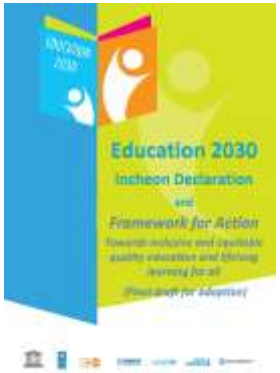
United Nations
Educational, Scientific and
Cultural Organization

Education 2030 and the Framework for Action (FFA)



Asia-Pacific Meeting on Education 2030
(APMED2030)
25-27 November 2015 - Bangkok, Thailand

Jordan Naidoo, Director EFA and Global Coordination

Consultative Process

- **Multi-layered consultation process from 2012 – 2015**
- **Key Milestones**
  - **Muscat Agreement (May 2014)**
  - **Open Working Group (OWG) - Education Goal and Targets (SDG 4)**
  - **World Education Forum and Incheon Declaration (May 2015)**
  - **Transforming our World - Agenda 2030 for Sustainable Development adopted UNGA (September 2015)**
  - **Framework for Action adopted (November 2015)**

Vision and Rationale

- **A single agenda**: Education 2030 = SDG 4
- Comprehensive, holistic, ambitious, aspirational and **universal**
- **Transformative**, leaving no one behind
- **Addressing unfinished business** of EFA and MDGs and current and future challenges

Key Principles

- **Education is a fundamental human right and an enabling right**
- **Education is a public good**
- **Gender equality**

