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# Framework for Action Education 2030: Towards inclusive and equitable quality education and lifelong learning for all



*(DRAFT)*

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## INTRODUCTION

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The world has made some remarkable progress in education since 2000, when the six Education for All (EFA) goals were established. Those goals will not be reached by the 2015 deadline, however. As the world sets fresh education targets for the period from 2015 to 2030, every effort must be made to guarantee that this time they are achieved. This Framework for Action aims at mobilizing all countries and partners around an ambitious global goal and targets, and proposes ways of implementing, coordinating, financing and monitoring the 2030 education agenda – globally, regionally and nationally – to ensure equal education opportunity for all. Hereafter, the 2030 education agenda will be referred to as **Education 2030**.

Education 2030 is an integral part of the sustainable development agenda, forming Goal 4 of the Sustainable Development Goals (SDGs) that are to succeed the Millennium Development Goals (MDGs). The new education agenda is a shared, comprehensive vision. It was developed through a broad consultative process that led to the Muscat Agreement, adopted at the Global EFA Meeting in May 2014. That agreement has informed the global education goal and its associated targets and means of implementation, as proposed by the United Nations (UN) General Assembly's Open Working Group on Sustainable Development Goals (OWG).

This Framework for Action has been prepared by the EFA Steering Committee,<sup>1</sup> which will continue its work until the end of 2015. The current version will be discussed at the World Education Forum 2015 (WEF 2015) in Incheon, Republic of Korea for agreement, pending the outcome of the UN Special Summit on Sustainable Development in New York in September 2015. The EFA Steering Committee will then adjust it to reflect the outcomes of the UN Special Summit, the third International Conference on Financing for Development (Addis Ababa, July 2015) and the Oslo Summit on Education for Development (July 2015). The Framework for Action will be adopted at a special high-level meeting alongside the 38<sup>th</sup> session of the General Conference of UNESCO in November 2015 involving all WEF convenors and partners including civil society. Progress towards the targets will be monitored through a set of thematic indicators, of which a small subset – *expected to be endorsed by the United Nations Statistical Commission in March 2016* – will represent the global indicators for Goal 4 of the SDGs. *The set of thematic indicators proposed by the Technical Advisory Group developed through broad consultations is summarized in Annex I.*<sup>2</sup> *It is proposed that these indicators be further developed through a consultative process with Member States and partners before November 2015. This process is described in detail in Annex I. If any changes are made to the global indicators as they are finalized through the process coordinated by the UN Statistical Commission, the thematic indicators will be subsequently revised and aligned.*<sup>3</sup>

The Framework for Action has three sections. Section I outlines the vision, rationale and fundamental principles of Education 2030. Section II describes the global education goal and its associated seven targets and three means of implementation, as well as strategy options. Section III proposes a structure for coordinating global education efforts, as well as governance, monitoring, evaluation and reporting mechanisms. It examines ways of ensuring that Education 2030 is adequately financed and outlines the partnerships needed to realize the agenda globally, regionally and nationally.

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<sup>1</sup> The EFA Steering Committee, convened by UNESCO, is composed of Member States representing all six regional groups of UNESCO, the E-9 initiative and the host country of the World Education Forum 2015; the five EFA convening agencies (UNESCO, UNICEF, UNDP, UNFPA and the World Bank); the OECD; the Global Partnership for Education (GPE); civil society; the teaching profession and the private sector.

<sup>2</sup> The Technical Advisory Group (TAG) was established by UNESCO to provide feedback on the proposed post-2015 education targets, develop recommendations for indicators and help guide the establishment of a measurement agenda, thus informing and supporting the work of the Education for All Steering Committee. It is composed of experts from the EFA Global Monitoring Report, the OECD, the UNESCO Institute for Statistics, UNESCO, UNICEF and the World Bank.

<sup>3</sup> The text in *italics* in this paragraph describing the process will be removed from the final version of the Framework for Action.

## I - VISION AND RATIONALE

Education is at the heart of the sustainable development agenda and essential for the success of all sustainable development goals. The new education agenda encapsulated in Goal 4 is holistic, ambitious, aspirational and universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies. The agenda attends to the unfinished business of the Education for All (EFA) goals and the education-related MDGs, while effectively addressing current and future global and national education challenges. It is rights-based and inspired by a humanistic vision of education and development, based on the principles of human dignity, equal rights, social justice, peace, cultural diversity and shared responsibility.<sup>i</sup>

Building on and continuing the EFA movement, Education 2030 takes into account lessons learned since 2000. What is new about this agenda is its focus on increased and expanded access, equity and inclusion, quality and learning outcomes as well as lifelong learning. A key lesson of the past years is that the global education agenda should work within the overall international development framework rather than alongside it, as occurred with the separate EFA goals and education-related MDGs. The agenda's focus on inclusion and equity – giving everyone an equal opportunity, and leaving no one behind – signals another lesson: the need for increased and special efforts to reach those marginalized by factors such as gender inequality, poverty, conflict and disaster, disability, age and remoteness. The focus on education quality and learning recognizes the danger of concentrating on access to education without paying enough attention to whether students are learning once they are in school. The fact that the EFA goals have not been reached carries a further lesson: 'business as usual' will not bring education to all. If current rates of progress continue, many of the countries lagging furthest behind will not reach the new targets by 2030. This means that it is of utmost importance to change current practices and mobilize efforts and resources at an unprecedented pace.

Education systems must respond to rapidly-changing labour markets, technological advances, urbanization, migration, political instability, environmental degradation, competition for natural resources, demographic challenges, rising unemployment, persistent poverty and widening inequalities, and expanding threats to peace and safety. . By 2030, education systems will need to enrol hundreds of millions of additional children and adolescents to achieve basic education for all (including pre-primary, primary and lower secondary education)<sup>ii</sup> as well as provide upper secondary and post-secondary education for all. At the same time, it is critical to provide early childhood care and education to ensure children's long-term development, learning and health. It is also vital that education systems ensure that all children, youth and adults are learning. There is an urgent need to provide young people and adults throughout the life-course with the flexible skills and competencies they need to live and work in a more sustainable, interdependent, knowledge-based and technology-driven world. Education 2030 will ensure that all individuals acquire a solid foundation of knowledge, develop creative and critical thinking and collaborative skills, and build curiosity, courage and resilience.

For countries and communities that embrace the need to bring quality education to all, the benefits are enormous. Evidence continues to accumulate<sup>iii</sup> of education's unmatched power to improve lives, particularly for girls and women. Education has a key role in eradicating poverty: it helps people obtain decent work and raises their incomes, and generates productivity gains that fuel economic development. Education is one of the most potent ways of improving individuals' 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 disease, and is an essential element of efforts to reduce malnutrition. Education also promotes the inclusion of people with disabilities.<sup>iv</sup>

To unlock education's power for all, however, it is critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural disaster – and to ensure that education is maintained during emergency, conflict and post-conflict situations. At the same time, the central role of education in preventing and mitigating conflicts and crises, and in promoting peace and

democracy, human rights, reconciliation and social cohesion, must be recognized. More generally, education is crucial in enhancing global citizenship, tolerance and civic engagement, and sustainable development. Education facilitates intercultural dialogue and the recognition of cultural diversity, which are vital for achieving social cohesion.

## Fundamental principles

The principles informing this Framework are drawn from international agreements, including Article 26 of the Declaration of Human Rights<sup>v</sup>, the Convention against Discrimination in Education,<sup>vi</sup> the Convention of the Rights of the Child,<sup>vii</sup> the International Covenant on Economic, Social and Cultural Rights,<sup>viii</sup> and the Convention on the Elimination of All Forms of Discrimination against Women.<sup>ix</sup>

- **Education is a fundamental human right and an enabling right.** To fulfil this right, countries must ensure universal access to inclusive and equitable quality education and learning, which should be **free and compulsory**. Education shall be compulsory and free at the primary education level, and progressively free at the secondary and higher education levels. Education shall aim at the full development of the human personality and promote understanding, tolerance, friendship and peace.
- Education is a public good, of which the State is the duty bearer. Education is a shared societal endeavour, which implies an inclusive process of public policy formulation and implementation. Civil society, teachers, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education. The role of the State is essential in regulating standards and norms.<sup>x</sup>
- **Gender equality** is inextricably linked to the right to education for all. Achieving gender equality requires a rights-based approach that ensures that female and male learners both not only gain access to and complete education cycles, but are empowered equally in and through education.

## II. GOAL, TARGETS AND INDICATORS

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### Overarching goal

#### “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

The overarching Sustainable Development Goal for education expresses the new key features of Education 2030, which underpin this Framework for Action:

Ensure **access** to quality education for all children and youth to at least 12 years of publicly-funded primary and secondary schooling, of which at least 9 years should be compulsory and free as well as access to quality non-formal education for out-of-school children and the provision of learning opportunities to develop functional literacy and numeracy for youth and adults and foster their full participation as active citizens. Provision of at least one year of free and compulsory quality pre-primary education should also be ensured.

Ensure **equity and inclusion** so that everyone has an equal opportunity to obtain access to education and to learn. Therefore this agenda pays particular attention to vulnerable groups who are disadvantaged by factors such as gender, poverty, conflict or disaster, geographical location, ethnicity, language, age or disability.

