UNESCO Bangkok – Asia-Pacific Regional Bureau for Education: Position on education post-2015

ERI-Net Expert Meeting

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Why "post-2015"?

EFA is an unfinished agenda

EFA progress in Asia and the Pacific

**Figure 1: Global and regional progress synthesis of the six EFA goals between 2000 and 2012**
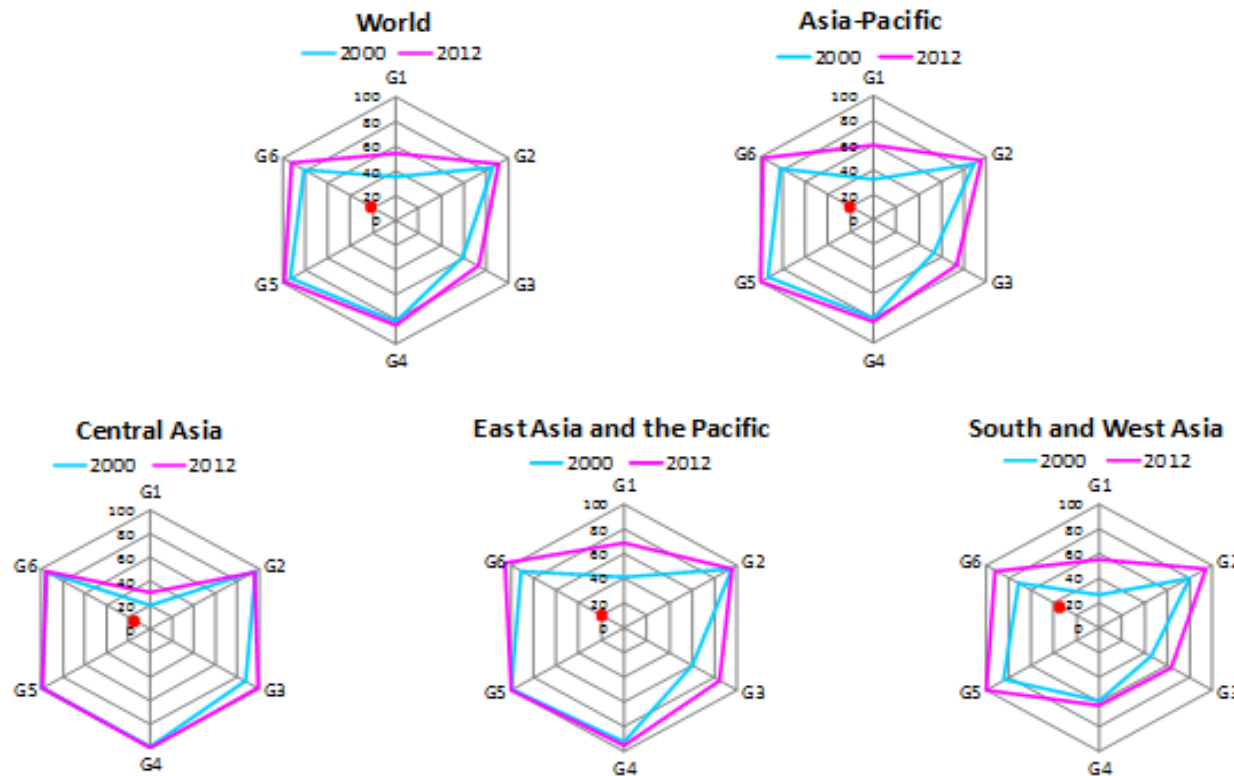
Note: Goal 1 is represented by the gross enrolment ratio (GER) in pre-primary, Goal 2 by the adjusted net enrolment rate (ANER) in primary, Goal 3 by the GER in secondary, Goal 4 by the adult literacy rate, Goal 5 by the gender parity index (GPI) of the ANER in primary and Goal 6 by the gross intake rate in the last grade of primary (proxy of completion). "Dot" is representing pupil-teacher ratio (PTR) of primary in Goal 6.