Goal

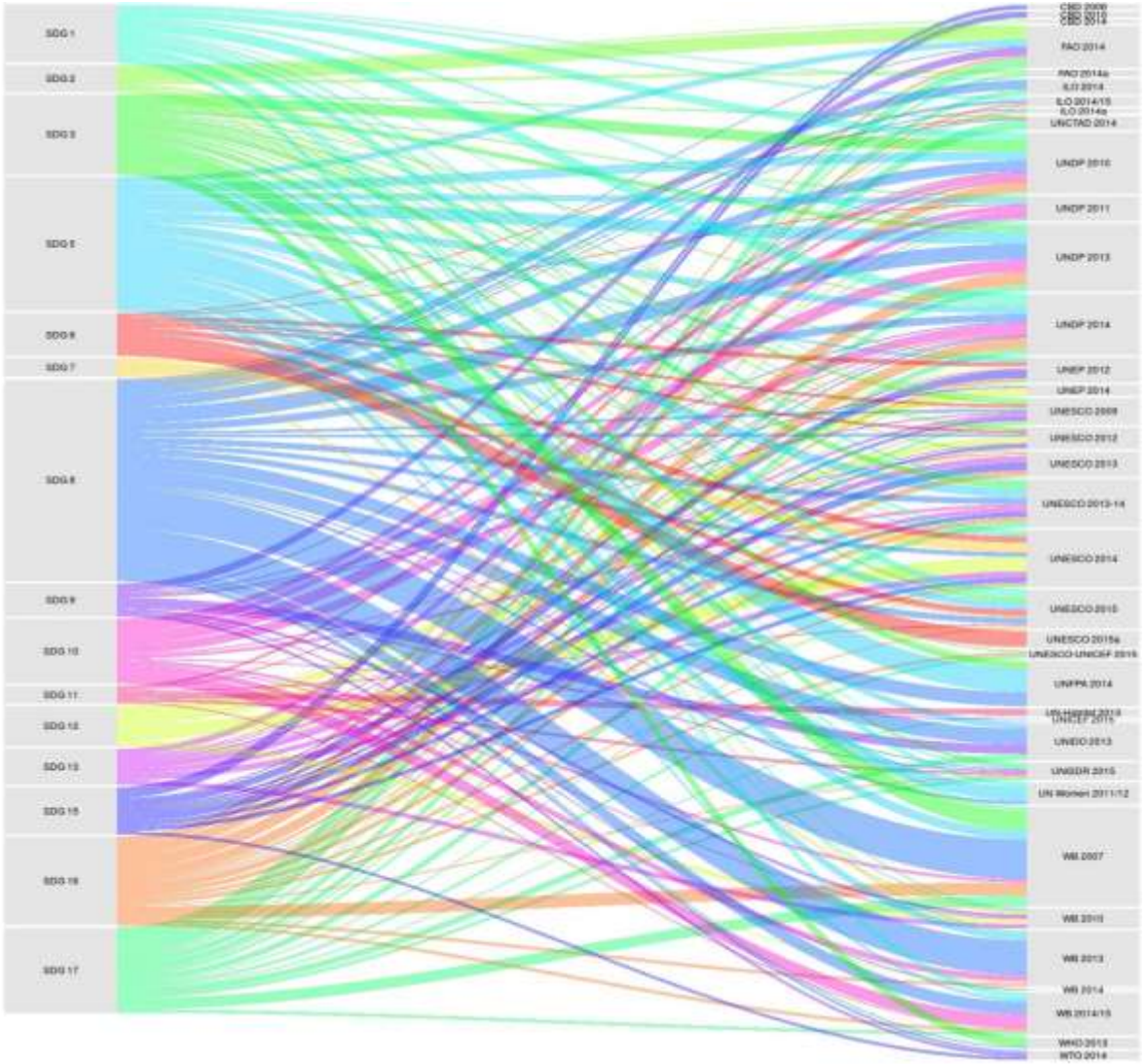
SDG 4

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

Key Features

- **Access**
- **Equity** and **inclusion**
- **Gender Equality**
- **Quality**
- **Lifelong Learning**

Links between Education and other SDGs



Source: Elaboration Katia Vladimirova. Graph Credit: Michael Dayan.

Education 2030
Framework for Action

- **Provides guidance on implementation**

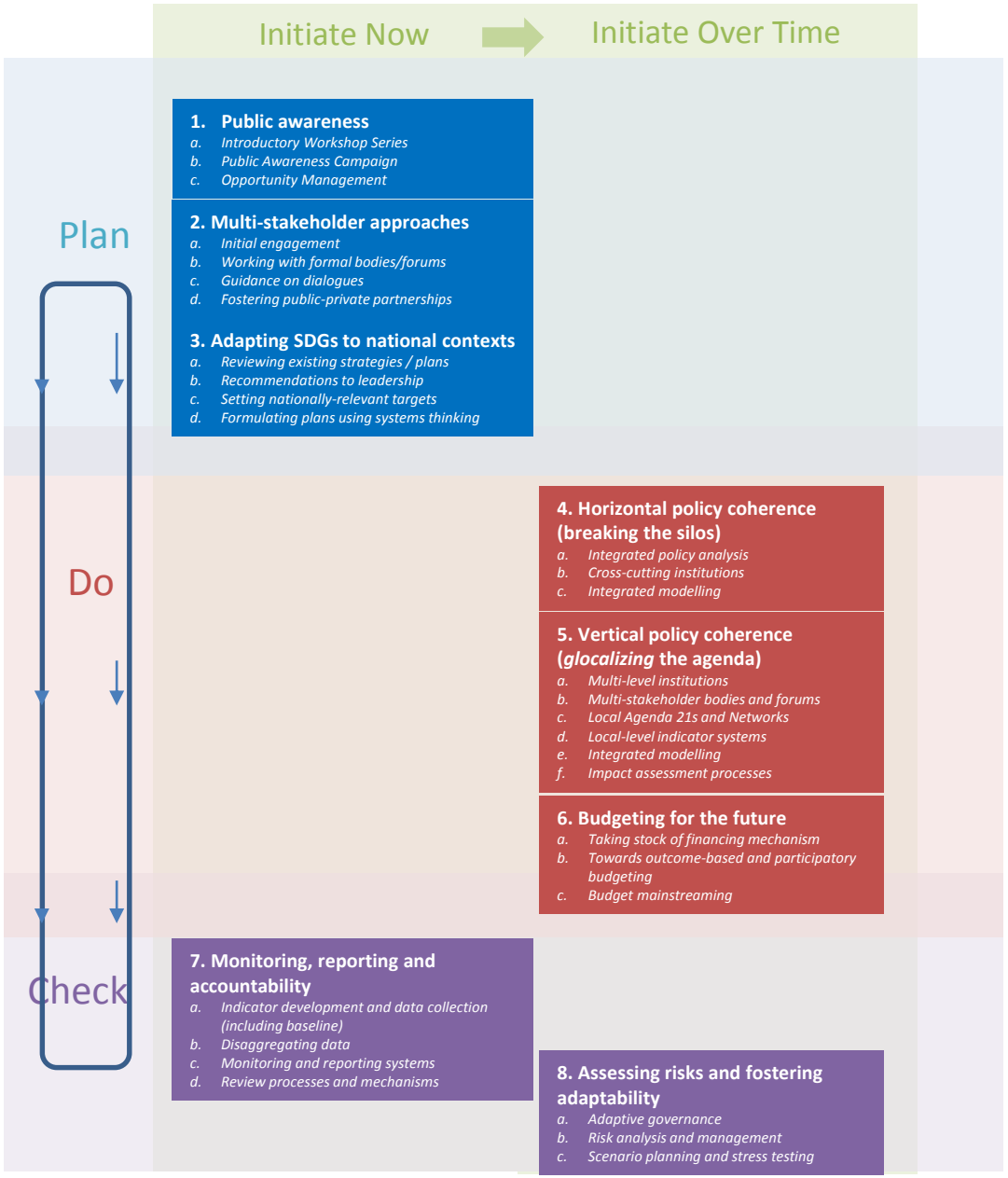
- **Outlines modalities to support country-led action**

