Example indicators:

- *% of youth (15-24 years) and adults, by sex and rural/urban residency, who have participated in adult education and training programmes*

¹⁵ For the purpose of this document, 'skills for work' is used as a comprehensive term referring to all forms and aspects of technical and vocational education and training formal, non-formal and informal that are taking place in different learning settings including public and private institutions, classrooms, workshops, workplaces, communities and life situations. Skills for work aim at the acquisition of knowledge, skills and attitudes relating to occupations and enhancing employability, decent work opportunities and professional development in various sectors of economic and social life and lifelong learning in and related to the world of work. In this context, it encompasses both initial learning experiences undertaken by young people prior to entering the world of work – at different ISCED levels including 2-4 and 5, or referring to national qualifications systems as well as other forms of recognition and certification – and continuing learning undertaken by youth and adults whilst in work or during periods when they are inactive, through various forms of re-skilling, up-skilling and recognition and validation of non-formal and informal learning. ISCED 2011 does not yet define academic and professional more precisely for higher ISCED levels, but opens up the possibility of distinguishing academic and professional orientations in the future based on fields of education for example. The definition of skills for work also recognizes that initial and continuing learning are part of a continuum of lifelong learning and that they are rapidly becoming blurred. (Source: adapted from: UNESCO/ILO (2002). Technical and Vocational Education and Training for the Twenty-first Century: UNESCO and ILO Recommendations; UNESCO-UIS (2012) International Standard Classification of Education: ISCED 2011.)

¹⁶ ISCED: International Standard Classification of Education. More information available at: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

Priority Area: Quality and relevant Teaching and Learning

20. Rationale: **Ensuring quality and relevant teaching and learning in terms of inputs, content, processes and learning environments to support the holistic development of all children, youth and adults** deserves a central place in the post-2015 education agenda. Growing evidence of poor quality education contributing to low learning levels and learning deficits (or inequalities) has led policy-makers and the international community to a renewed focus on improving the provision of quality education. Several key aspects contribute to improving the quality of education: a) recruiting and retaining well-trained and motivated teachers who use inclusive, gender-responsive and participatory pedagogical approaches to ensure effective learning outcomes, b) providing content that is relevant to all learners and to the context in which they live, c) establishing learning environments that are safe, gender-responsive, inclusive and conducive to learning, and encompass mother tongue-based multilingual education, d) ensuring that learners reach sufficient levels of knowledge and competencies according to national standards at each level, e) strengthening capacities for learners to be innovative and creative, and to assimilate change in their society and the workplace and over their lifespans, and f) strengthening the ways education contributes to peace, responsible citizenship, sustainable development and intercultural dialogue.

Target 7: *Close the teachers' gap by recruiting adequate numbers of teachers who are well-trained, meet national standards and can effectively deliver relevant content, with emphasis on gender balance.*

Example indicators:

- % of teachers by sex and rural/urban residency who are qualified according to national standards
- % of teachers by sex and rural/urban residency who received in-service training per academic year
- Attrition rate of teachers at primary and secondary level by sex by rural/urban residency

Target 8: *All young people and adults have opportunities to acquire – supported by safe, gender-responsive and inclusive learning environments – relevant knowledge and skills to ensure their personal fulfilment and contribute to peace and the creation of an equitable and sustainable world.*

Example indicators:

- % of educational institutions with safe, gender-responsive and inclusive learning environments according to national norms
- % of students' total study hours that address peace, sustainable development, global citizenship and cultural diversity

Priority Area: Financing of Education

21. Rationale: The education agenda beyond 2015 requires **innovative, increased and well-targeted financing and efficient implementation arrangements**. There must be a clear, renewed commitment by governments to provide adequate and equitable financing to educational priorities, and by all donors, established and new, to provide additional support. Furthermore, coordination, monitoring and evaluation are required at the global and country levels to ensure that all funding, including donor funds, are used efficiently and effectively and with measurable outcomes and impacts for individuals and societies.

Target 9: *All countries progress towards allocating 6% of their Gross National Product (GNP) to education and 20% of their government budget to education, prioritizing groups most in need.*¹⁷

¹⁷ See also: Communique of the Seventh Meeting of the High Level Group on EFA (Dakar 2007) Available at: <http://unesdoc.unesco.org/images/0015/001560/156099e.pdf> and Communique of the Sixth Meeting of the High Level Group on EFA (Cairo 2006).