Source: UNESCO Institute for Statistics Data Centre, July 2014.

Increased no. of enrolment - but still large no. of out-of-school children

Percentage distribution of number of out-of-school children in Asia-Pacific regions, 2012

Bangladesh, 4%

India, 8%

Indonesia, 8%

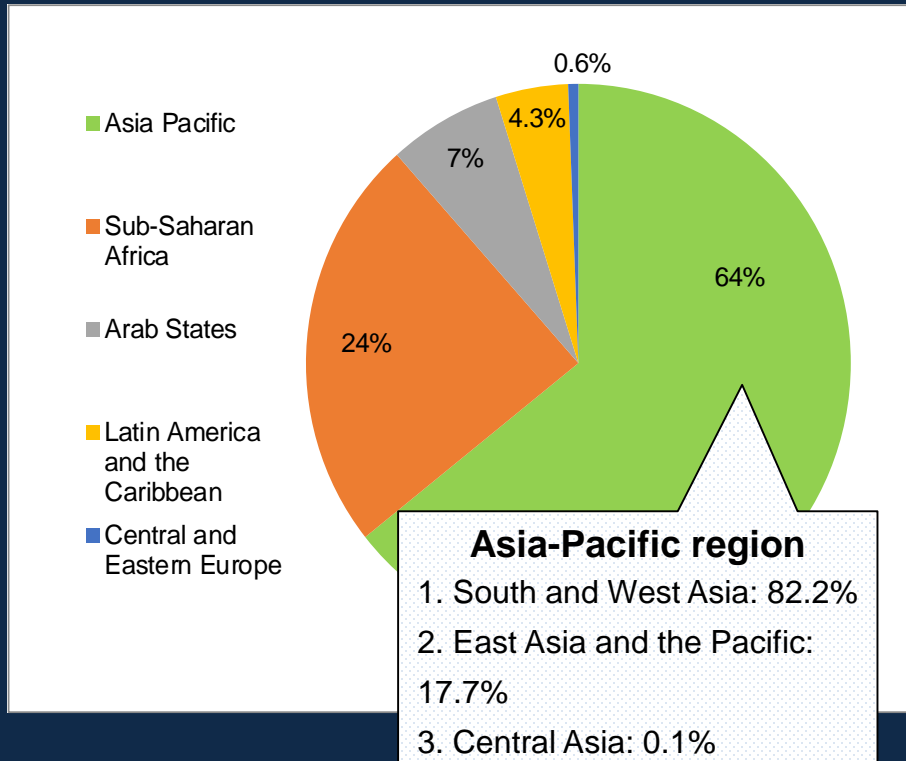Rest of the A-P countries, 49%

Pakistan, 32%
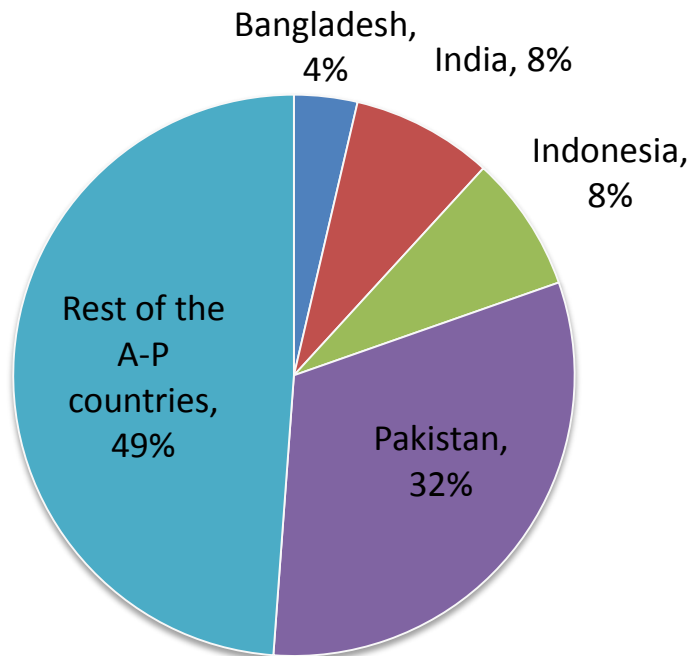
Who are out of school?