An integral part of the right to education is ensuring that education is of **good quality** and leads to relevant and effective learning outcomes at all levels and in all settings. Good quality education necessitates, at a minimum, that learners develop foundational literacy and numeracy skills as building blocks for further

learning as well as higher-order skills. This requires the development of relevant teaching and learning methods and content that meets the needs of all learners taught by well-qualified, adequately paid and motivated teachers using appropriate pedagogical approaches, as well as the creation of safe, healthy, gender-responsive, inclusive and adequately resourced environments that encourage and facilitate learning.

The right to education begins at birth and continues throughout life; therefore the concept of **lifelong learning**<sup>xi</sup> guides Education 2030. Beyond formal schooling, flexible lifelong and broad learning opportunities should be provided through non-formal pathways and through stimulating informal learning.

## Strategic approaches for Education 2030

A set of strategic approaches (outlined below) are recommended to better inform actions to meet the challenges of delivering on a vastly more ambitious universal goal and agenda, and to monitor progress. In addition, indicative strategies specific to each of the targets are described under each target. It should be noted that these evidence-based strategies are nevertheless quite generic and will require appropriate adaptation to different contexts.

### Strengthening policies, plans, legislation and systems

International human rights instruments (agreements, charters, protocols, treaties, conventions and declarations)<sup>4</sup> have established a solid international normative framework for the right to education without discrimination or exclusion. Multi-stakeholder participatory reviews led by governments should be undertaken to review and institute measures to fulfil their obligations, and to ensure strong national legal and policy frameworks that lay the foundation and conditions for the delivery and sustainability of good quality education. Furthermore, to ensure quality education systems and conditions for effective education outcomes, governments should institute appropriate governance and accountability mechanisms, quality assurance, information systems, financing procedures and mechanisms, and system and institutional management arrangements. **Innovation and information and communication technologies (ICTs)** must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more efficient service provision.

### Emphasizing equity, inclusion and gender equality

**Cross-sector policies and plans** should be developed or improved to address the social, cultural and economic barriers that deprive millions of children, youth and adults of education and quality learning. This must include changes in education content, approaches, structures and **funding strategies** to address the situation of groups of excluded children, youth and adults (e.g. girls, children with disability, ethnic and language minorities, the poorest, etc.). Strategies may include: elimination of cost barriers through cash transfer programmes; provision of school meals/nutrition and health services; second chance/re-entry programmes; inclusive school facilities; teacher training on inclusive education; and language policies to address exclusion. In order to measure marginalization in education, to set targets for reducing inequity and to monitor progress towards these targets, all countries should collect, analyze and use **disaggregated data** broken down by the specific characteristics of a population group.

To ensure **gender equality**, education systems must also act explicitly to remove gender bias and discrimination resulting from social attitudes and practices and economic status. Governments and partners need to put in place gender-sensitive measures, with attention to curricular, teacher training and monitoring processes to ensure that teaching and learning has an equal impact on girls and boys, women

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<sup>4</sup> Definition of key terms used in the UN Treaty Collection [http://treaties.un.org/Pages/Overview.aspx?path=overview/definition/page1\\_en.xml#agreements](http://treaties.un.org/Pages/Overview.aspx?path=overview/definition/page1_en.xml#agreements)

and men. Special measures should be put in place to ensure the personal security of girls and women in and on the journey to and from education institutions.

### **Focusing on quality and learning**

Increasing access must be accompanied by measures to improve the quality and relevance of education and learning. Education institutions and programmes should be adequately and equitably resourced, with safe, environmentally-friendly and easily-accessible facilities; sufficient numbers of qualified and professionally-trained, well-supported and adequately remunerated teachers using learner-centred, active and collaborative pedagogical approaches; and books, other learning materials and technologies that are context-specific, cost-effective and available to all learners—children, youth and adults. Teacher policies and regulations should be in place to ensure a sufficient number of qualified, well-motivated teachers who are equitably and efficiently deployed across the whole education system. Systems and practices for assessment of learning that include evaluation of environments, processes and outcomes should be instituted or improved. Learning outcomes must be well-defined in cognitive and non-cognitive domains, and continually assessed as an integral part of the teaching and learning process.

### **Promoting lifelong learning**

Beginning at birth, lifelong learning should be embedded in education systems through institutional strategies and policies, adequately resourced programmes, as well as robust partnerships at the local, regional, national and international levels, to ensure opportunities for all age groups including adults. Special measures are needed to address the needs of adult learners and millions of children, youth and adults who remain illiterate. To ensure the acquisition of new knowledge and skills, countries should institutionalize mechanisms and processes to assess the quality and quantity of the skills available and ensure that curricula and education and training systems are responsive to the needs of the labour market and society. Cross-sector approaches traversing education, science and technology, family, employment, industrial and economic development, migration and integration, citizenship, social welfare and public finance policies should be used.

### **Addressing education in emergency situations**

Natural hazards as well as conflicts and instability and the resulting internal and cross-border displacement, are major barriers towards attaining education for all. The failure to prioritize education in humanitarian response renders entire generations uneducated, disadvantaged and unprepared to contribute to the social and economic recovery of their country or region. Countries must, therefore, institute measures to ensure a safe and protective educational environment, and education institutions/schools should be respected and protected as zones of peace. Schools – and the routes to and from them – must be free from attack, including forced recruitment, kidnapping and sexual violence. Actions must be taken to end impunity for persons and armed groups and forces that attack schools, students, teachers and humanitarian aid workers.

Emergency preparedness and response should be integrated into national crisis-sensitive sector plans. The capacity of governments and civil society should be enhanced to rapidly assess educational needs in contexts of crisis and post-conflict for children and adults, to restore learning opportunities. Countries should use the opportunity to ‘build back’ better, towards safer and more equitable educational systems and structures, which allow often-excluded groups such as girls, adolescents, disabled children, refugees and internally displaced people to attend school. Attention is also needed to building resilient education systems based on the principles of prevention, preparedness and response. Systems and capacity development for Disaster Risk Reduction (DRR), peace education, climate change adaptation and emergency preparedness and response are needed at the school, community, sub-national, national and regional levels. To ensure such a comprehensive approach, increased funding for education in emergencies and more effective links between humanitarian and development policy and financing are required.

## Global targets and specific strategic options

The **targets** of Education 2030 are specific and measurable, and contribute directly to the achievement of the overarching goal. They spell out a global level of ambition that should encourage countries to strive for accelerated progress. Countries are expected to translate these into achievable national targets based on their educational priorities, national development strategies and plans, the ways in which their education systems are organized, their institutional capacity and the availability of resources. This will require establishing appropriate intermediate benchmarks (e.g. for 2020 and 2025) through an inclusive process, with full transparency and accountability, engaging all partners so that there is a strong sense of national ownership and understanding. Intermediate benchmarks can be set for each target to serve as quantitative goalposts to review global progress vis-à-vis the longer-term goals. Such intermediate benchmarks will be indispensable for addressing the accountability deficit associated with longer-term targets.

**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.

Despite significant progress since 2000, an estimated 58 million children of primary school age and 63 million adolescents of lower secondary school age – of whom girls remain the majority – are still out of school.<sup>xii</sup> In addition, many of those in school are not acquiring basic knowledge and skills. At least 250 million primary school-aged children, more than 50% of whom have spent at least four years in school, are not able to read, write or count well enough to meet minimum learning standards.<sup>xiii</sup>

Publicly-funded primary and secondary education of at least 12 years should be provided to all, regardless of gender, ethnicity, disability, income level, language or geographical location. Of key importance is that at least the first nine years of schooling, consisting of primary and lower secondary education, are free and compulsory. Upon completion of the full cycle of primary and secondary education, all children should have achieved an array of relevant learning outcomes as defined by and measured against national curricula and official standards, including subject knowledge and cognitive and non-cognitive skills that enable children to develop to their full potential.<sup>xiv</sup>

Effective and relevant learning outcomes can only be achieved through the provision of good quality inputs and instructional processes that enable all learners to acquire relevant knowledge, skills and competencies. Equally important is the equity dimension: policies should be established to address the uneven distribution of learning across regions, households, ethnic or socio-economic groups and, most importantly, in diverse schools and classrooms. In multilingual contexts, children should receive their initial instruction in their first language. Addressing inequalities in provision and in quality education outcomes requires a deeper understanding of teaching and learning in a given learning environment.

Moreover, there is a need for shared understandings and viable strategies to measure learning in ways that ensure that all children and youth, regardless of their circumstances, receive a good quality education. Such understandings can best be cultivated through improved availability of systematic, reliable and updated data, and information obtained through formative and/or continuous (classroom-based) assessments and summative assessments. Finally, quality also requires systems for managing teachers, governance, accountability mechanisms and strong public financial management.

### Strategy options:

- Put in place policies and legislation that guarantee at least 12 years of free primary and secondary education, of which at least nine years are compulsory.<sup>xv</sup>
- Provide alternative modes of learning for children and adolescents who are not in school at both primary and secondary levels, and put in place equivalency and bridging programmes, recognized and accredited by the state, to ensure flexible learning in both formal and non-formal settings.

- Develop more robust, comprehensive assessment systems to assess learning outcomes at critical points including the end of primary and lower secondary schooling, reflecting both cognitive and non-cognitive skills. These should include (but not be limited to) foundational reading, writing and numeracy skills. Design formative assessments as an integral part of the teaching and learning process, with a direct link to pedagogy.