Strategic Approaches

- **Strengthening policies, plans, legislation and systems**
- **Emphasizing equity, inclusion and gender equality**
- **Focusing on quality and learning**
- **Promoting lifelong learning**
- **Addressing education in emergency situations**

Effective Implementation

- **Heart of implementation at the country level**
- **Governments have primary responsibility for Education 2030**
- **Regional strategies and frameworks**
- **Technical support from convening agencies, regional and intergovernmental organisations, others**


Initiate Now
Initiate Over Time
Plan
Do
Check
1. Public awareness
a. Introductory Workshop Series
b. Public Awareness Campaign
c. Opportunity Management
2. Multi-stakeholder approaches
a. Initial engagement
b. Working with formal bodies/forums
c. Guidance on dialogues
d. Fostering public-private partnerships
3. Adapting SDGs to national contexts
a. Reviewing existing strategies / plans
b. Recommendations to leadership
c. Setting nationally-relevant targets
d. Formulating plans using systems thinking
4. Horizontal policy coherence (breaking the silos)
a. Integrated policy analysis
b. Cross-cutting institutions
c. Integrated modelling
5. Vertical policy coherence (glocalizing the agenda)
a. Multi-level institutions
b. Multi-stakeholder bodies and forums
c. Local Agenda 21s and Networks
d. Local-level indicator systems
e. Integrated modelling
f. Impact assessment processes
6. Budgeting for the future
a. Taking stock of financing mechanism
b. Towards outcome-based and participatory budgeting
c. Budget mainstreaming
7. Monitoring, reporting and accountability
a. Indicator development and data collection (including baseline)
b. Disaggregating data
c. Monitoring and reporting systems
d. Review processes and mechanisms
8. Assessing risks and fostering adaptability
a. Adaptive governance
b. Risk analysis and management
c. Scenario planning and stress testing

Targets
and
Indicative Strategies

Targets

- **7 + 3 (means of Implementation)**
- **Contribute directly to achieving the goal**
- **Specific and measurable**
- **Applicable to all countries**
- **Governments to translate global targets into achievable national benchmarks and develop and implement appropriate strategies**

Targets

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

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

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

4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work 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 a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7. By 2030, ensure that 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 targets 4 a-c – infrastructure, scholarships and teachers

Indicative Strategies

- **Provides rationale** and **shared understanding**
- **Indicative strategies** for each target, address key dimensions of:
  - Policy and planning
  - Equity and inclusion
  - Quality lifelong learning
  - Review and Monitoring