Example indicators:

- % of GNP allocated to education
- % of government budget allocated to education

Target 10: All donors progress towards allocating at least 20 % of their Official Development Assistance (ODA) or its equivalent to education, prioritizing countries and groups most in need.¹⁸

Example indicator:

- % of ODA or its equivalent allocated to education by donor

OPERATIONALIZATION OF THE POST-2015 EDUCATION AGENDA

22. The post-2015 education agenda should be of universal relevance and hold all countries accountable. It must enable every country to realize its own ambition for education. As countries have different education priorities, the post-2015 education agenda must be flexible enough to cater to this diversity, while also being adaptable to evolving situations within countries. Lessons learnt both from EFA and from the MDGs were that global targets are only effectively executed when they are locally-owned – embedded in national plans as national targets. This is an important lesson for the new framework.

23. In order to strike a balance between the need for globally-comparable and measurable targets and their national adaptability, global targets should be set at a level that can be measured with comparable indicators across nations, while at the same time making appropriate provisions to allow for specific target setting and indicator development at national level, in order to take into account diverse national priorities and contexts.

24. A possible approach, which requires further discussion, could be for some targets to be phrased in terms of ensuring that basic minimum standards are met by all, irrespective of context, while others could be phrased in terms of a global ambition for improvement, with more specific and tailored targets defined at the national level. Each government could choose an appropriate level of ambition for each target, above a minimum level, taking account of its starting point, its capacity and the resources it can expect to command. The indicators that track the targets should be disaggregated in many different ways to ensure no one is left behind.

25. The global education agenda should include a specific and detailed ‘framework for action’ that would guide countries in operationalizing the education agenda at the national level, so as to reflect and respond to diverse social, economic and cultural contexts in national target setting and indicator development, taking into account each country’s national education development plan and strategy. The exact format of this framework for action will be defined in consultation with Member States and other stakeholders in the coming months.

26. The implementation of the post-2015 education agenda will require governments to take appropriate measures to provide free and compulsory basic education, as well as to aim to further improve access to higher levels of learning. Implementation of such measures will need to be accompanied by strengthened participatory governance and accountability mechanisms at the global, country and local levels, and improved planning, monitoring and reporting mechanisms and processes at all levels. It also requires strong partnerships at national level including all stakeholders who can contribute to the common goal of

Available at: <http://www.unesco.org/education/HLG2006/Communique22Nov.pdf>

¹⁸ Also see: UNESCO (2013). EFA GMR policy paper. Available at: <http://unesdoc.unesco.org/images/0021/002199/219998E.pdf> (p.5)

education for all, supporting the government in delivering its primary obligation and ensuring that everyone's right to education is fulfilled.

27. Building on existing alliances and networks, including the regional and global EFA structures and mechanisms, a broad coalition of partners for education beyond 2015 must be maintained and strengthened at the regional and global levels. This coalition will include governments, multilateral and bilateral organizations, civil society, academia and the private sector, and encompass expertise from sectors related to education such as labour and health.

28. Monitoring and accountability mechanisms should be country-driven, with UNESCO supporting Member States to develop institutional capacities towards that purpose, and in such a way that national and sub-national systems develop and provide comparable information and indicators. Sub-regional and regional networks of monitoring, including a mechanism for peer review on progress made among countries, should be established. At the same time, regular and independent monitoring to track progress is also fundamental; current global monitoring mechanisms such as the EFA Global Monitoring Report should therefore be maintained, with regular opportunities to discuss results at a high political level.

Next steps

29. UNESCO will continue to support its Member States to develop a global post-2015 education agenda. The Organization will facilitate debate between Member States, provide evidence and clarify concepts. The consultation process, facilitated by UNESCO, will be aligned with the ongoing global debates at the United Nations (UN)-level and ensure that these are informed by the outcomes of the consultations on the future education agenda. In order to ensure that the future education agenda is fully reflected and aligned with the global post 2015 development agenda, it is necessary to rapidly agree on a preliminary proposal that will contribute to the UN-led consultations on the broader development agenda, while leaving room for further adjustments. Such a proposal would facilitate Member States' participation in and contributions to intergovernmental consultations on the global post-2015 development agenda framework, ensuring that it has a strong education component.

30. Further consultations include the 2014 Global EFA Meeting (Oman, May 2014) and a series of regional ministerial conferences planned for the second half of 2014 to review EFA progress, build a regional position, and develop recommendations for the future education agenda and the related Framework for Action. Further in-depth thematic work on the priority areas/targets identified as well indicator review and development will be undertaken, as well as on monitoring systems for the post-2015 education agenda. The outcomes of consultations and resulting recommendations will be submitted to the World Education Forum 2015 (Republic of Korea, May 2015). This Forum will result in an approved Framework for Action and adopt an agreed position on education to be promoted as part of the global development agenda to be finalized at the UN Summit in New York City in September 2015.

