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Supporting Education 2030

EDUCATIONAL PLANNING FOR THE 2030 AGENDA

By Anton De Grauwe, IIEP-UNESCO

For several decades, the international community has attempted to create a common vision and global action through the definition of broad agendas and agreements. The most popular of these are the Millennium Development Goals (MDGs), agreed to in 2000, and, more recently, the Sustainable Development Goals (SDGs), which is expected to guide countries on their path to social and economic development until 2030. In education, the equivalent of these are the Education for All framework, formulated in 2000 in Dakar, and the Education 2030 agenda, which reflects the fourth SDG. The Education 2030 agenda, with its seven objectives, not only defines a global agenda; it also offers guidance to countries and challenges them. This agenda has a multitude of implications for planning and management of the education sector.

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EDITORIAL

IIEP'S ROLE IN EDUCATION 2030

By Suzanne Grant Lewis, IIEP-UNESCO

Quality education for all is the bedrock of a safer, more equitable and prosperous world. However, the power of education risks being undermined as 263 million children and young people remain out of school today. In low-income countries, many young people face a lifetime of challenges as only 67 per cent of children are completing primary school.

Together, we can turn these figures around. The release of a much-anticipated report in mid-September on education financing from The Education Commission confirmed this: with action now from a broad spectrum of partners, all young people could attend and learn in pre-primary, primary and secondary school within a generation.

IIEP is grateful to have been one of the many partners to contribute to the Commission's report on how to maximize investment in education through improved financing mechanisms to achieve what it calls the "Learning Generation." In the following pages, we invite you to delve deeper into additional ways IIEP can support Member States in achieving global goals through local action and robust sector-wide plans and policies.

This Issue looks at a selection of research projects, platforms and resources now available to support education actors in planning for and monitoring the new Education 2030 agenda. From improving teaching quality to freeing education systems from corruption, building resilience during times of crisis and easing the transition to work for youth, there are a multitude of realities and challenges planners and policy-makers should take into account as they reevaluate and improve national education plans.

As the Education Commission report stresses: "More than ever, education now offers the world the opportunity to secure the future of the global economy and global stability, and to improve the lives of millions of young people. We need to act now to seize this opportunity together."

IN THIS ISSUE

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United Nations Educational, Scientific and Cultural Organization

International Institute for Educational Planning

AN AMBITIOUS AGENDA

Education 2030 is ambitious. So was the EFA framework. It can be argued that the major progress made at global level and in several countries since 2000 demonstrates the potential value of an ambitious international agenda: such ambition may help to bring people together, to mobilize resources, and to create enthusiasm. But there are still many countries (for instance in South Asia, the Sahel region, or in Central Africa), who are at risk of not achieving even the EFA goals by 2030. It is essential therefore that the agenda is accompanied by an analysis of key lessons learnt by countries that have made progress. Two broad lessons deserve emphasis:

• Countries that have made progress have built effective public administrations at central and decentralized levels. Governments and their partners need to strengthen national systems, and public administrations. This key element in development cannot be bypassed.

• A long-term agenda requires that partners be ready to offer medium-term or long-term support. Or, at the least, that they have a long-term vision of support.

While neither of these points is new, they may recently have been overlooked in the search for quick solutions. The return to project mode, which is visible in some countries, inspired by an "exasperation" with government inefficiency, may be understandable, but it is not helpful to long-term development.

A BROAD AGENDA

Education 2030 offers a broader view of the education sector than those defined by both the Jomtien Declaration in 1990 and the Dakar Framework for Action in 2000. The agenda pays attention to Early Childhood Care and Education; it demands universal secondary education; the acquisition of skills, including through stronger TVET, figures prominently. But the agenda is accompanied by a surprisingly limited list of key implementation factors: while there is a fully justified and well-argued focus on "teachers," the emphasis on "facilities" and "scholarships" is more difficult to grasp, as these are not key factors of successful education systems.

The first implication of such a broad agenda is that countries need sector-wide policies and plans, characterized by a balanced approach between the different

2015-2016 IIEP TRAINEES DEVELOP TEAM SKILLS DURING A GROUP ACTIVITY.

sub-sectors, paying attention to the articulation between them. The damage done to education systems (and to the wider socio-economic development of countries) through a simplistic emphasis on basic education, neglecting the contributions by higher education or TVET, has been difficult to repair.

The second implication is that the implementation of such a sector-wide policy demands a balanced and comprehensive set of strategies, the choice of which needs to be guided by what the past has taught us. There is in particular a need to avoid returning to old errors. Facilities are a basic requirement, but on their own they will not lead to improving quality.