Target 4.1
and Indicative Strategies

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

- Institute relevant policies and legislation
- Define standards and review curricula
- Strengthen the efficiency and effectiveness
- Allocate resources equitably
- Foster bi- and multilingual education
- Provide alternative modes of learning and education

Targets 4.2 and Indicative Strategies

4.2 By 2030, ensure that all girls and boys have access to **quality early childhood development, care and pre-primary educatio**n so that they are ready for primary education

- Policies and legislation for free compulsory pre-primary education
- multisector ECCE approach
- Professionalization of ECCE personnel
- Inclusive, accessible and integrated programmes, services and infrastructure

Targets 4.3 and Indicative Strategies

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

- Cross-sector policies for/between vocational skills development, TVET and tertiary education
- Quality assurance, comparability and recognition of qualifications
- Quality distance learning
- Research in tertiary and university education
- International cooperation
- Lifelong learning policies

Targets 4.4 and Indicative Strategies

4.4. By 2030, substantially increase the number of youth and adults who have relevant **skills, including technical and vocational skills**, for employment, decent work and entrepreneurship

- Evidence on changing skills demands
- Holistic education and training programmes
- TVET and work-related skills and non-cognitive/transferable skills
- Work-based and classroom-based training
- TVET quality assurance systems and qualifications frameworks
- Cross-border recognition of TVET qualifications
- Flexible learning pathways

Targets 4.5 and Indicative Strategies

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

- Policies, plans and budgets guarantee non-discrimination and equality
- Affirmative actions to eliminate barriers to access and quality
- Girls' and women's participation, achievement and completion
- Risk assessment, preparedness and response to emergency situations
- Comprehensive approach to making schools resilient
- Sub-regional and regional mechanisms/strategies for IDPs and refugees
- Use of multiple sources of data and information and better-quality data

Targets 4.6 and Indicative Strategies

4.6. By 2030, ensure that **all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**

- Sector-wide multisector approach
- High quality programmes tailored to learners' needs and experience
- Scale up effective adult literacy and skills programmes
- Use of ICT/mobile technology
- Literacy assessment framework
- System to collect, analyse and share data on literacy

Targets 4.7 and Indicative Strategies

4.7. By 2030, ensure that 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

- Interdisciplinary multi-stakeholder approach
- Policies and programmes to promote ESD and GCED
- Global Action Programme on ESD
- Lifelong learning focused on knowledge, skills, values and attitudes
- Sharing ESD and GCED good practices
- Education and culture
- Assessment systems for ESD and GCED

Targets
Means of Implementation

4.a. Education facilities and **effective learning environments**

4.b. Scholarships for developing countries to enrol in higher education

4.c. Increase the supply of qualified **teachers**

Indicators

- Proposes **four levels of indicators**: global, thematic, regional and national