**Target 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.

Beginning at birth, early childhood care and education (ECCE) lays the foundation for children's long-term development, well-being and health. ECCE builds the competencies and skills that enable people to learn throughout life and to earn a livelihood. Investments in young children, particularly those from marginalized groups, yield the greatest long-term impact in terms of developmental and educational outcomes.<sup>xvi</sup> ECCE also enables early identification of disabilities and children at risk of disability, which allows parents, healthcare providers and teachers to better plan for the needs of children with disabilities, minimizing developmental delays and improving learning outcomes. Since 2000, pre-primary education enrolment has increased by almost two-thirds and the gross enrolment ratio is projected to increase from 35% in 2000 to 58% in 2015.<sup>xvii</sup> Despite this progress, young children in many parts of the world do not receive the care and education that would allow them to develop their full potential.

ECCE includes adequate health and nutrition, stimulation within the home, community and school environments, protection from violence, and attention to cognitive, linguistic, social, emotional and physical development. It is in the first few years of life that the most significant brain development occurs, and that children begin to engage in intensive meaning-making of the self and surrounding world, building the very basics for being healthy, caring, competent and contributing citizens. ECCE supports children's well-being and progressive preparation for primary school entry, an important transition that is often accompanied by increasing expectations of what children should know and be able to do. 'Readiness for primary school' refers to the achievement of developmental milestones across a range of domains, including adequate health and nutritional status, and age-appropriate language, cognitive, social and emotional development. To achieve this, it is important that high quality and holistic ECCE for all ages, including at the very least one year of compulsory and free quality pre-primary education, be provided. In addition, it is critical that children's development and learning be monitored from an early stage at an individual and system level. It is equally important that schools be ready for children and able to provide the developmentally-appropriate teaching and learning opportunities that yield the greatest benefits for young children.

**Strategy options:**

- Put in place policies and legislation that guarantee the provision of at least one year of compulsory and free quality pre-primary education.
- Put in place integrated multi-sectoral ECCE policies and strategies, supported by coordination among ministries responsible for nutrition, health, social and child protection, water/sanitation, justice and education, and secure adequate resources for implementation.
- Design and implement inclusive, accessible and integrated programmes and services of good quality for early childhood, covering health, nutrition, protection and education needs, especially for children with disabilities, and support families as children's first caregivers and teachers.

**Target 4.3:** By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

**Target 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.

**Note:** *Targets 4.3 and 4.4 are discussed together as they are closely related and refer to the acquisition of technical and work-related knowledge and skills through access to different levels of technical and vocational education and training (TVET) and higher education.*

Against a background of changing labour markets, growing unemployment, aging labour forces, migration and technological advancements, all countries are facing the need to develop people's knowledge and skills for decent work, entrepreneurship and life. Opportunities to access higher levels of learning are often insufficient, however, particularly in least developed countries, which has resulted in a knowledge gap with serious consequences for social and economic development. In many countries, education and training policies are also expected to address rapidly-changing needs for youth and adults to improve their skills and learn new skills.

TVET is provided at different levels of education. In 2012, its share of upper secondary education enrolment stood at around 23%. A number of countries have taken steps to expand vocational education, particularly at the short-cycle tertiary level (ISCED level 5). There has been a rapid expansion in tertiary education, with total enrolment rising from 100 million in 2000 to 196 million in 2012.<sup>xviii</sup> However, there are large gender disparities in accessing tertiary education, with disadvantages for females in low income countries and for males in high income countries. Consequently, it is imperative to increase and diversify learning opportunities and to reduce barriers to technical and vocational education and training (TVET) and tertiary education, including university, and to provide lifelong learning opportunities for youth and adults. Beyond mastering work-specific skills, demand is increasing for high-level cognitive and interpersonal skills, including information processing, critical thinking and problem solving.<sup>xix</sup>

To respond to these challenges, appropriate strategies need to be developed to better link TVET with the world of work both in the formal and informal sectors, to build learning pathways between different education streams, and to facilitate the transition between school and work. TVET systems must recognize and value skills acquired through experience or in non-formal and informal settings, including in the workplace and through the Internet. Promoting lifelong learning requires a sector-wide approach encompassing formal, non-formal and informal learning as well as the creation of learning opportunities for people of all ages, and specifically adult learning, education and training opportunities.

A key challenge is to expand equitable access to TVET and tertiary education while ensuring quality. Online and distance learning are critical to meeting this need. Another challenge is the increasing mobility of learners and workers, and the flow of students moving abroad in search of academic credentials. As a consequence, the comparability, recognition and quality assurance of qualifications has become a growing area of concern, in particular in countries where administrative systems are weak.

A well-established, properly-regulated tertiary education system supported by technology can increase access, equity, quality and relevance, and narrow the gap between what is taught at tertiary education institutions and what economies and societies demand. As well as imparting job skills, tertiary education plays a vital role in creating and disseminating knowledge for social and cultural development. Through its research function, in many countries it underpins the development of analytical capacities that enable local solutions to be found for local problems. It is critical to evaluate impacts and outcomes of TVET and tertiary

education policies and programmes, and to collect data on the transition from learning to the world of work and on the employability of graduates, paying attention to disparities.

**Strategy options:**

- Develop evidence-based national policies and plans that treat TVET and tertiary education holistically, reduce disparities and respond to changing labour market needs.
- Develop cross-sectoral TVET policies and effective partnerships, in particular between the public and private sectors, and include employers and unions in implementation, monitoring and evaluation, to keep pace with changing contexts and remain relevant.
- Ensure that curricula include both work-related skills and transferable skills, including entrepreneurial and ICT skills.
- Ensure transparent, efficient TVET quality assurance systems and qualifications frameworks.
- Promote flexible learning in both formal and non-formal settings; enable learners to accumulate and transfer credit for levels of achievement and recognize, validate and accredit prior learning; establish appropriate bridging programmes and reduce barriers to access; and promote opportunities for young people and adults of all ages to improve and adapt their skills, with particular attention to gender equality and vulnerable groups.
- Strengthen international cooperation in developing cross-border tertiary education programmes, including within the framework of global and regional conventions on the recognition of higher education qualifications, to support increased access, better quality assurance and capacity development.

**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.

Despite overall progress in enrolling more girls and boys in primary school, insufficient attention has been paid to eliminating inequalities in education at all levels. For example, the probability that children from the poorest 20% of households in low and middle income countries do not complete primary school is more than five times as high as that of children from the richest 20%.<sup>xx</sup> In addition, poverty tends to exacerbate other factors of exclusion, for example by widening gender gaps.

Gender inequality is of particular concern. Only 69% of countries are projected to achieve gender parity in access at the primary level – enrolling equal numbers of girls and boys – and 48% at the secondary level by 2015.<sup>xxi</sup> While gender parity is useful as a measurement of progress, more effort is needed to ensure gender equality – a more ambitious goal, meaning that all girls and boys, women and men have equal opportunity to enjoy basic education of high quality, achieve at equal levels and enjoy equal benefits from education. Adolescent girls and young women living in poor and remote rural areas, who may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, require special attention. There are also contexts in which boys are disadvantaged. Gender inequalities in education often mirror prevailing gender norms and discrimination in the broader society, so policies aimed at overcoming such inequalities are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour. Other vulnerable groups that require particular attention include the disabled, indigenous peoples and ethnic minorities, and the poor.

Many children’s education opportunities are shattered by conflict, epidemics and natural disaster. Around 36 % of the world’s out-of-school children live in conflict-affected areas, up from 30% in 2000.<sup>xxii</sup> It is crucial to maintain education during emergency, conflict, post-conflict and post-disaster situations, and to address the educational needs of internally displaced persons (IDPs) and refugees. At the same time, the important role of education in preventing and mitigating conflict, disaster and disease is recognized. In addition to the measures suggested for ensuring that equity, inclusion and gender equality are embedded in all education targets, the following strategies are proposed:

**Strategy options:**

- Identify, monitor and improve girls' and women's access to quality education, as well as their level of participation, achievement and completion. In contexts where boys are disadvantaged, they should be the focus of targeted action.
- Ensure that education policies, sector plans and budget planning include relevant risk assessment, preparedness and response to emergency situations for education, and initiatives that respond to the education needs of children, youth and adults affected by disaster, conflict, displacement and epidemics, including IDPs and refugees. Support existing sub-regional and regional mechanisms and strategies that meet the educational needs of IDPs and refugees.
- Review education sector plans, budgets, curricula and textbooks<sup>xxiii</sup> to ensure that they are free of gender stereotypes and promote equality, non-discrimination and human rights.
- Ensure use of multiple sources of data and information, including from Education Management Information Systems and relevant school and household surveys, to facilitate monitoring of social exclusion in education. The World Inequality Database on Education (WIDE) serves as an example of how such information could be made available to inform action.<sup>xxiv</sup>

**Target 4.6:** By 2030, ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy.

Literacy is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning.<sup>xxv</sup> The benefits of literacy, in particular for women, are well documented. They include greater participation in the labour market, delayed marriage, and improved child and family health and nutrition; these, in turn, help reduce poverty and expand life opportunities. But improving youth and adult literacy remains a global challenge. Worldwide, 781 million adults (aged 15 and over), of whom two-thirds are women, are unable to read and write.<sup>xxvi</sup> Low literacy skills are a concern globally, including in middle and high income countries. About 20% of adults in Europe lack the literacy skills they need to fully participate in society.<sup>xxvii</sup> Adults with poor literacy skills face multiple sources of disadvantage. They are more likely to be unemployed, and those who are employed receive lower wages. They find it more difficult to make use of opportunities in society and to exercise their rights. They are also more likely to be in poor health.