AN AGENDA TO MEASURE

Education 2030 is accompanied by a demanding Monitoring & Evaluation (M&E) framework, which consists of many indicators, including several that are new and for which data are difficult to collect. This emphasis on monitoring reflects the present policy environment, which puts great emphasis on results-based everything.

Two implications have to be kept in mind:

• Many national M&E systems need strengthening and, even more so, reforming. They should not only measure what is most easily measurable, as this is not always the most important. M&E systems should allow for long-term change, avoiding the temptation of short-term but artificial improvements. They should use a

wider range of sources and actors, to gain a better insight into the state of education, for instance through user surveys. While more and more monitoring and evaluation is taking place (of students, of teachers, of schools, of plans, of systems, and so on), more efforts are needed to learn from monitoring and from evaluation, and especially to transform this learning into policy reform.

• The growing emphasis on accountability, reflected in the monitoring burden, has to be accompanied with much stronger support systems, through professional development of public servants, from the central ministry to the classroom. Accountability without support will inevitably lead to further de-professionalization of those who are at the heart of education systems and to whom we entrust the realization of Education 2030. ✳

DO SCHOOL GRANTS IMPROVE THE QUALITY OF TEACHING?

By Christine Emeran, IIEP-UNESCO

New research on school grants can help guide countries on
how to use these policies to improve educational quality – a key
component of the new education agenda.

O ver the past six years, IIEP-UNESCO and UNICEF
have coordinated a research project covering over
200 schools in 14 countries across Africa, Latin
America and the Caribbean, and East Asia and
the Pacific to unearth the impact of school grants. These po-
licies, rooted in the idea that schools can better meet needs by
receiving funds directly from the government, have grown in
popularity in countries that have abolished school fees. They
are intended to broaden access to quality education for more
children, especially girls and marginalized groups. But is this
the reality?

During the fourth phase (2015-2016) of the research project,
IIEP – with the financial support of the Global Partnership for
Education (GPE) – investigated this question during school visits
in the Democratic Republic of Congo (DRC), Madagascar, Togo
and Haiti. A second pressing question emerged during this time –
do these policies improve the quality of teaching?

An answer to this surfaced more often in two countries, Mada-

SCHOOL CHILDREN IN
MADAGASCAR DURING A MISSION
FOR THE SCHOOL GRANTS
PROJECT IN OCTOBER 2015.

students for the national exams. Overall, student improvement in test-taking in these examples may be connected to the teacher's ability to purchase – and use – high-quality teaching and learning materials.

SCHOOL GRANTS HELP FUND TEXT BOOKS, CHALK, ERASERS AND BUILDING INFRASTRUCTURE

In the DRC, where the first three years of primary school have been free for all since 2011, school personnel at one school located in the semi-rural agricultural Kwango district, resoundingly agreed that school grants have had an impact on quality. Interviewees said school grants improved the learning environment by freeing resources to purchase items such as text books, chalk, and erasers.

"In the past, the school did not have any geography or history books," one teacher said. "With this school grant, the school bought these books and the children learned normally."

In another primary school, in a semi-urban setting in the central Congo district, the school's director said, "The quality of teaching has improved because the school grant permitted [the school] to buy many teaching and learning materials. When we have the documents [we need] the teachers are more committed." And for one parent, the effect was palpable on his son's learning. "Before he was not able to read a book, now he reads and writes well," he said.

SCHOOL GRANTS MATTER

The impact of school grants on the primary schools visited across the four countries garnered mixed results. But as these experiences highlight, grants can have a positive impact on teaching quality and learning outcomes when they are used with a specific intention, such as investing in the professional development of teachers or purchasing teaching and learning materials. Giving schools more autonomy in making purchases and encouraging the active participation of parents, parent associations, and teachers in the decision-making process can also help foster the necessary conditions to ensure that these policies have an impact on quality. ✳

gascar and the DRC. While many schools in the study did not see a direct effect between school grants and improved teaching quality, the examples below show how these policies can be used to the benefit of learning outcomes.

NEW MATERIALS HELP MOTIVATE STUDENTS

In Madagascar, education is generally not fee-free and grants only cover a small portion of school budgets. Still, at a primary school in the urban Fianarantsoa district, which has a 90 per cent poverty rate, a range of interviewees – from teachers to directors – said school grants have helped spur educational improvement.

"The students are motivated to do their homework and come to school because the lessons are easier to understand. They are more prepared to follow the class," said one teacher. This was linked to the purchase of teaching and learning materials, a contributing factor to improved student test results in national exams.

