



Global Monitoring Report comment on the POST-2015 HLP CIVIL SOCIETY CONSULTATION

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1. From the Millennium Development Goals, what lessons can be learned about designing goals to have maximum impact?

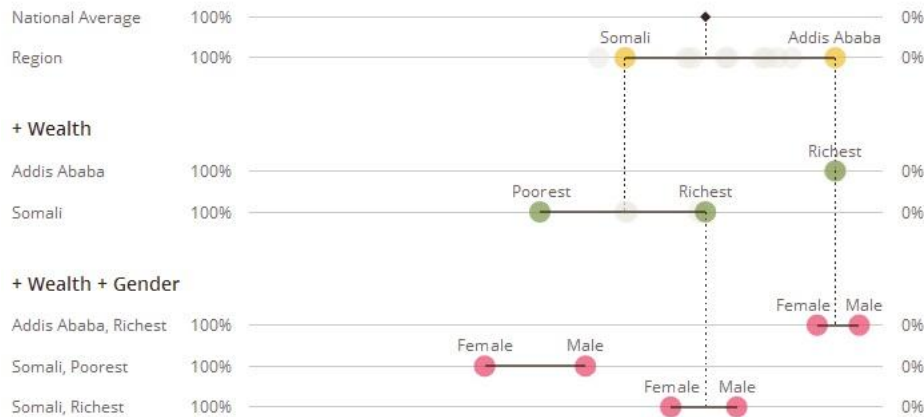
The education-related MDGs (MDG2 and MDG3) have been important in focusing attention on getting more children into school and closing gender gaps. But these two goals were insufficiently linked with the Education for All (EFA) goals that were devised simultaneously. Among other things, the EFA goals had equity as their focus and included attention to both access and the quality of learning – issues that are now being highlighted as having been neglected in the MDGs. To ensure the biggest impact on education post-2015, it will be vital to devise an overarching education goal suitable for a broad development framework that is simple to understand, ensuring coverage of equitable access and learning. This overarching goal should then link more clearly with detailed targets (as a follow up to EFA) that the education community monitors.

2. How should a new framework address the dimensions of economic growth, equity, social equality and environmental sustainability? Is an overall focus on poverty eradication sufficiently broad to capture the range of sustainable development issues?

Experience from monitoring the current goals indicates that it will be vital to put equity at the heart of post-2015 goals, with explicit targets needed to measure progress for disadvantaged sub-groups within countries. Neglect of equity in the current goals has meant that the hardest to reach have been left behind. The [Education for All Global Monitoring Report](#) has recently developed a user-friendly, interactive website – the World Inequality Database on Education (WIDE – <http://www.education-inequalities.org/>) – to facilitate equity-based monitoring. The site shows how different factors – such as gender, wealth and region – matter for people’s chances of getting an education within a country.

In Ethiopia, for example, WIDE reveals that while only 8% of the richest 7-16 year olds in the country have never been to school, the percentage rises to 59% for the poorest, and 63% for the poorest females.

Ethiopia, 7-16 year olds, Never been to school 2011



3. What elements should be included in the architecture of the next framework? What is the role of the Sustainable Development Goals (SDGs) in a broader post-2015 framework? How can the SDG process be aligned with the post-2015 process?

It is vital that education is included as a goal in a post-2015 framework. Not only should education be seen a right for all children and young people, but there is clear evidence that more and better quality education leads to better development outcomes – reducing poverty, improving health and nutrition, strengthening democracy, promoting empowerment, and influencing knowledge and attitudes towards environmental sustainability and climate change.

4. Mindful that poor and vulnerable people may not have the capacity to participate directly in an online consultation, the following question that the Panel is considering is also posed for individuals and civil society organizations who engage with these constituencies directly and regularly: "What issues do poor and vulnerable people themselves prioritize?"

Many of the world's most vulnerable people who lack a voice are living in conflict-affected environments. People in these contexts prioritize education, along with security, housing and healthcare – yet education hardly features in humanitarian efforts. As our [Education for All Global Monitoring Report](#) shows, education receives just 2% of humanitarian aid and is usually the most underfunded of humanitarian appeals. Yet the demand for education is clear – communities set up schooling for their children in caves in Syria or the bush in the Central African Republic in an attempt to keep education going and ensure some kind of normality for their children even in the most violent of environments.

The recent tragic shooting of Malala in Pakistan also highlights the lengths that children and young people will go to in order to ensure their right to education. Yet many girls from poor families are denied this right, and the international community is not currently doing enough to protect it.

5. How should a new framework reflect the particular challenges of the poor living in conflict and post-conflict settings?

As part of monitoring progress using equity-based targets, progress should be assessed for countries affected by conflict, as well as parts of countries where conflict is rife. Using data from the World Inequality Database on Education, we find that in conflict-affected North Kivu province of the Democratic Republic of the Congo, for example, adolescents and young adults are twice as likely to have less than two years in school, in comparison with the national average – and poor females are three times as likely to be in this situation. This highlights the importance of putting in place special measures

to reach those living in conflict situations to ensure another generation of children and young people are not denied their right to education.

6. How can we universalize goals and targets while being consistent with national priorities and targets?

International goals, such as ensuring all children are in school and learning, should be set while allowing flexibility within countries to ensure that priorities are established that are relevant to the national context. This may differ, for example, according to whether boys or girls are most disadvantaged in access to education and learning, whether children with disabilities are being given opportunities, whether some regions are left behind due to conflict or other factors, or whether education systems need to be adapted to the learning needs of particular groups, such as pastoralists. International goals should not be seen as undermining such national priorities and strategies but rather a means to strengthen them.

7. What time horizon should we set for the next phase in the global development agenda (e.g. 10, 15, 25 years, or a combination)?

The benefit of the timeline of the current goals is that it has been long enough to see change happen, while not too long to lose sight of their importance. Even within this timeframe, it has been apparent that the first part of the MDG phase saw faster progress in education, while attention has waned in more recent years with the numbers out of school stagnating at 61 million. Having a timeline of 25 years would probably be too long – and also progress needs to be made faster than that. The next set of goals would be more appropriately set at 2025 or 2030.

8. How specific should the Panel be with recommendations on means of implementation, including development assistance, finance, technology, capacity building, trade and other actions?

MDG8 on global partnerships has been the most neglected of all MDGs, largely because it lacked specific targets. More concrete targets should be made on financing, including holding donors and the private sector to account and ensuring transparency of their spending. Our [Education for All Global Monitoring Report](#) assesses financing trends for education annually, and the latest edition finds that aid to education is stagnating. Recent attention being given to the private sector in supporting development efforts is encouraging, but it needs to do far more to be effective. In education, for example, our analysis shows that it only contributes equivalent of around 5% of international aid.