By 2030, all young people (aged 15-24) and adults across the world should have achieved relevant and recognized proficiency levels of functional literacy and numeracy skills<sup>xxviii</sup> that are equivalent to levels achieved at successful completion of basic education. The principles, strategies and actions for this target are underpinned by a contemporary understanding of literacy not as a simple dichotomy of 'literate' versus 'illiterate,' but as a continuum of proficiency levels.<sup>xxix</sup> The required levels, and how people apply reading and writing skills, depend on specific contexts. Consequently, literacy programmes and methodologies should respond to the needs and contexts of learners, including through the provision of context-related bilingual and intercultural literacy programmes within the framework of lifelong learning. ICTs, particularly mobile technologies, hold great promise for accelerating progress towards this target.

**Strategy options:**

- Institute a sector-wide and multi-sectoral approach for formulating and planning literacy policy and budgeting, by strengthening collaboration and coordination among ministries as well as with civil society, the private sector and bilateral and multilateral partners, supporting decentralized provision in practice.
- Ensure that literacy programmes are of high quality and tailored to the needs and based on the previous knowledge and experience of the learners, paying close attention to culture, language, social and political relationships and economic activity, with particular attention to girls and women and vulnerable groups.

- Develop a literacy assessment framework and tools to evaluate proficiency levels. This will require defining proficiency across different contexts.
- Establish a system to collect, analyze and share relevant and timely data on literacy levels and literacy needs, disaggregated by gender and other indicators of marginalization.

**Target 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.

In a globalized world with unresolved social, economic and environmental challenges, education that helps build peaceful and sustainable societies is essential. Education systems seldom fully integrate such transformative approaches, however. It is vital therefore to give a central place in Education 2030 to strengthening education’s contribution to the fulfilment of human rights, peace, responsible citizenship, gender equality, sustainable development and health.

The content of such education – which includes themes such as comprehensive sexuality education, respect for cultural diversity and intercultural dialogue – must be relevant, with a focus on both the cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions, and assume active roles locally and globally in facing and resolving global challenges, can be acquired through education for sustainable development (ESD)<sup>xxx</sup> and global citizenship education (GCED),<sup>xxxi</sup> which includes peace and human rights education as well as intercultural education and education for international understanding. While considerable progress has been made in recent years, only 50% of UNESCO’s Member States indicate that they have, for example, integrated ESD into relevant policies.<sup>xxxi</sup>

#### Strategy options:

- Develop policies and programmes to promote and bring ESD and GCED into the mainstream of formal, non-formal and informal education through system-wide interventions and pedagogical support. This includes implementing the Global Action Programme on ESD<sup>xxxiii</sup> and addressing themes such as climate change, sustainable livelihoods and responsible citizenship.
- Provide learners of both sexes and of all ages with opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful and sustainable societies.
- Ensure that education acknowledges the key role that culture plays in achieving sustainability, taking into account local conditions and culture as well as building awareness of cultural expressions and heritage, and their diversity.
- Support the development of more robust assessment systems for GCED and ESD to assess cognitive, socio-emotional and behavioural learning outcomes, using existing and proven tools when possible, identifying needs for the development of new tools and including a broad range of countries and regions.
- Promote education that fosters a culture of peace and non-violence, intercultural dialogue and understanding.

#### Means of Implementation

**Target 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.

This target addresses the need for adequate physical infrastructure and safe, inclusive environments that nurture learning for all, regardless of background or disability status.<sup>xxxiv</sup> A quality learning environment is

essential to support all learners, teachers and other education personnel. It should be accessible to all and have adequate resources and infrastructure to ensure reasonable class sizes and provide sanitation facilities. Although the average percentage of primary schools with adequate sanitation coverage rose from 59% in 2008 to 68% in 2012 in 126 developing countries, only one in two schools met this standard in 52 of the least developed and other low income countries.<sup>xxxv</sup>

Ensuring that girls feel safe in their learning environments is key to continuing their education.<sup>xxxvi</sup> The onset of puberty makes girls more vulnerable to sexual violence, harassment, coercion and abuse. School-related gender-based violence is a significant barrier to girls' education. Many children are constantly exposed to violence in schools: an estimated 246 million girls and boys are harassed and abused in and around school every year.<sup>xxxvii</sup> In two-thirds of the countries in which there is gender disparity in lower secondary education, it is at the expense of girls.<sup>xxxviii</sup> Absence of private toilets, lack of access to sanitary pads and hygiene-related stigma when girls begin menstruating can harm their education, increasing their absenteeism rates and lowering their educational performance. Similarly, lack of attention to the rights and needs of children, youth and adults with disabilities severely limits their participation in education.

**Strategy options:**

- Institute comprehensive, multifaceted and cohesive policies that are gender- and disability-sensitive, and promote norms and systems that ensure schools are safe and free from violence.
- Ensure that every institution has water, electricity, working toilets, adequate and safe classrooms, appropriate learning materials and technology, and is secure.
- Ensure that resources are allocated equitably between socio-economically advantaged and disadvantaged schools and learning centres.

**Target 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.

Scholarship programmes can play a vital role in providing opportunities for young people and adults who would otherwise not be able to afford to continue their education. In 2010-2011, an average of US\$3.2 billion in aid was allocated annually to scholarships and student-imputed costs, equivalent to a quarter of total aid to education.<sup>xxxix</sup> This expenditure may be vital to strengthen the skills of the workforce in low income countries, but most of it benefits upper middle income countries. For example, the total funding in the form of scholarships and imputed student costs received annually by just five middle income countries was equivalent to the total amount of direct aid to basic education for all 36 low income countries in 2010–2011. Where developed countries offer scholarships to students from developing countries, this should not be considered to be part of the core aid programme.

In line with the Education 2030 focus on equity, scholarships should be transparently targeted at young people from disadvantaged backgrounds who have clear talent, merit and interest. Often scholarships are targeted at particular fields such as science, technology, engineering, ICT, teacher education and vocational programmes.

**Strategy options:**

- Mechanisms, programmes and policies for international scholarship programmes should reflect national development contexts, priorities and plans.
- Target all scholarship opportunities transparently at young women and men from disadvantaged backgrounds who have clear talent, merit and interest.
- Develop joint programmes between universities in the home country and the recipient country to motivate students to return home, as well as other mechanisms that prevent 'brain drain' – the emigration of highly trained people – and promote 'brain gain'.

**Target 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

A key condition of guaranteeing quality education is ensuring that every learner is taught by a qualified, motivated and professionally-supported teacher. This target is a foundation for achieving all the Education 2030 targets; it requires urgent attention, with a more immediate deadline, because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally-trained teachers, especially in disadvantaged areas.

By 2030, 3.4 million more teachers are required to achieve universal primary education and 5.1 million more will be needed to achieve universal lower secondary education. In addition, in one-third of the countries with data, less than 75% of primary school teachers are trained to national standards.<sup>xi</sup> Past decisions to lower standards during shortages have contributed to a growing trend for classrooms to be staffed by unprepared non-professionals. The absence or inadequacy of continuous professional development and support for teachers and national standards for the teaching profession is a key contributing factor to the low quality of learning outcomes. Successful education systems that ensure quality and equity have focused on a professional development continuum that supports teachers' own learning and improvement throughout their careers.

Teachers are also holders of socio-economic and political rights, and have the right to seek decent working conditions and adequate remuneration. Finally, teachers themselves make a major contribution to the improvement of the learning outcomes of students, with the support of schools leaders, government authorities and their communities.

#### **Strategy options:**

- Develop gender-sensitive strategies to attract the best and most motivated candidates to teaching, and ensure that they are deployed where they are needed most. This includes policy and legislative measures to make the teaching profession attractive to current and potential staff by ensuring that working conditions, social security arrangements, pension schemes and salaries are attractive, equitable and equivalent to those of other professions requiring similar levels of qualification.
- Provide all teachers with quality pre-service education and continuous professional development and support.
- Develop a qualifications framework for teachers, teacher trainers, teacher supervisors and inspectors.
- Develop and implement inclusive, equitable and gender-sensitive teacher management policies that cover recruitment, training, deployment, remuneration, career development and working conditions.
- Set up or strengthen mechanisms for institutionalized social dialogue with teachers and their representative organizations, ensuring their full participation in the development, implementation, monitoring and evaluation of education policy.

#### **Indicators**

Under the SDG agenda, it is proposed to have four levels of **indicators**:

- **global:** Up to 120 indicators will be endorsed by the United Nations Statistical Commission and be used to monitor the 169 targets of the SDGs, which implies a small number of perhaps 6-10 indicators for the education goal;
- **thematic:** These globally-comparable indicators will be proposed by the education community to track the education targets more comprehensively across countries – and will include the global indicators;
- **regional:** Additional indicators may be developed to monitor specific regional targets for concepts that are less amenable to global comparisons; and

- **national:** Countries are encouraged to propose indicators that correspond to their education systems, plans and policy agendas.

