**Goals and targets from key post-2015 processes [as of 25 April 2014]**

*Pauline Rose, ODI/UKFIET Roundtable on post-2015 goals, targets and indicators for education*

Sources:

Joint proposal of the EFA Steering Committee on Education Post-2015. Draft document [25 April 2014]

High Level Panel report (2013) A new global partnership: Eradicating poverty and transform economies through sustainable development <http://www.post2015hlp.org/wp-content/uploads/2013/05/UN-Report.pdf>

Open Working Group on Sustainable Development Goals (for 5-9 May session) <http://sustainabledevelopment.un.org/focussdgs.html>

Indicators for Sustainable Development Goals. Leadership of the Sustainable Solutions Network <http://unsdsn.org/wp-content/uploads/2013/06/140417-Changes-to-SDSN-goals-and-targets-since-June.pdf>

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|  | *EFA goals [Dakar, 2000]* | EFA Steering Committee [draft 29 April 2014] | High Level Panel [final – May 2013] | OWG [draft for 5-9 May session] | SDSN [revisions to 6/2013 version as of 11 April 2014] |
| **Goal** |  | Ensure equitable and inclusive quality education and lifelong learning for all by 2030 | Goal 3 (of 12): Provide quality education and lifelong learning | Focus area 4 (of 16): Provide quality education and lifelong learning for all | Goal 3 (of 10): Ensure effective learning for all children and youth for life and livelihood |
| **Targets** |  |  |  |  |  |
| ECCE/pre-school | *[Goal 1] Expanding and improving comprehensive early childhood care and*  *education, especially for the most vulnerable and disadvantaged children* | 1. Increase the percentage of children who access ECCE to at least x% and start primary education ‘ready to learn’  [minimum global benchmarks will be developed] | a. Increase by x% the proportion to children able to access and complete pre-primary education | c. By 2030, increase by x% the proportion of children able to access and complete quality pre-primary education | a. All children under the age of 5 reach their developmental potential through access to quality early childhood development programs and policies |

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| Primary | *[Goal 2] Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality*  *[goal 6] Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills* | 2. All children complete free and compulsory quality basic education of at least 10 years and achieve relevant learning outcomes | b. Ensure every child, regardless of circumstance, completes primary school able to read, write and count well enough to meet minimum standards | a. By 2030 ensure universal, free, equitable access to and completion of quality primary and secondary education for all girls and boys, leading to effective learning outcomes | b. All girls and boys receive quality primary and secondary education that focuses on learning outcomes and on reducing dropout to zero |
| Lower secondary |  | c. Ensure every child, regardless of circumstance, has access to lower secondary education and increase the proportion of adolescents who achieve measurable learning outcomes to x% |

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| Youth/adult literacy | *[goal 4] Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults* | 3. Increase the percentage of adults who reach a proficiency level in literacy and numeracy sufficient to fully participate in society to at least x%  [minimum global benchmarks will be developed] |  | d. By 2030 achieve universal youth and adult literacy, with particular attention to women and the most marginalized |  |
| Skills | *[goal 3] Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes* | 4. Increase the percentage of youth and adults with the knowledge, skills and competencies to access decent work to at least x% and y% respectively  [minimum global benchmarks will be developed]  5. All learners acquire knowledge, skills, values and attitudes for global citizenship and sustainable development  [minimum global benchmarks will be developed] | d. Increase the number of young and adult women and men with the skills, including technical and vocational, needed for work by x%  [goal 8: jobs] Decrease the number of young people not in education, employment or training by x% | e. By 2030 increase by x% the number of young and adult women and men with vocational training, technical, engineering and scientific skills  [focus area 8: economic growth, employment and infrastructure]: by 2030 halve the number of youth not in employment, education or training by 2020  b. Ensure that persons with disabilities have access to inclusive education, skills development and vocational training | c. Ensure that all youth transition effectively into the labour market |
| Gender | *[goal 5] Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality* |  |  | [focus area 5: gender equality and empowerment]: by 2030, ensure equal access to education at all levels |  |

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| Finance |  | 7. All countries progress towards allocating (4-6% of their GDP and (15-20% of the public expenditure to education |  | Appropriate means of implementation | [Goal 10: transform governance and technology] Adequate domestic and international finance for the SDGs, including 0.7% of GNI in ODA for all high-income countries… |
| Teachers |  | 6. All governments ensure the provision of sufficient numbers of qualified teachers  [national benchmarks and/or targets should be developed] |  |  |  |
| *Other* |  |  |  | f. Integrate relevant knowledge and skills in education curricula, including ICT skills, education for sustainable development, and awareness raising on culture’s contribution to sustainable development |  |
|  |  |  |  | g. All schools to provide safe and healthy learning environment for all students |  |
|  |  |  |  | [focus area 12: climate change]: improve education and awareness raising on climate change |  |
|  |  |  |  | Expand by x% globally the number of scholarships for students from LDCs to enroll in higher education programmes in developed countries and other developing countries, with focus on science, engineering and management |  |