ANNEX I

Proposed overarching goal, list of targets and example indicators

<u>Overarching Goal</u>	
Ensure equitable quality education and lifelong learning for all by 2030	
PRIORITY AREA: BASIC EDUCATION	Example indicators
<p>Target 1: <i>All children participate in and complete a full cycle of free, compulsory and continuous quality basic education of at least 10 years, including 1 year of pre-primary education, leading to relevant and measurable learning outcomes based on national standards.</i></p>	<ul style="list-style-type: none"> • <i>Gross enrolment ratio (GER) in the year prior to official entry age for primary education by sex and rural/urban residency</i> • <i>Completion rate of primary and lower secondary education by sex and rural/urban residency</i> • <i>% of children by sex and rural/urban residency who acquire basic skills in literacy and numeracy and other areas as defined by national standards at the end of primary education and at the end of lower secondary education</i> • <i>Net enrolment ratio (NER) for primary education and lower secondary education by sex and rural/urban residency</i> • <i>Transition rates from primary to lower secondary education by sex and rural/urban residency</i> • <i>Number of countries clearly indicating free and compulsory basic education in their legal and institutional frameworks</i>
PRIORITY AREA: POST-BASIC AND TERTIARY EDUCATION	Example indicators
<p>Target 2: <i>Increase transition to and completion of quality upper secondary education by x%, with all graduates demonstrating relevant learning outcomes based on national standards.</i></p>	<ul style="list-style-type: none"> • <i>NER in upper secondary education by sex and rural/urban residency</i> • <i>Completion rate at upper secondary education by sex and rural/urban residency</i> • <i>% of upper secondary students, by sex and rural/urban residency who meet at least minimum national learning benchmarks in the last grade of upper secondary education</i>
<p>Target 3: <i>Tertiary education systems are expanded to allow qualified learners to access and complete studies leading to a certificate, diploma or degree.</i></p>	<ul style="list-style-type: none"> • <i>Transition rate from upper secondary education to tertiary education by sex and rural/urban residency</i> • <i>GER in tertiary education by sex and rural/urban residency</i> • <i>Number of tertiary education students per 10,000 inhabitants by sex and rural/urban residency</i>

PRIORITY AREA: YOUTH AND ADULT LITERACY	Example indicators
Target 4: <i>All youth and adults achieve literacy, numeracy and other basic skills at a proficiency level necessary to fully participate in a given society and for further learning.</i>	<ul style="list-style-type: none"> • % of youth (15-24 years) and adults demonstrating literacy and numeracy skills at the required proficiency level, by sex and rural/urban residency
PRIORITY AREA: SKILLS FOR WORK AND LIFE	Example indicators
Target 5: <i>Increase by x% the proportion of youth (15-24 years) with relevant and recognized knowledge and skills, including professional, technical and vocational to access decent work.</i>	<ul style="list-style-type: none"> • Participation rate of youth (15-24 years) by sex and rural/urban residency in professional, technical and vocational formal and non-formal skills development programmes • % of youth holding a recognized TVET qualification by sex and rural/urban residency • Employment rate by educational attainment and sex: Employed persons aged 15-24 and 25-64 by each level of the International Standard Classification of Education (ISCED) as a proportion of the population aged 15-24 and 25-64
Target 6: <i>Increase by x% participation in continuing adult education and training programmes, with recognition and validation of non-formal and informal learning.</i>	<ul style="list-style-type: none"> • % of youth (15-24 years) and adults, by sex and rural/urban residency, who have participated in adult education and training programmes
PRIORITY AREA: QUALITY AND RELEVANT TEACHING AND LEARNING	Example indicators
Target 7: <i>Close the teachers' gap by recruiting adequate numbers of teachers who are well-trained, meet national standards and can effectively deliver relevant content, with emphasis on gender balance.</i>	<ul style="list-style-type: none"> • % of teachers by sex and rural/urban residency who are qualified according to national standards • % of teachers by sex and rural/urban residency who received in-service training per academic year • Attrition rate of teachers at primary and secondary level by sex by rural/urban residency
Target 8: <i>All youth (15-24 years) and adults have opportunities to acquire – supported by safe, gender-responsive, inclusive learning environments – relevant knowledge and skills to ensure their personal fulfilment, contribute to peace and an equitable and sustainable world.</i>	<ul style="list-style-type: none"> • % of educational institutions with safe, gender responsive and inclusive learning environments according to national norms • % of students' total study hours that address peace, sustainable development, global citizenship, and cultural diversity
PRIORITY AREA: FINANCING OF EDUCATION	Example indicators
Target 9: <i>All countries progress towards allocating 6% of their Gross National Product (GNP) to education and 20% of their government budget to education, prioritizing groups most in need.</i>	<ul style="list-style-type: none"> • % of GNP allocated to education • % of government budget allocated to education
Target 10: <i>All donors progress towards allocating at least 20% of their Official Development Assistance (ODA) or its equivalent to education, prioritizing countries and groups most in need.</i>	<ul style="list-style-type: none"> • % of ODA or its equivalent allocated to education by donor