A set of 42 thematic indicators have been proposed by the Technical Advisory Group following a broad public consultation. The consultative process on their further development is ongoing (see Annex I). They are based on four criteria: relevance, alignment with the concepts in the target, feasibility for regular data collection across countries, and ease of communication to a global audience. For some targets, robust indicators are already available for a large number of countries. For others, significant efforts are still needed to develop indicator methodologies and/or to build countries' capacity to collect and use data. In particular, greater national and global efforts are needed to bridge gaps in measuring equity and inclusion (for which data disaggregation by population group is crucial), as well as quality and learning outcomes.<sup>5</sup>

### III. IMPLEMENTATION MODALITIES

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Implementing Education 2030 will require national, regional and global mechanisms for governance, accountability, coordination, monitoring, reporting and evaluation. It will also require enabling strategies, including partnerships and financing. **The central aim of the Education 2030 implementation mechanisms is to support country-led action.** To be most effective, these mechanisms will be inclusive, participatory and transparent. They will build on existing mechanisms to the extent possible.

#### Governance, accountability and partnerships

The heart of the post-2015 education agenda lies at the national level. **Governments** have the primary responsibility to deliver on the right to education and a central role as custodians of efficient, equitable and effective management and financing of public education. They will need to sustain political leadership on education and guide the process of contextualising and implementing the Education 2030 goals and targets, ensuring a transparent and inclusive process with other key partners. The role of the state is crucial in regulating standards, improving quality and reducing disparities between regions, communities and schools. Governments should integrate education planning into poverty-reduction and sustainable development strategies where appropriate, and ensure that policies are aligned with their legal obligations to respect, protect and fulfil the right to education.

Over the next 15 years, democratization of the decision-making process should increase, with the voices and priorities of citizens reflected in the development and implementation of national policies. Planning, implementation and monitoring can benefit from the support of strong, multi-faceted partnerships that bring together all key actors, whose potential contributions and actions are spelled out below. Partnerships at all levels must be guided by the principles of open, inclusive and participatory policy dialogue, and mutual accountability, transparency and synergy. Participation must begin with the involvement of families and communities.

**Civil society organizations** (CSOs), including representative, broad-based coalitions and networks play essential roles. They need to be engaged at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed. CSOs can:

- promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;
- develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups; and

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<sup>5</sup> The detailed proposal on indicators is contained in the document of the Technical Advisory Group (Reference Document no. 10 for the WEF 2015).

- document and share evidence from practice, from citizens' assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending, and ensuring transparency in education governance and budgeting.

**Teachers**, and their organizations, are crucial partners in their own right and should be engaged at all stages of policy-making, planning and implementation. Teachers and education support personnel can:

- use their professionalism and commitment to ensure that students learn;
- bring classroom realities to the forefront of policy dialogue, policy-making and planning and provide a bridge between policy and practice, contributing their experiences as practitioners and their collective insights and expertise to overall policies and strategies; and
- promote inclusion, quality and equity, and improve curricula and pedagogy.

**The private sector, philanthropic organizations and foundations** can play an important role, using their experience, business expertise, and financial resources to strengthen public education. Multi-stakeholder partnerships can support education through investments and contributions that are transparent, aligned with local and national priorities, respect education as a human right and do not increase inequality. They can:

- mobilize additional resources for public education, including by paying fair taxes;
- help education and skills training planners understand labour market trends, thereby facilitating the school-to-work transition, and contribute innovative approaches to solving education challenges; and
- increase education opportunities through the provision of additional services within the framework of state-regulated standards and norms.

The **research community** has an important contribution to make to policy dialogue. It can:

- develop policy-relevant research including action-research to facilitate the implementation of the targets and make knowledge on education available in a useable form for policy-makers;
- develop local and national sustainable capacities for qualitative and quantitative research; and
- help to chart progress, propose options or solutions and identify best practices.

**Youth**, students, and their organizations are essential partners with specific expertise to contribute. Efforts need to be made to ensure that youth- and student-led organizations are genuinely represented. They can:

- encourage governments and other partners to develop education programmes for young people in consultation with young people, notably with vulnerable and marginalized youth, in order to better respond to their needs and aspirations;
- help to shape policies that foster relevant and responsive basic education and enable a smooth transition from education and training to decent work and adult life; and
- participate in inter-generational dialogue, making the case for recognition of children, adolescents and youth as rights-bearers and legitimate interlocutors in education policy and practice at all levels.

The success of this agenda will depend on collective effort. It is imperative that all partners embrace the common vision of Education 2030 outlined in this Framework and are held accountable themselves: multilateral organizations should be accountable to their Member States, education ministries and other related ministries to citizens, donors to national governments and their citizens, and schools and teachers to the education community and, more broadly, citizens.

## Effective coordination

Implementing the Education SDG at the country level requires a 'whole government' approach to education. In light of the role of education in building knowledge-based societies and stemming increasing

inequalities, as well as the renewed emphasis of lifelong learning in the new education agenda, there is need for stronger leadership, coordination and synergy within governments as regards education development and its integration into wider socio-economic development frameworks. The ambitious education goal cannot be achieved by governments alone; they will need the support of all stakeholders, including non-state actors. **Governments** will establish or strengthen appropriate mechanisms and procedures to drive, coordinate and stimulate interventions for education development at various levels, by genuinely involving all stakeholders in the planning, implementation and monitoring of education policies and strategies. In addition, in order to ensure country ownership, in cases where external assistance is provided by the convening agencies and other multilateral and bilateral agencies, it will be coordinated by countries.

At the same time, **regional** collective efforts are critical to successfully adapt and implement Education 2030 at the national and regional levels. Regional cooperation will take place within the broader regional processes and mechanisms for coordinating and monitoring the post-2015 development agenda. This should build on existing partnerships, frameworks and effective and efficient mechanisms, as well as forging new ones. Current and planned regional strategies and frameworks include: Agenda 2063: The Africa We Want of the African Union; the strategy of the Arab League Educational, Scientific and Cultural Organization; the Europe 2020 Strategy of the European Union; the Council of Europe's new framework on competences for democratic culture and intercultural dialogue; the Regional Project for Education in Latin America and the Caribbean; and the Association of Southeast Asian Nations Community 2015. Specific roles and activities of regional mechanisms could be carved out in 2016, drawing on the outcomes of the regional ministerial conferences on the post-2015 education agenda.

Cooperation between the convening agencies, regional and intergovernmental organizations, and regional and sub-regional communities, will help to tackle common challenges in a coherent way. UNESCO, through its regional bureaux and together with the convening agencies, will further promote sharing of knowledge, good policies and practices across the regions.

Inclusive and efficient regional coordination will focus on such aspects as data collection and monitoring, including peer reviews among the countries; mutual learning and exchange of good practices; policy-making; dialogue and partnerships with all relevant partners; formal meetings and high-level events; regional communication strategies; advocacy and resource mobilization; capacity building and implementation of joint projects.

The **United Nations** has a special collective responsibility to coordinate the post-2015 agenda at global level under the close supervision and guidance of its Member States. A United Nations that is 'fit for purpose' to deliver on the new development agenda will need to respond coherently in linking the normative, standard-setting and operational dimensions of its work. **UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women and the World Bank**, as the convening agencies, are committed to collectively support countries in implementing Education 2030 by providing technical advice, capacity development and financial support based on their respective mandates, comparative advantages and complementarity.

**UNESCO**, as the specialized UN agency for education, will continue its mandated role to lead and coordinate, in particular by:

- undertaking advocacy to maintain political commitment;
- facilitating policy dialogue and knowledge-sharing;
- setting standards;
- monitoring progress towards the education targets; and
- convening global, regional and national stakeholders to guide the implementation of the agenda.

In the framework of these functions, UNESCO will convene an **Education 2030 Steering Committee** (working with the wider SDG architecture, which is yet to be defined), which will provide strategic direction to the post-2015 education partnership and review progress. It will further establish a **Convenor Agencies**

**Group** to ensure a coherent approach at the UN level. It will continue to convene the **Collective Consultation of NGOs** as a key mechanism for dialogue, reflection and partnerships with non-governmental organizations and civil society. Based on these core elements, UNESCO, in consultation with its Member States, the WEF 2015 co-convenors and other partners, will develop an appropriate global coordination mechanism that will include the Global Partnership for Education (GPE) as a multi-stakeholder financing platform, as part of the future global coordination mechanism.

## **Monitoring, reporting and evaluation for evidence-based policies**

Robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of Education 2030. Monitoring quality in education requires a multi-dimensional approach, covering system design, inputs, content, processes and outcomes. As the primary responsibility for monitoring lies at the country level, countries should build up effective monitoring and accountability mechanisms, adapted to national priorities, in consultation with civil society. This includes building greater consensus as to what specific quality standards and learning outcomes should be achieved across the life course – from early childhood development to adult skills acquisition and how they should be measured.

In order to better measure and monitor equity and inclusion, efforts should be taken to extend the ability of governments to report education indicators disaggregated by characteristics such as sex, wealth, location, ethnicity, language, socio-economic status or disability (and their combinations), and to effectively use them for planning and policy-making. The convening agencies, in close cooperation with the UNESCO Institute for Statistics (UIS), will provide direct and targeted support to their Member States to strengthen measurement and monitoring capacities, particularly in relation to tracking inclusion, equity, quality, and learning outcomes.

Global monitoring is integral to international and regional efforts to strengthen analysis and knowledge management.<sup>6</sup> In line with the UN Secretary-General's recommendation, more efforts will be made to harmonize reporting on the post-2015 goals with reporting to the various human rights treaty bodies that relate to education. These official national reports, often reflecting contributions by civil society, offer important insights into the status of the right to education.

