

Education post-2015

Outline:

1. Purpose of these slides
2. Key learning from the current MDGs
3. Questions for education post-2015
4. Thoughts on a goal
5. Thoughts on targets
6. Thoughts on indicators
7. Considerations on goal, targets, indicators

1. Purpose of these slides

- To facilitate structured and focused discussion within and across organisations on:
 - the challenges faced by education post-2015
 - the content, shape and structure of an education goal, set of indicators and targets post-2015

**Please note: these slides do not represent
the position of any organisation**

2. Learning from the MDGs

- **Political consensus** in both North and South around clear, tangible, results-oriented education goals
- Progress made on access, but **not enough on learning** and what happens in school
- **Focus on primary** too narrow, what of ECD, secondary, post-primary, adult learning?
- **Growing inequities** in education (rural vs urban, children with disabilities, socio-economic)

3. Some key questions in education post-2015

1. Should education be a priority post-2015?

7. How best to focus on access plus learning?

2. Who should the goals apply to? All countries, poorest countries?

5. What constitutes a relevant education in the 21st century?

8. How would a post-2015 framework relate to Education For All?

3. How do we reach the hardest to reach (including disabled children, conflict-affected states)?

6. How do we reflect equity concerns?

4. Is appropriate data available or expected to become available?

9. Do we include all levels of the education cycle from ECD to tertiary?

10. How does education respond to the cross-cutting and critical issues of demographic and climate change?

4. Thoughts on goals

A. Every girl and boy in school and learning

B. Appropriate education and skills for productive participation in society

C. Every girl and boy gets a good start in life

D. Every girl and boy grows up to achieve their potential

E. Ensure children everywhere receive quality education and have good learning outcomes

5. Thoughts on targets

THEME	WHAT COULD A GLOBAL TARGET LOOK LIKE?
Learning	All girls and boys achieve country specific learning targets at pre-primary, primary and lower secondary levels.
Access/ Inclusion	All girls and boys complete a full course of pre-primary, primary and secondary schooling.
Transition	All girls and boys successfully move from pre-primary school to primary school and from primary to secondary school.
Equity	Disadvantaged girls and boys, including those with disabilities and from religious and ethnic minorities have equal access to effective learning in school

6. Thoughts on indicators

THEME	DESCRIPTION	NOTES
Learning	Proportion of students achieving a benchmarked set of age-appropriate competencies at each stage of the education cycle from ECD to secondary and on to tertiary	International aggregation of learning metrics across countries is currently not possible. Work of the Learning Metrics Taskforce and other related initiatives are making progress on this. Need to consider out of school children.
Access/ Inclusion	Access measures disaggregated by sex, socio-economic background, disability	NER/PCR/GER/Intake rates? Opportunities to improve or add to existing surveys for more contextualised data.
Transition	Transition rates from one cycle to the next (ECD to primary, primary to secondary)	
Equity	The rate of progress of the bottom learning quintile is at least as fast as the average rate of progress (at a country level)	How best to ensure sufficient focus and investment in disadvantaged learners at the bottom of the learning distribution? Learning indicators weighted for access as an alternative option.

7. Goal / Target / Indicator considerations

- A. How should the goal, targets and indicators be structured to incentivise both global action and local ownership/accountability?
- B. Should education have 1 (or 2) **aspirational goal(s)** that are universally applicable across UN member states?
- C. Could a **set of indicators** apply universally in terms of an agreed set of key measures needed to demonstrate achievement of the goal?
- D. Should the **targets** be nationally defined based on contextual 2015 starting points (baseline)?
- E. How can **equity** be most effectively reflected?
- F. Should detailed goals covering all education levels (EFA replacements) sit under a macro goal (MDG replacement)?