- Children with disabilities
- Rural and remote areas
- Girls
- The poor
- Ethnolinguistic minorities etc.

◆ Out of **57 million** out-of-school children in the world, **10 million** were from South and West Asia and **7 million** were from East Asia and the Pacific (0.3 million for Central Asia).

Many countries are going to miss the literacy target

Distribution of illiterate adults by regions (2012)

- Asia Pacific
- Sub-Saharan Africa
- Arab States
- Latin America and the Caribbean
- Central and Eastern Europe

0.6%
4.3%
7%
24%
64%

Asia-Pacific region
1. South and West Asia: 82.2%
2. East Asia and the Pacific: 17.7%
3. Central Asia: 0.1%

No. of illiterate adults in Asia-Pacific

■ South and West Asia   ■ East Asia and the Pacific
■ Central Asia   ■ Other regions
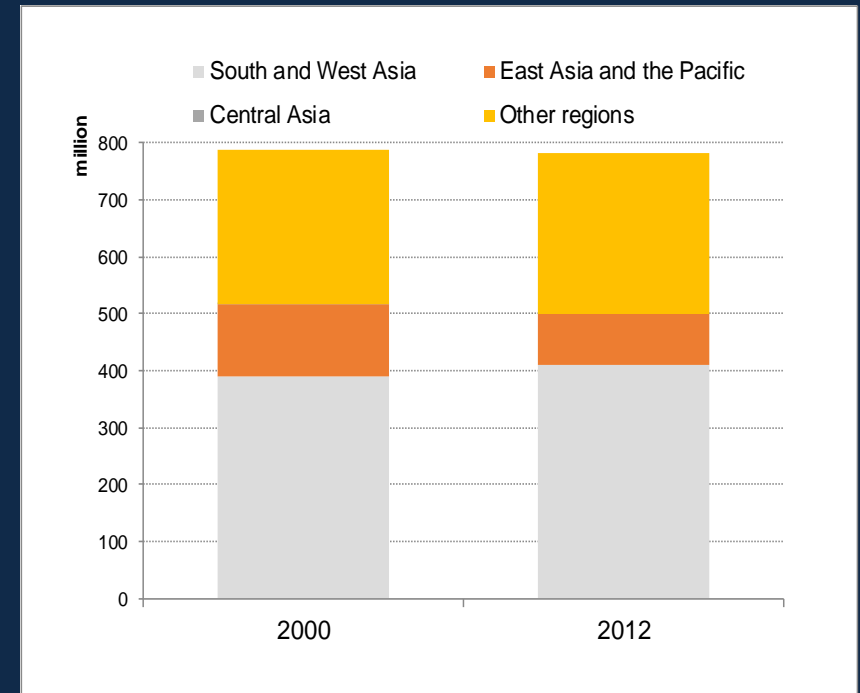
million

◆ The Asia-Pacific region has the highest number of illiterate adults (64%). Illiterate adults has been reduced only by **4%** (19.5 million) from 2000 to 2012.

◆ Although East Asia and the Pacific has decreased its illiterate adult population by 31% (38.9 million) from 2000 to 2012, illiterate adults in the South and West Asia has increased by 5% (19.7 million) during the same period.