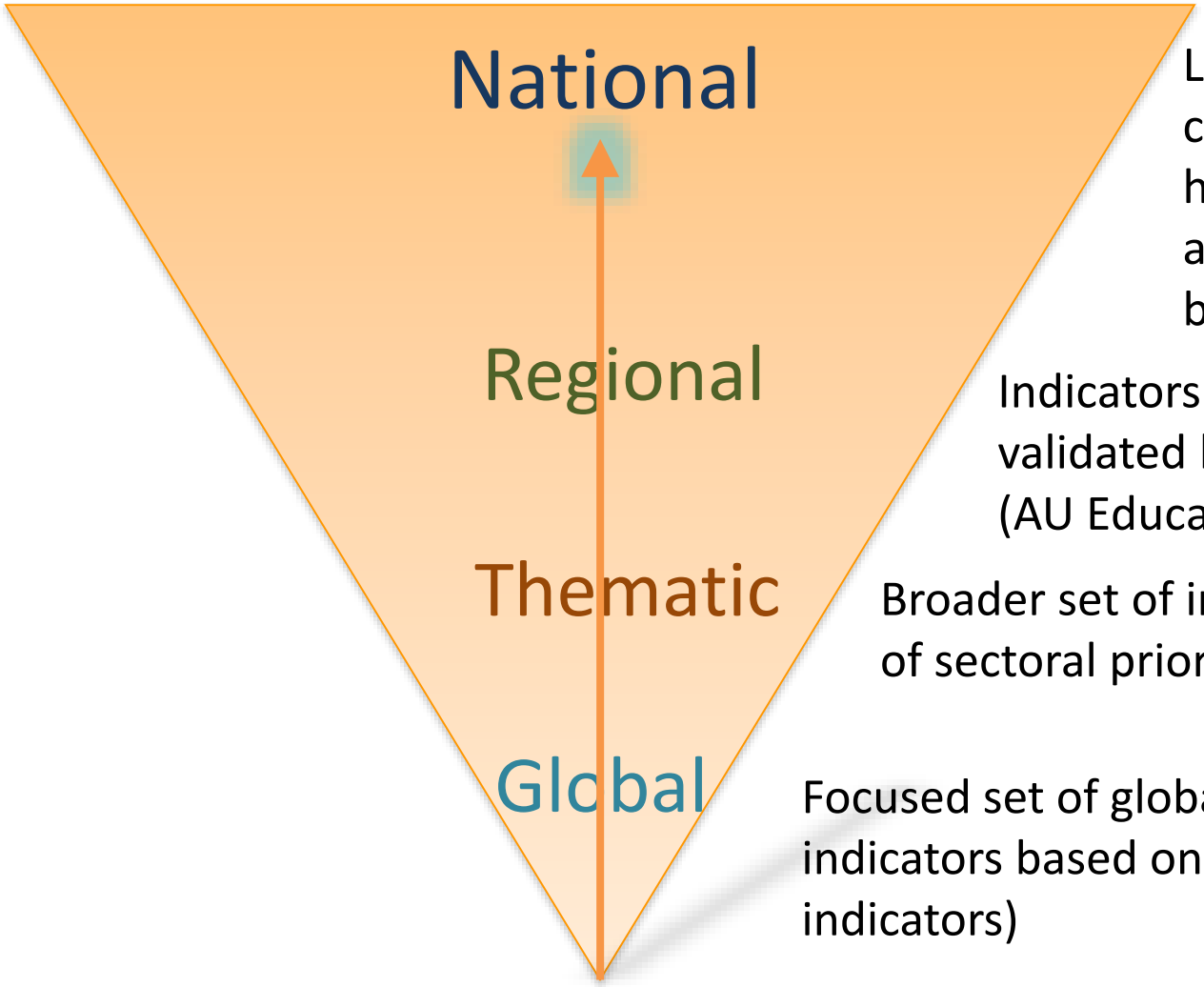
- Proposes a set of 43 **thematic indicators**

- Can be used by countries according to their **relevance** to the **country context**

Next Steps

- **Finalization of Indicators**
- **Implementation**

Proposed levels of monitoring (UNSG*)



Link to national plan; consult national stake-holders; recognize context and address inclusion and broader learning goals

Indicators to monitor frameworks validated by regional groupings (AU Education decades, EU2020)

Broader set of indicators covers the range of sectoral priorities (43 indicators)

Focused set of globally comparable indicators based on clear criteria (10-15 indicators)

*UN Secretary General's Synthesis Report, December 2014

Next steps - Indicators

Finalization of Global Indicators:

- Report for Statistical Commission is finalised for submission Dec. 2015
- Meeting of the High Level Group where the IAEG-SDG co-chairs will participate; (mid-January 2016)
- 3rd meeting of the IAEG-SDGs (March 2016)

In parallel, finalization of proposed **thematic indicators** (March 2016)

Next steps – Supporting Implementation

- **Regional meetings** for supporting the translation of Education 2030 at the national and regional level:
- **Ongoing consultations** on strategic support – co-conveners, member states, civil society, teachers other partners – joint and bi-lateral interactions
- Global, regional and country level **advocacy and resource mobilization**
- **National engagement** to develop and implement context based strategies
- **Monitoring and reporting** process instituted

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Thank you