



The Post-2015 Education Agenda

E-9 Ministerial Review Meeting
Islamabad, 27-28 November 2014



Outcomes expected from this meeting:

1. Finalization of the E-9 Synthesis Report of the National EFA 2015 Reviews
2. Adoption of a joint E-9 statement on education post-2015
3. Revised working paper on the future of the E-9 Initiative



Objectives of this presentation:

1. Provide an overview of the current global process of defining the education goals and targets within the post-2015 Sustainable Development Goals
2. Initiate discussion on a joint E-9 statement on post-2015 education agenda



Post-2015 sustainable development agenda

Aim: To achieve sustainable development and end extreme poverty in all its forms

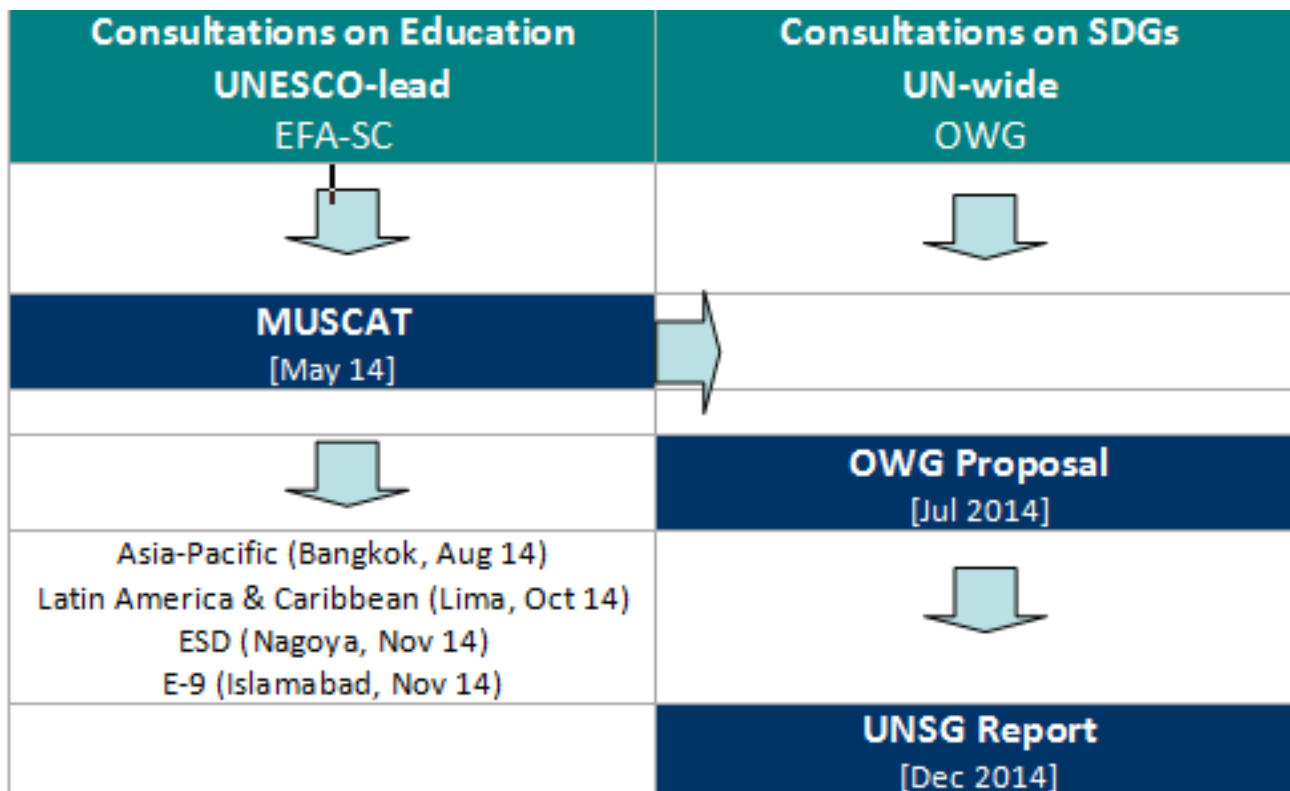
Enabled by 3 interconnected **objectives:**

- Economic development
- Social justice and inclusion
- Environmental sustainability

Principles: Rights-based; Universally relevant; Context-specific implementation;
Member States in driver seat



Processes shaping the post-2015 agenda





Muscat Agreement

Overarching Goal:

**Ensure equitable and inclusive quality education
and lifelong learning for all by 2030**

7 Targets:

- (1) ECCE (2) Basic schooling (3) Literacy (4) Skills for decent work
- (5) Global Citizenship & ESD (6) Teacher Training (7) Financing



Muscat Targets 1-3

Target 1: By 2030, at least x% of girls and boys are ready for primary school through participation in quality **early childhood care and education**, including at least **one year of free and compulsory pre-primary education**, with particular attention to gender equality and the most marginalized.