Source: UNESCO Institute for Statistics Data Centre, July 2014   7

School teachers

New teaching posts needed to achieve universal primary education (in thousands)

Legend: ■ by 2015 ■ by 2030

Region	by 2015	by 2030
South and West Asia	130	196
East Asia and the Pacific	57	90
Central Asia	26	45
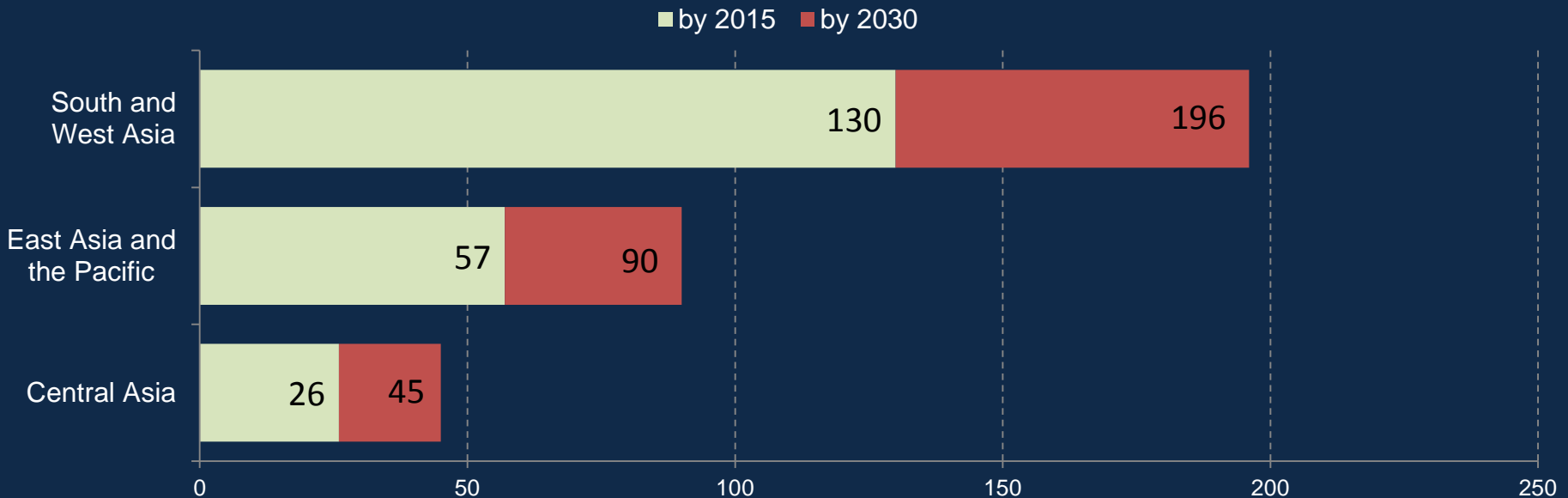
◆ Obtaining a suitable number of teachers remains a large concern. An extra 213,000 teachers will be needed to achieve universal primary education by 2015 in the Asia-Pacific region.

◆ Although some countries have successfully decreased the pupil-teacher ratio (PTR) at the national level, the distribution within the country is uneven at the sub-national level.

◆ Many teachers in Asia-Pacific region are untrained or insufficiently trained, and left to teach in overcrowded classrooms with few resources. In addition, they soon become discontented, contributing to the lowering of education quality.

Going Beyond EFA: Proposed OWG education goal and targets

Emerging development challenges

Increasing international migration

Aging population

Youth unemployment

Widening income disparities

Rising sea levels

Climate change

Declining economic growth

Dwindling natural resources

Rising middle class

Deepening pollution

Regional integration

Changes in international trade patterns and relationships

- In the context of the progress made since 2000 and the remaining issues
- In light of the emerging changes and challenges

Where and how do we want to take education (into the future we want)?