Cognizant of the importance of harmonization of reporting, the Education for All Global Monitoring Report will be continued in the form of a Global Education Monitoring Report (GEMR). It will be prepared by an independent team, and hosted and published by UNESCO. The GEMR will be the prime instrument to help governments monitor their progress towards achieving the SDG education targets. It will also report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments, as part of the overall SDG monitoring and review mechanisms. A broad range of partners will be needed to provide data for the GEMR. The UNESCO Institute for Statistics (UIS) will compile comparable data and the EFA Steering Committee's Technical Advisory Group, coordinated by UIS, will develop relevant indicators to be adopted through the process led by the UN Statistical Commission as well as other relevant thematic indicators to support the Framework for Action.

The collection, analysis and use of data will be strengthened by encouraging a data revolution based on the recommendations on the UN Secretary-General's Independent Expert Advisory Group on a Data Revolution for Sustainable Development.<sup>7</sup> To address current data gaps, agencies need to improve their coordination,

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<sup>6</sup> A high-level global reporting mechanism on all Sustainable Development Goals is likely to be proposed. It is unlikely that such a mechanism would provide sufficient depth to satisfy the needs and concerns of diverse education stakeholders for policy-related evidence, recommendations and knowledge sharing.

<sup>7</sup> (1) Develop a global consensus on principles and standards, (2) Share technology and innovations for the common good, (3) New resources for capacity development, (4) Leadership for coordination and mobilisation, (5) Exploit some quick wins on SDG data.

including through the establishment of inter-agency groups to develop harmonized methodologies for deriving common estimates based on available data, while developing new comparative data sources as necessary. Countries and agencies should strengthen and standardize data on domestic resource mobilization and other streams of finance for education, including household contributions. Countries and agencies will also benefit from participating in proposed mechanisms to further develop standards, build capacity, collect necessary information and share data.

Moreover, a research and evaluation culture is necessary at both the national and international levels to learn lessons from the implementation of strategies and policies and feed them back into actions. At the national level, countries should evaluate the effect of their education policies on achieving the Education 2030 targets. They must build on monitoring results and research findings to ensure effective evidence-based decisions and results-oriented programmes. An evaluation process would look at all components of an education system with the aim of sharing lessons, opening the debate on what works, and providing constructive feedback. Key principles for the evaluation approach include the centrality of teaching and learning quality; the importance of school leadership; equity as a key dimension; transparency; and partner participation at all levels. Overall, evaluation activities should contribute to the accomplishment of both accountability and development objectives. Furthermore, at the global level, the convening agencies commit to evaluating the effectiveness of their coordination mechanisms and the extent to which their programmes support countries to implement Education 2030.

## Financing

Noting the ongoing discussions on financing of the global sustainable development agenda, it is clear that a significant increase in financing is required to achieve the education SDG. The full realization of Education 2030 requires sustained, innovative and well-targeted financing, and efficient implementation arrangements, especially in the poorest countries, fragile states and emergency situations. Efforts to close the funding gap must start with domestic funding. Foreign aid is complementary and will remain a major source to fill the remaining funding gap. However, alternative and innovative funding approaches will also be needed.

National contexts are diverse, but the following international benchmarks are crucial reference points:

- allocating 4% to 6% of gross domestic product (GDP) to education; and/or
- allocating 15% to 20% of public expenditure to education.

Adherence to these benchmarks was strongly recommended at the Global Education for All Meeting (Muscat, May 2014) and expressed in the Muscat Agreement, which represents the collective vision of the global education community. Currently, on average countries allocate 5.0% of GDP and 13.7% of public expenditure to education.<sup>xli</sup> Least developed countries need to reach or exceed the upper end of these benchmarks if they are to achieve the targets laid out in this framework. This is also confirmed by an analysis of the cost of achieving universal pre-primary, primary and lower secondary education in low and lower middle income countries by 2030, which is projected to increase from US\$100 billion in 2012 to US\$239 billion, on average, between 2015 and 2030.<sup>xlii</sup> This can be achieved through:

**Increasing and improving domestic financing for education.** As domestic resources will remain the most important source for funding education, there must be a clear commitment by governments to provide equitable financing commensurate with national educational priorities, needs and capacities to advance the progressive realization of the right to education. Countries will need to:

- *increase public funding for education:* This requires widening the tax base (in particular, by ending harmful tax incentives), preventing tax evasion and increasing the share of the national budget allocated to education;

- *prioritize those most in need:* Disadvantaged children, youth and adults typically have the greatest education needs and financing should be targeted towards them. Financing should be sensitive to their needs and based on evidence of what works; and
- *increase efficiency and accountability:* Improving governance and accountability can increase efficiency and ensure that financing reaches the classroom.

**Increasing and improving external financing:** In 2000, the global community affirmed that “no countries seriously committed to Education for All will be thwarted in their achievement of this goal by lack of resources”<sup>xliii</sup>. Shortage of funds should not jeopardize the educational opportunities of the billions of learners entitled to receive a quality education. This commitment is even more important with the more ambitious SDG agenda. The total annual financing gap between available domestic resources and the amount necessary to reach the new education targets is projected to average \$US22 billion between 2015 and 2030 in low and lower middle income countries. The gap is particularly large in low income countries, where it constitutes 29% of annual total costs. Aid will thus remain a crucial source of education finance over the next 15 years if the targets are to be met.<sup>xliv</sup> Education partners therefore need to:

- *reverse the decline in aid to education:* The fall in aid to education in recent years must now be reversed. Developed countries that have not yet done so are urged to substantially increase their official development assistance (ODA), with a view to implementing by 2020 their commitment to allocate 0.7 per cent of gross national income (GNI) as ODA to developing countries, [including 0.15 per cent to 0.20 per cent of GNI to least developed countries]. Further to this, there should be a movement towards increasing aid spent on education. Aid to education must be predictable;
- *improve aid effectiveness through harmonization and better coordination:* Donors and other partners should support the financing of all the targets of Education 2030 according to each country’s needs and priorities, seeking to leverage domestic and external finance in support of the common agenda. Donors should continue to bring development cooperation in line with aid effectiveness guidelines, ensuring that it is better harmonized and coordinated and strengthens each country’s sense of ownership and accountability to its citizens;
- *improve the equity of external financing:* External financing should be better targeted at supporting the countries and contexts most in need. At the same time, the trend of declining ODA flows to lower middle income countries needs to be reversed by using an alternative approach — not based on per capita income — to guide the allocation of official aid flows;
- *enhance the participation of middle income countries:* The establishment of the BRICS Development Bank by Brazil, China, India, the Russian Federation and South Africa may present new sources of funding for education and can help to reverse aid declines;
- *increase the amount of aid to education in conflict and crisis.* It will be impossible to deliver education to all without successfully reaching children and adults in fragile and conflict-affected states. Education receives less than 2% of humanitarian aid appeals. Efforts should be made to significantly increase the percentage of funds earmarked for education in humanitarian appeals. Creating synergies between humanitarian and development financing can increase the effectiveness of every dollar invested in recovery efforts and address coherently short, medium, and long-term needs in order to support fragile and conflict-affected states to find a long term sustainable solution to crisis; and
- *strengthen existing multi-stakeholder partnerships:* The GPE offers a broad and inclusive multi-stakeholder platform upon which the international community should build a ‘fit for purpose’ funding mechanism to support the implementation of Education 2030.

**Innovating, with a focus on partnership, transparency, equity and efficiency:** Achieving this ambitious education agenda will require moving beyond ‘business as usual’ and sometimes doing more for less. A process of continuous improvement is needed that includes innovating, tracking and evaluating the results of innovation, and using new evidence to sustain successes and to alter course where needed. Additional efforts must be directed at leveraging all of the current spending to achieve better results. This is why improved governance and partnerships are essential, but other innovations are necessary too:

- *Focus investments on equity and quality:* Getting serious about equity and quality is an innovation in most systems. All investments – current and new – should be screened against a key criterion: do they help ensure that all people acquire the knowledge, attitudes and skills that they need for their lives and livelihoods and for the full realization of their right to education?
- *Orient private financing resources:* Beyond its crucial role in paying tax, the private sector has emerged as a contributor with significant potential to complement resources for education and increase synergies. It will be essential to ensure that spending on education from the private sector is oriented towards the countries and people most in need, and reinforce education as a public good.<sup>xlv</sup> Successful partnerships with the private sector will require effective coordination and regulatory mechanisms to ensure transparency and accountability.
- *Challenge and expose misuse of resources.* Crucial funds for education are lost through corruption and inefficiency. Independent monitoring and tracking of spending can significantly increase the funds that schools actually receive.

## Conclusion

We, the international education community, stand strongly united on a new all-encompassing approach to ensure inclusive and equitable quality education for children, youth and adults, while promoting lifelong learning opportunities for all. We will work collectively to accomplish all of the education targets; this in turn will also strengthen international cooperation across the world of education. We agree that significant additional financing is needed to achieve the new targets and that resources should be used in the most effective manner in order to push forward progress on Education 2030. We also stress the need for good governance and citizen-led accountability in education. Recognizing Education 2030 as a new opportunity to make historic progress in education, we commit to bold, innovative and sustainable actions to ensure that education truly transforms lives in every corner of the world. Achieving Education 2030 means that success can only be declared when it can be declared for everyone.

## ANNEX I

### Proposed thematic indicator framework – Suggested process for review and endorsement

This Annex is for information only and is not considered part of the draft Framework for Action. The list of indicators will be integrated into the document after its finalization through the consultative process described below.