Target 2: By 2030, all girls and boys complete **free and compulsory quality basic education** of at least **9 years** and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.

Target 3: By 2030, all youth and at least x% of adults reach a proficiency level in **literacy and numeracy** sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.



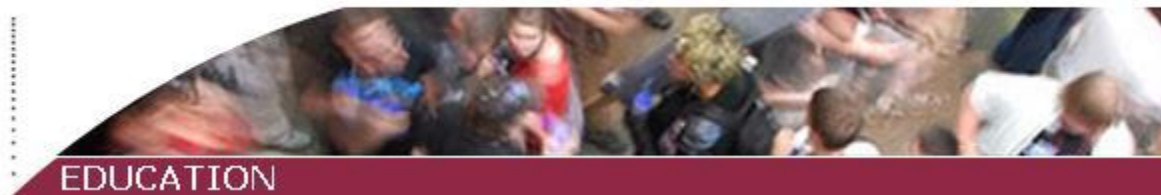
Muscat Targets 4-7

Target 4: By 2030, at least x% of youth and y% of adults have the knowledge and **skills for decent work** and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized

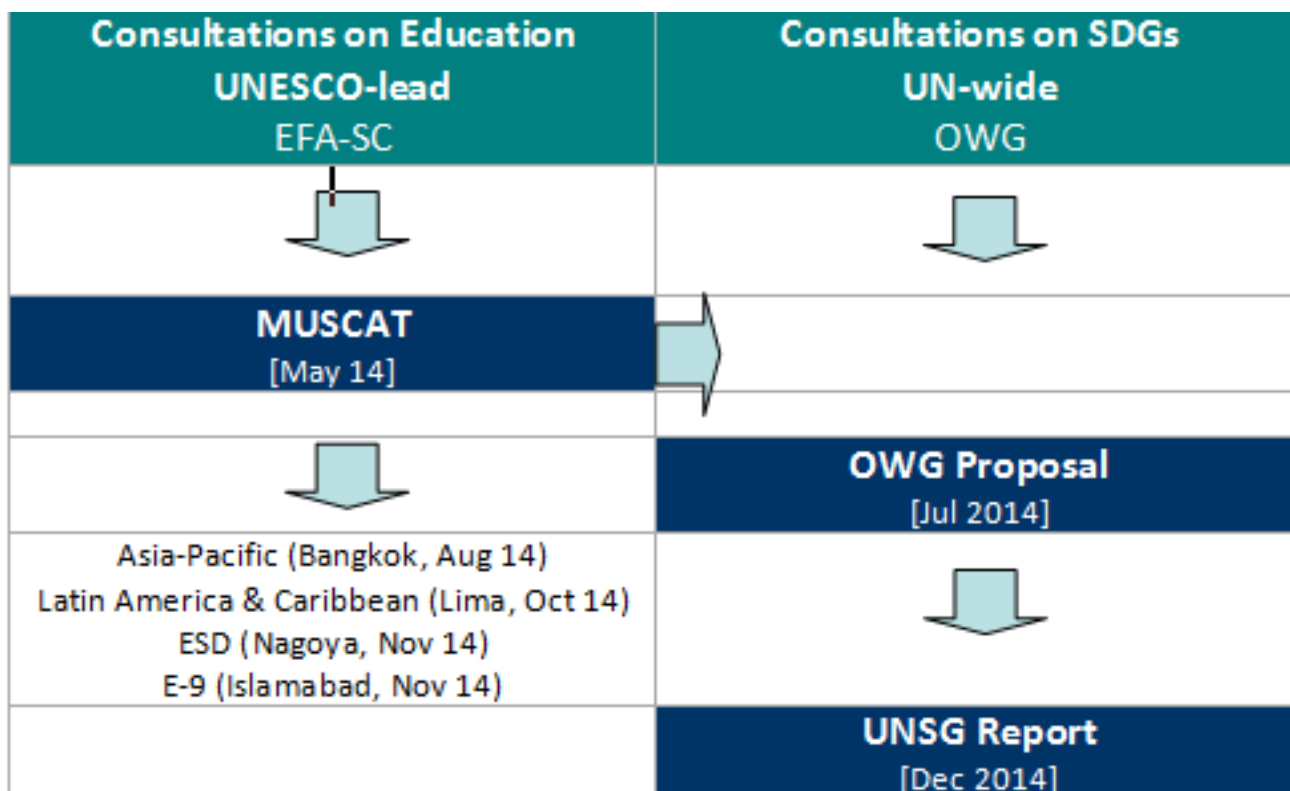
Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through **global citizenship education** and **education for sustainable development**.

Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported **teachers**.

Target 7: By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their **public expenditure** to education, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need.



Processes shaping the post-2015 agenda





Open Working Group

Overarching Goal:

**Ensure inclusive and equitable quality education
and promote lifelong learning opportunities for all**

7 Targets [+ 3 targets for implementation]

- (1) ECCE (2) Prim/Second Schooling (3) TVET and Higher Education
(4) Skills for decent work (5) Gender parity/equal access (6) Literacy (7) ESD

OWG Education Goal 4

4.1 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

4.2 By 2030, ensure that all girls and boys complete free, equitable and quality **primary and secondary education** leading to relevant and effective learning outcomes

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

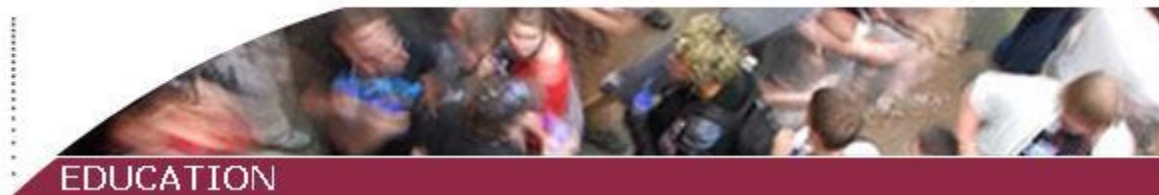
4.4 By 2030, increase by x% the number of youth and adults who have relevant skills, including **technical and vocational skills**, for employment, decent jobs and entrepreneurship



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.

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

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.



[Means of implementation]

4.a Build and upgrade **education facilities** that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective **learning environments** for all.

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.

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.



Consultations on Education Post-2015

Asia and Pacific region

[Bangkok, Aug 2014]

Latin America and the Caribbean

[Lima, Oct 2014]

World Conference on Education for Sustainable Development

[Nagoya, Nov 2014]



10th E-9 Ministerial Review Meeting

[Islamabad, Nov 2014]

Next Steps

1. **UN SG report on post-2015 development** [Expected Dec 2014]



- **Intergovernmental negotiations** [to start as of Jan 2015]

- Further **regional post-2015 consultations** on education:

[Cairo, 27-29 Jan 2015; Kigali, 9-10 Feb 2015; Paris, Feb 2015]



2. **World Education Forum** [Incheon, 19-22 May 2015]

Adoption of post-2015 education agenda and Framework for Action



3. **UN Summit** [New York, Sep 2015]

Adoption of Post-2015 Sustainable Development Goals



Influencing the process through a
Joint E-9 Statement on Education Post-2015



Proposed Format for:

E-9 Joint Statement on Education Post-2015

Preamble: Opening statement(s) based on review of EFA experience 2000-2015; (progress, remaining challenges, and new challenges), and on examination of Muscat and OWG proposals:

E-9 Perspectives on Post-2015 Agenda: Possible endorsement of proposed post-2015 agenda? [or overarching goal]? Reaffirmation of basic principles? [Right to education? Lifelong learning?...]

Priority Action Areas: Youth and adult literacy? Non formal education for out-of-school children? Youth skills development for decent work? Competencies for responsible citizenship and social cohesion? Management and financing of education?

Towards the World Education Forum 2015: Role of UNESCO in coordinating global debate on education post-2015? Role of E-9 countries in ensuring post-2015 education agenda is integrated in SDGs