Education Post-2015
Some milestones so far

Asia-Pacific

First Regional Expert Meeting Beyond 2015

Second Regional Expert Meeting Beyond 2015

Asia-Pacific Regional Consultation on Education beyond 2015

National EFA Reviews

Third Regional Expert Meeting Beyond 2015

APREC Bangkok Statement

March | May | June | July | September | November | May | July | Sep | Nov

May 2012 | November | February 2013 | October | August

Global

Global Consultation on Education

High-Level Panel Report

SDSN Report

UN Secretary-General's Report

UNGA 68th session Special Event on MDGs

UNESCO General Conference

Global EFA Meeting 2014 Muscat Agreement

Outcome Document of OWG

Report of the UN Intergovernmental Committee of Experts on SD Financing

High-Level Stocktaking Event on post-2015

World Conference on ESD

UNGA 69th session

Open Working Group on SDGs

The World We Want global consultations

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Education goals proposed so far

GEM 2015 *Muscat Agreement* Proposal

Goal: "Ensure equitable and inclusive quality education and lifelong learning for all by 2030"

Open Working Group Proposal

Goal: "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all"

The EFA Goals and MDGs 2 & 3

1. Expand Early Childhood Care and Education
2. Achieve Universal Primary/Basic Education (UPE)
3. Provide Life Skills and Lifelong Learning
4. Improve Literacy Rates
5. Achieve Gender Parity and Equality in Education
6. Provide Quality Education

MDG 2:

All children, complete a full course of primary education by 2015

MDG 3:

Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education on later than 2015

Goal, Target, Indicators and Benchmarks

1. Goal 'Ensure inclusive and equitable quality education and promote life-long learning opportunities for all'

2. Seven Targets

- **Target 1**. Primary and secondary education leading to relevant and effective learning outcomes
- **Target 2.** Early childhood development, care and pre-primary education leading to school-readiness
- **Target 3.** Technical, vocational and tertiary education, including university
- **Target 4.** Skills for employment, decent jobs and entrepreneurship
- **Target 5.** Gender equality, equity and inclusion, focusing on vulnerable groups
- **Target 6.** Youth and adult literacy and numeracy
- **Target 7.** Knowledge and skills to promote sustainable development

Goal, Target, Indicators and Benchmarks

- **Three means of Implementation**
  - **Target a.** Education facilities and effective learning environments
  - **Target b.** Scholarships for developing countries to enroll in higher education in developed countries and other developing countries
  - **Target c.** Increase the supply of qualified teachers

3. Indicators

4. Developing nationally relevant targets – baselines and projections to set benchmarks

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 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

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

Key Points Raised at the

Asia-Pacific Regional Education Conference (APREC)

APREC: Transforming Education in Asia-Pacific

Five key areas discussed at APREC:

1. Basic education;
2. Skills and competencies;
3. Global citizenship education and education for sustainable development;
4. Teachers; and
5. Governance and financing.

Key Strategies and Priorities for Basic Education

- Integrated approach to ECCE – equity-based, rights-based approach

- Need for ECCE regulation and legal frameworks

- Improved education data collection and use

- Enhanced data collection on private schools

- Strengthened capacity development in M&E

- Need for strong government commitment

Key Strategies and Priorities for Skills and Competencies

- Foundation skills for all should include all
- Distinguishing skills types should not imply the separation of skills development - Equal focus and importance on foundation skills, specialized skills and transversal skills.
- Differentiated pedagogical approaches: A must for skills development – adaptability and flexibility
- Greater focus on competency-based assessment
- Need for context specific indicators
- Establishing different pathways to learning (ICTs, flexible teaching strategies).

Key Points on Global Citizenship Education and Education for Sustainable Development

- ESD and GCED allow every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable and peaceful future – mutually reinforcing.

- A growing emphasis on the need to measure GCED and ESD related learning outcomes

- Measuring the benefits of GCED-ESD competencies - clear indication of the economic and social return that these sorts of skills will provide at both the individual and national levels.