- Progress towards the SDG targets will be reviewed and monitored through a limited set of global indicators, for each of the 17 SDG goals. The United Nations Statistical Commission (UNSC) will provide the necessary statistical support for the elaboration of the post-2015 development agenda and the global indicator framework to be endorsed at the forty-seventh session of the UNSC in March 2016.
- The UNSC has established an Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs), which consists of national statistical offices and, as observers, the regional and international organizations and agencies, to develop a proposal for the global indicator framework for the monitoring of the goals and targets of the post-2015 development agenda.
- The UNSC has emphasized that the global indicator framework should only contain a limited number of indicators, striking a balance between reducing the number of indicators and policy relevance, taking into account conceptual indicator frameworks that have already been developed. It also recognised that besides global, universal indicators there will also be additional indicators for thematic, regional and national monitoring, to be organized in an integrated architecture.
- The responsibility for developing thematic indicators, which are globally comparable, falls therefore within the scope of the organizations of the international education community. In March 2014, the Technical Advisory Group (TAG) was established by UNESCO to provide feedback on the proposed post-2015 education targets, develop recommendations for indicators and help guide the establishment of a measurement agenda, thus informing and supporting the work of the Education for All Steering Committee (EFA SC). It also provided technical support on indicators to UNESCO and UNICEF as co-leads for education in the UN Technical Support Team (TST). This included feedback on the proposed post-2015 targets, recommendations for education indicators and on measurement agenda that meets the demands of the new education and development frameworks.
- The TAG undertook a comprehensive technical exercise that resulted in November 2014 in a document that was the basis for a broad consultation process. This included an online public consultation from 17 November 2014 to 30 January 2015 and other direct consultations with stakeholders from Member States, civil society, multi-lateral and bi-lateral agencies and academia. Following the public consultation period, the stakeholder responses were made publicly available on the website of the UNESCO Institute for Statistics (UIS).
- The TAG proposal (Reference Document no. 10 for the WEF 2015) incorporates a brief synthesis of the comments received during the consultation. It includes a proposed set of 42 education thematic indicators covering all 7 targets plus 3 means of implementation (MOI) targets for SDG 4 and takes account of the issues reflected in the Muscat Agreement. The work of the TAG is fully aligned with the Open Working Group (OWG), the TST and the UNSC and forms the basis of submissions to these structures by the EFA SC as well as the co-leads for Goal 4 in the TST, UNESCO and UNICEF.
- Drawing on the draft proposal of the TAG submitted to the EFA Steering Committee meeting in February 2015, upon request of the co-facilitators of the Post-2015 Intergovernmental Negotiations, UNESCO and UNICEF, as co-leads in the TST for the SDG 4, recommended a subset of thematic indicators for consideration as global indicators. Based on the TST submission covering all 17 SDGs, the UNSC, in turn, identified a preliminary list of global indicators (of which 16 are

education-related) and submitted them to national statistical agencies for review. A technical report by the Bureau of the UNSC, submitted in March 2015, includes the results of this review and is the basis for further discussions, starting from the first meeting of the IAEG-SDGs in June 2015.<sup>8</sup>

- The education thematic indicators proposed by the TAG are listed by each target in the following table. These include a sub-set that are recommended for use as global indicators. The table highlights which of these indicators have been proposed by the TST on Goal 4 and subsequently included by the UNSC in the preliminary list for consideration under a global indicator framework for the SDGs.
- It is proposed that these thematic indicators be further developed through a consultative process with Member States and partners before the November 2015 high-level meeting. The proposed process and steps for finalization of the education thematic indicators so that they may be able to support and feed into the final SDG indicator framework that will be endorsed by the UNSC in 2016 are as follows:
  - Feedback on the thematic indicators will be elicited at the WEF 2015 in the session on indicators where the TAG proposal will be presented. The summary feedback on the FFA will include a specific summary section on feedback on the indicators. This feedback will be considered and incorporated as relevant during the process for finalization of the thematic indicators that will ensue over the next months. No decision on thematic indicators will be taken during the WEF 2015.
  - The TAG will be expanded to include statistical experts nominated by Member States. The expanded TAG will provide recommendations to the EFA SC and the education co-leads in the TST. In order to ensure regional balance, it is proposed that 2 to 3 countries represent each region. These representatives should consult more widely with other countries and partners within their region.
  - The expanded TAG, under the leadership of UNESCO will set up a process for further work on the thematic indicators. This will include a series of consultations both face-to-face and virtually to get further feedback on the indicators and for further development as needed. At least two experts meetings will be convened between June and October 2015.
  - A set of thematic education indicators will be discussed at an EFA SC meeting in October 2015 and submitted for endorsement together with the Framework for Action at the high-level meeting in November 2015.
  - If any changes are made to the global indicators as they are finalized through the process coordinated by the UNSC, the thematic indicators will be subsequently revised and aligned.

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<sup>8</sup>[https://sustainabledevelopment.un.org/content/documents/6754Technical%20report%20of%20the%20UNSC%20Bureau%20\(final\).pdf](https://sustainabledevelopment.un.org/content/documents/6754Technical%20report%20of%20the%20UNSC%20Bureau%20(final).pdf)

**Table 1. Proposed thematic indicator framework**

No.	Indicator	Proposed as global indicator
<b>Target 4.1</b>		
1.	Percentage of children who achieve minimum proficiency standards in reading/mathematics at end of: (i) primary (ii) lower secondary school *	TST UNSC
2.	Percentage of countries that have organized a nationally representative learning assessment at the end of (i) primary (ii) lower secondary school during the last 3 years	
3.	Gross intake ratio to the last grade (primary, lower secondary) *	TST
4.	Completion rate (primary, lower secondary, upper secondary) *	TST UNSC
5.	Out of school rate (primary, lower secondary) *	TST
6.	Percentage of children over age for grade (primary, lower secondary) *	
7.	Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks	
<b>Target 4.2</b>		
8.	Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being *	TST UNSC
9.	Percentage of children under 5 years experiencing responsive and stimulating parenting *	
10.	Participation rate in organized learning (from 24 months to the official primary school entry age) *	TST UNSC
11.	Gross pre-primary enrolment ratio *	TST
12.	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	
<b>Target 4.3</b>		
13.	Tertiary gross enrolment ratio *	TST UNSC
14.	Participation rate in technical-vocational programmes (15- to 24-year-olds) *	TST UNSC
15.	Participation rate of adults in formal and non-formal education and training *	TST UNSC
<b>Target 4.4</b>		
16.	Percentage of youth / adults with ICT skills by type of skills *	TST UNSC
<b>Target 4.5</b>		
...	We recommend the <u>parity index</u> (female/male, rural/ urban, bottom/top wealth quintile] for all indicators on this list that can be disaggregated (identified with *)	TST UNSC
17.	Percentage of students in primary education whose mother tongue is the language of instruction *	
18.	Percentage of countries which have an explicit formula-based policy reallocating education resources to disadvantaged populations	
19.	Percentage of total education expenditure borne by households	
20.	Percentage of total aid to education allocated to low income countries	
<b>Target 4.6</b>		
21.	Percentage of youth / adults proficient in literacy skills *	TST UNSC
22.	Percentage of youth / adults proficient in numeracy skills *	
23.	Youth / adult literacy rate *	TST UNSC
24.	Participation rate of illiterate adults in literacy programmes *	
<b>Target 4.7</b>		
25.	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience *	TST UNSC
26.	Percentage of 13-year-old students endorsing values and attitudes promoting equality, trust and participation in governance *	TST UNSC

27. Percentage of teaching hours dedicated to education for sustainable development / global citizenship education
28. Percentage of schools that provided life skills-based HIV and sexuality education
29. Countries implementing the framework on the World Programme on Human Rights Education (as per UNGA resolution 59/113)

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**Means of implementation 4.a**

- |     |  |          |
|-----|--|----------|
| 30. | Percentage of schools providing (i) basic drinking water (ii) adequate sanitation and (iii) adequate hygiene services      | TST UNSC |
| 31. | Pupil-computer ratio (primary, lower secondary, upper secondary)   |          |
| 32. | Percentage of schools with (i) electricity and (ii) internet access for pedagogical purposes                               |          |
| 33. | Percentage of schools with adapted infrastructure and materials for people with disabilities                               |          |
| 34. | Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse * |          |
| 35. | Number of attacks on students, personnel and institutions  |          |

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**Means of implementation 4.b**

- |     |  |          |
|-----|--|----------|
| 36. | Number of higher education scholarships awarded by beneficiary country       |          |
| 37. | Volume of ODA flows for higher education scholarships by beneficiary country | TST UNSC |

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**Means of implementation 4.c**

- |     |   |          |
|-----|---|----------|
| 38. | Percentage of teachers qualified according to national standards (by level) * | TST      |
| 39. | Percentage of teachers trained according to national standards (by level) *   | TST UNSC |
| 40. | Average teacher salary relative to other professionals                        |          |
| 41. | Teacher attrition rate *  |          |
| 42. | Percentage of teachers receiving in-service training *                        |          |
- 

Notes: 1. Indicators marked with asterisk (\*) will be disaggregated to monitor inequality.

2. Indicators on the right hand column have been proposed by the United Nations Technical Support Team (TST) on Goal 4 and subsequently included by the United Nations Statistical Commission (UNSC) in the preliminary list for consideration under a global indicator framework for the SDGs.