- Any post-2015 target on GCED and ESD needs to be articulated clearly and succinctly - one clear and succinct target is necessary

Overarching priorities for measuring GCED and ESD

GCED/ESD Competencies and priorities for measurement	
Cognitive	1. Learners have acquired knowledge, understanding and critical thinking about global issues and the interconnectedness/inter- dependency of countries and different populations
Socio-Emotional	2. Learners have a sense of belonging to a common humanity, with a sense of shared values and responsibilities and rights 3. Learners show empathy, solidarity and respect for differences and diversity
Behavioral	4. Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

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Teachers for the Future We Want: Regional Challenges and Needs

Enhancing teacher status

- Teacher salary scales should be competitive with those of other professions

- Performance-based salary system for teachers should be implemented in tandem with a proper evaluation and assessment mechanism for teacher performance.

- Improve job security and other incentives for teachers.

- Career progression and promotion were also identified as key areas of consideration in the professionalization of teachers in both formal and non-formal educational settings.

Teachers for the Future We Want: Regional Challenges and Needs

Need for Improved Professional Development Systems

- Teacher education curricula (Pre- and in-service) should be needs-based and flexible
- Formalized induction programme for all new teachers and those that have been trained as teachers
- Interventions that cater to experienced teachers who have been in the education system for prolonged periods. How to inspire these teachers to adopt innovative teaching methods?
- Encourage a paradigm shift from that of 'all students can learn' to that of 'all people can learn', with the understanding that learning comes in different forms.
- Well-defined system to measure teacher performance and appraisal; proper teacher accreditation and certification process was also identified as a key component of teacher evaluation systems
- Encourage teachers' autonomy, creativity and participation in all phases of education to enhance motivation.

Teachers for the Future We Want: Regional Challenges and Needs

The Need for a Strengthened Support System

- Ensure appropriate teacher workload

- Peer support (mentors, facilitators, peer support networks) may help reduce the sense of alienation that teachers may feel in their school system.

Teachers for the Future We Want: Regional Challenges and Needs

The importance of careful teacher placement

- Suggestion to recruit teachers from ethnic minority groups and be given the commensurate training and support required to succeed as teachers in their own communities.

- Train teachers in inclusive education to match the staffing and the diverse learning needs of students.

Teachers for the Future We Want: Regional Challenges and Needs

Consider the financial implications of designing teacher policy

- Greater government accountability for investing more in teachers.

- Need to consider feasibility and affordability issues when discussing and designing teacher policy as teachers are the most expensive economic input to the education system.

Key Strategies and Priorities for Teachers

- Need for improved teacher accreditation
- Identification of competency standards
- Adequate financial allocation to teachers

Governance and Financing

Education Governance – Decentralization reforms

Must come with necessary financial means for successful implementation; be sensitive to the nature of different governance areas, such as academic, budgeting, personnel, and administration; suited to the local needs, based on principles of equity, accountability and flexibility

- Transfer some power to community, grassroots organizations and local govt. bodies;
- Build in strong accountability and monitoring mechanisms into decentralization processes in order to mitigate risks associated with decentralization
- Develop local capacity in areas of financial management and SBM;
- Viable form of decentralization of teacher recruitment and salary payment by local institutions, coupled with funding by central governments.
- Clearly define and clarify the fiscal (financial administration) roles of central and local governments
- Re-centralization may be optimal in some cases to restore and regain control over transparency and equitable service delivery.

Governance and Financing

Other governance issues:

- Long-term planning
- Monitoring mechanisms
- Data – proper EMIS frameworks and data sharing mechanisms needed
- Participatory governance and stakeholder collaboration – CSO participation
- Evidence-based policy-making and evaluation
- Efficacy of operating small schools
- PPP

Establishment of clear indicators and targets, specifically that 20 per cent of the annual national budget and 6 per cent of GDP be allocated to education.

Effective Implementation: How Will We Get There?

- Coordination and partnerships arrangements
- Monitoring and evaluation arrangements

Enhanced subregional collaboration

- The need to recognize that development priorities and contexts differ greatly from one subregion to another.

- Increased flexibility in translating and implementing the global goals and targets.

- Increased subregional coordination and monitoring.

Strengthened coordination and partnerships to realize lifelong learning for all

- Enhanced coordination not only between different educational levels and departments, but also across different ministries.

- Active engagement of civil society and non-state partners.

Focused efforts at the national and local levels

- The primary responsibility to achieve the post-2015 education agenda rests with national governments.

- The agenda will not become a reality without the full involvement of all at the local and community levels.

- We must ensure that local and national perspectives are fully taken into account in policies, programmes, financing and monitoring.

Regular monitoring and reporting at the subnational and national levels

- Collaboration among all actors for data production and utilization.

- Involvement civil society and communities in oversight and monitoring.

- Greater transparency and accessibility of data.

- More appropriately disaggregated data.

Regional Visions for the Future

- Improving access to ECCE and basic education
- Ensuring an equity-based approach
- Improving the quality of learning and teaching
- Stronger emphasis on education for global citizenship and sustainable development
- Ensuring adequate resources for education development
- Improved benchmarks for governance, coordination and coherence

Bangkok Statement

Priority Action Areas	Some Specificities
Lifelong learning for all	-From ECCE to tertiary and adult learning -NFE, alternative pathways -12 years of free and compulsory
Equity and equality	-Addressing all forms of marginalization and inequalities -Disability in addition to gender highlighted -Conflict and crisis situations highlighted
Skills and competencies for life and work	- Transversal skills also highlighted
Quality and teachers	-Learning environments -Mother tongue-based multilingual education
ICTs for education	- The use of ICTs
Governance and financing	-Accountability, transparency and participation -6% of GDP or 20% of total public expenditure -ODA

Looking Ahead: 2015 and Beyond

Looking Ahead

UNGA 69th session
High-Level events

High-Level Stocktaking Event on the Post-2015 Development Agenda

World Conference on Education for Sustainable Development, Nagoya, Japan

UN Secretary-General's Synthesis Report

World Education Forum 2015, Incheon, Republic of Korea

UN Summit, New York, USA

11-12 September 2014

10-12 November 2014

By December

19-22 May 2015

25-27 September 2015

World Education Forum 2015, Incheon, Republic of Korea

- **Dates:** 19-22 May 2015 (NGO Forum – 18-19 May)

- **Participants:** High-level guests, ministers, representatives of all UN Member States, EFA co-convenors, other related UN agencies, multilateral, regional and bilateral organizations, CSOs, the teaching profession, private sector, academics, experts, journalists, research institutes and foundations.

- **Format and Programme:** mix of plenary and parallel group sessions (cross-cutting issues; global targets; implementing the post-2015 agenda), panel debates and side events

- Websites: http://english.wef2015.go.kr/wefMain_en.do http://en.unesco.org/world-education-forum-2015/

Objectives of WEF

- **Take stock of achievements and shortfalls** in the implementation of the Dakar Framework for Action and the education-related MDGs during the 2000-2015 period;

- **Agree on a joint position for the education goal and targets** in the post-2015 development agenda, which will be adopted by UN Member States at the Summit in Sept. 2015

- **Agree on a comprehensive Framework for Action** to guide and support the implementation of the future education agenda, particularly at the country level.

Draft Resolution on the UN Summit

- **Dates:** 25-27 September 2015

- All Member States encouraged to be represented by Heads of State or Government

- UN funds, programmes and specialized agencies, World Bank, IMF, WTO, regional development banks, regional commissions of UN, parliamentarians, academia, NGOs, CSOs, Major Groups (business and industry, children and youth, farmers, indigenous peoples, local authorities, scientific and technological community, women, workers and trader unions) and the private sector are invited to participate in the Summit.

- The Summit should engage all relevant stakeholders in order to arrive at an "inclusive and people-centred post-2015 development agenda"

THANK YOU!

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