## ENDNOTES

- <sup>i</sup> Adapted from: UNESCO. 2015. Rethinking Education: Towards a global common good?
- <sup>ii</sup> UNICEF. 2015. The Investment Case for Education and Equity. New York: United Nations Children's Fund.
- <sup>iii</sup> UNESCO. 2014. Education for All Global Monitoring Report 2013/4. Teaching and Learning: Achieving Quality for All. Available at: <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>
- <sup>iv</sup> Banks and Polack. The Economic Cost of Exclusion and Gains of Inclusion of People with Disabilities. Available at: <http://disabilitycentre.lshtm.ac.uk/files/2014/07/Costs-of-Exclusion-and-Gains-of-Inclusion-Report.pdf>
- <sup>v</sup> The Declaration of Human Rights. Available at : <http://www.un.org/en/documents/udhr/>
- <sup>vi</sup> UNESCO. 1960. Convention against Discrimination in Education. =Available at: [http://www.unesco.org/education/pdf/DISCRI\\_E.PDF](http://www.unesco.org/education/pdf/DISCRI_E.PDF)
- <sup>vii</sup> Convention on the Rights of the Child. Available at: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- <sup>viii</sup> The International Covenant on Economic, Social and Cultural Rights (1966) states that '(a) Primary education shall be compulsory and available free to all; (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education; (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education.' Available at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
- <sup>ix</sup> Available at: <http://www.ohchr.org/Documents/ProfessionalInterest/cedaw.pdf>
- <sup>x</sup> Adapted from: UNESCO. 2015. Rethinking Education: Towards a global common good?
- <sup>xi</sup> '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.' See: UNESCO. 2014. UNESCO Education Sector Technical Notes, Lifelong Learning. Available at: <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/>
- <sup>xii</sup> UIS database, referring to data from 2012. Available at: <http://data.uis.unesco.org/>
- <sup>xiii</sup> UNESCO. 2012. Education for All Global Monitoring Report 2012. Youth and Skills – Putting education to work. Available at: <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>
- <sup>xiv</sup> Non-cognitive skills (referred to as transversal competencies in the cited publication) may be defined as:
- Critical and innovative thinking: Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
  - Inter-personal skills: Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
  - Intra-personal skills: Self-discipline, ability to learn independently, flexibility, adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, risk-taking, self-respect
  - Global citizenship: Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
  - Media and information literacy: Ability to locate and access information through ICT, media, libraries and archives, express and communicate ideas through ICT, use media and ICT to participate in democratic processes, ability to analyse and evaluate media content.
- See: UNESCO Bangkok. 2015. Transversal Competencies in Education Policy and Practice (Phase I). Available at: <http://unesdoc.unesco.org/images/0023/002319/231907E.pdf>
- <sup>xv</sup> Basic education is defined here as corresponding to 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). The 1960 UNESCO Convention against Discrimination in Education 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. UNESCO. 2007. Experts' Consultation on the Operational Definition of Basic Education. Pp. 17-18. December 2007 – Conclusion. Available at: <http://unesdoc.unesco.org/images/0018/001802/180253e.pdf>
- <sup>xvi</sup> Early Childhood Development on the Post-2015 Development Agenda, The Consultative Group on Early Childhood and Care
- <sup>xvii</sup> UIS database, referring to 1999 and for the projection to 2015: UNESCO. 2015. Education for All Global Monitoring Report 2015. Achievements and Challenges. Available at: <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <sup>xviii</sup> UIS database, referring to 2000 and 2012 data. Available at: <http://data.uis.unesco.org/>
- <sup>xix</sup> OECD. 2013. OECD Skills Outlook 2013: First Results from the Survey of Adult Skills. Available at: [http://skills.oecd.org/documents/SkillsOutlook\\_2013\\_Chapter1.pdf](http://skills.oecd.org/documents/SkillsOutlook_2013_Chapter1.pdf)
- <sup>xx</sup> UNESCO. 2015. Education for All Global Monitoring Report 2015. Achievements and Challenges.
- <sup>xxi</sup> UNESCO. 2015. Education for All Global Monitoring Report 2015. Achievements and Challenges.
- <sup>xxii</sup> UNESCO. 2015. Education for All Global Monitoring Report 2015. Achievements and Challenges.

<sup>xxiii</sup> Plan International. 2012. The State of the World's Girls 2012: Learning for Life. Available at: <https://plan-international.org/girls/pdfs/2012-report/The-State-of-the-World-s-Girls-Learning-for-Life-Plan-International-2012.pdf>

<sup>xxiv</sup> Available at [www.education-inequalities.org](http://www.education-inequalities.org).

<sup>xxv</sup> UIL. 2010. CONFINTEA VI Sixth International Conference on Adult Education - Final report. Available at: <http://unesdoc.unesco.org/images/0018/001877/187790e.pdf>

<sup>xxvi</sup> UNESCO. 2015. Education for All Global Monitoring Report 2015. Achievements and Challenges.

<sup>xxvii</sup> OECD. 2010. PISA 2009 Results: What Students Know and Can Do.

<sup>xxviii</sup> A person is defined as "functionally literate who can engage in all those activities in which literacy is required for effective functioning of his [or her] group and community and also for enabling him [or her] to continue to use reading, writing and calculation for his [or her] own and the community's development" (UNESCO. 2006. Education for All Global Monitoring Report 2006. Literacy for Life. p. 30. Available at: <http://unesdoc.unesco.org/images/0014/001416/141639e.pdf>).

<sup>xxix</sup> Literacy is defined as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with diverse contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and society. See: UNESCO. 2005. Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting 10 – 12 June 2003. Available at: <http://unesdoc.unesco.org/images/0014/001401/140125eo.pdf>

<sup>xxx</sup> ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.  
See: UNESCO. 2014. Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. Available at: <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>

<sup>xxxi</sup> Global citizenship education aims to equip learners with the following core competencies:

- A deep knowledge of global issues and universal values such as justice, equality, dignity and respect;
- Cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues;
- Non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives;
- Behavioural capacities to act collaboratively and responsibly, and to strive for collective good.

See: UNESCO. 2013. Outcome document of the Technical Consultation on Global Citizenship Education: Global Citizenship Education: An Emerging Perspective. Available at: <http://unesdoc.unesco.org/images/0022/002241/224115E.pdf>

<sup>xxxii</sup> UNESCO. 2014. Shaping the Future We Want: UN Decade of Education for Sustainable Development (2005-2014): Final Report. Available at: UN Decade of Education for Sustainable Development (2005-2014): Final Report.

<sup>xxxiii</sup> Endorsed by the UNESCO General Conference (37 C/Resolution 12) and acknowledged by the UN General Assembly (A/RES/69/211) as follow-up to the UN Decade of ESD.

<sup>xxxiv</sup> It is important to note that conceptions of safe and inclusive learning environments have been developed through the INEE Minimum Standards and the UNICEF's Child-Friendly School Checklist.

<sup>xxxv</sup> UNICEF. 2012. Water, Sanitation and Hygiene Annual Report 2012. Available at: [http://www.unicef.org/wash/files/2012\\_WASH\\_Annual\\_Report\\_14August2013\\_eversion\\_\(1\).pdf](http://www.unicef.org/wash/files/2012_WASH_Annual_Report_14August2013_eversion_(1).pdf)

<sup>xxxvi</sup> Plan International. 2012. A Girl's Right to Learn Without Fear: Working to end gender-based violence at school. Available at: <https://plan-international.org/files/global/publications/campaigns/a-girls-right-to-learn-without-fear-english.pdf>

<sup>xxxvii</sup> [http://www.ungei.org/news/files/ENGLISH\\_SRGBV\\_INFOGRAPHIC\\_NOV2014\\_FINAL.pdf](http://www.ungei.org/news/files/ENGLISH_SRGBV_INFOGRAPHIC_NOV2014_FINAL.pdf)

<sup>xxxviii</sup> UNESCO. 2014. Education for All Global Monitoring Report 2013/14. Teaching and Learning: Achieving quality for all – Gender Summary.

<sup>xxxix</sup> UNESCO. 2014. Education for All Global Monitoring Report 2013/14. Teaching and Learning: Achieving quality for all.

<sup>xl</sup> UNESCO. 2014. Teacher needs. GMR/UIS policy paper. Available at: <http://unesdoc.unesco.org/images/0022/002299/229913e.pdf>  
Trained teachers: UIS database, referring to 2012. Available at: <http://data.uis.unesco.org/>

<sup>xli</sup> UNESCO. 2015. Education for All Global Monitoring Report 2015. Achievements and Challenges.

<sup>xlii</sup> UNESCO. 2015. Pricing the right to education: The cost of reaching new targets by 2030. EFA GMR Policy Paper 18. Available at: <http://unesdoc.unesco.org/images/0023/002321/232197E.pdf>

<sup>xliiii</sup> UNESCO. 2000. Dakar Framework for Action. Available at: <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

<sup>xliiv</sup> UNESCO. 2015. Pricing the right to education: The cost of reaching new targets by 2030.

<sup>xliv</sup> See: UNESCO and UNICEF. 2013. Making Education a Priority in the Post-2015 Development Agenda. Available at: [http://www.unicef.org/education/files/Making\\_Education\\_a\\_Priority\\_in\\_the\\_Post-2015\\_Development\\_Agenda.pdf](http://www.unicef.org/education/files/Making_Education_a_Priority_in_the_Post-2015_Development_Agenda.pdf)