The school's parent association, FRAM, also said that "the quality of education has improved since the teachers have enough materials, thanks to the school grants and this has motivated them in their work and improved the way they teach to their class."

At another primary school in the same district, teachers used the grant money to purchase testing exam booklets to prepare their

EASING THE TRANSITION FROM SCHOOL TO WORK

By María del Carmen Feijoó, *IIEP-Buenos Aires*

IIEP-Buenos Aires takes on the challenge of paving a new road towards education and access to decent work.

The way in which boys and girls transition into the world of work is key to their future development as it has a lasting impact on their public and private lives. At an individual level, a young person may have made a life-changing decision under constraints. If it results in leaving school or becoming an early grade repeater or a young mother, the chances of accessing a decent job decrease vis-a-vis those who complete basic education.

On the other hand, different factors can shape a young person's future, such as the structure of labour markets, coming from a low-income household, living in a rural area or being part of a historically discriminated against group.

In recent decades, the difficulties surrounding the youth transition to work has mainly been addressed via policies aimed at increasing educational levels under the rationale of the human capital paradigm. In Latin America, there is a wide consensus that young people need to accomplish at least 12 years of school - namely to complete the upper secondary level - to have access to a decent job. However, even though more young people are consistently reaching higher educational levels, the challenge of accessing labour markets has not been solved.

The International Labour Organization (ILO) states that there are simply not enough decent jobs. Strategies focused on promoting access to decent jobs have to go beyond educational efforts and include policies that promote new skills. Increasing the number of young people in the labour market is not only a human right; it can increase levels of social inclusion and cohesion and improve living conditions.

From the viewpoint of school systems, the curricula must be updated to reflect the real world. Access to education has to be granted as a human right and a public good. Diversity and everyday issues have to be addressed, including sexual and reproductive rights for boys and girls, linkages with new technologies and knowledge about job conditions and workers' rights. Technical Vocational Education and Training (TVET) has to be included to strengthen capacities for jobs. Cash transfer programs for teenagers may be an incentive to continue their education. Additionally, teachers and schools have to respond to their students' interests and concerns, and make schooling an activity worth experiencing.

The Sustainable Development Goals (SDGs) create a promising context to advance towards the fulfilment of these rights. All 17 SDGs are interconnected and need to be addressed in an integrated way. It is not only about SDG 4, which focuses on quality of education but SDG 5, which focuses on women rights, as well as SDG 8 on decent work and economic growth, among others. All of these goals are moving in the same direction and may produce synergies to overcome some of the aforementioned challenges.

Meanwhile, researchers and policy-makers can change the way societies address this issue and the people most affected. The dissemination of the NEET word (a young person who is no longer in the education system and who is not working or being trained for work) has to be abandoned. In Latin America, it is another way of stigmatizing young people in poverty. Most of them, especially women, are far from doing nothing as they are the daily support of their families, providing unpaid care for older persons and children; while many boys informally enter the labour market to support the household.

It is of utmost importance to address these issues with an open mind. This is why IIEP-Buenos Aires works with an inclusive framework where the formal and informal, rural and urban, boys and girls are all equally considered. In this context, the RedEtis portal (http://www.redetis.iipe. unesco.org/) gathers and disseminates the latest trends, discussions and events around this topic, while producing new and relevant knowledge. ✳

Breaking barriers in education

PROGRESS MADE TO ACHIEVE GENDER EQUALITY

IIEP SPOKE WITH NORA FYLES, THE HEAD OF THE SECRETARIAT FOR THE UNITED NATIONS GIRLS' EDUCATION INITIATIVE (UNGEI) ABOUT HOW THE NEW EDUCATION AGENDA AFFECTS GENDER EQUALITY.

Nora Fyles:

The 2030 agenda introduces gender equality as a core deliverable for making inclusive and equitable education possible. It also calls on all countries to integrate gender into their education sector policies, planning, learning environments and assessments.

It is the first universal agenda that recognizes the reality of violence in and around schools, in particular gender-based violence, and pays attention to the context of conflict and emergencies, which remains a significant issue for girls' education.

IIEP: What are some examples of countries that have implemented gender equality strategies?

NF: Malawi passed the marriage law last year to set the minimum legal age of marriage at 18 years (up from 15 years). This is a good reflection of their intentions to keep girls in secondary education. Ethiopia has put in place a strong gender unit within the Ministry of Education which will ensure that girls education will be prioritized, and that their gender equality strategy will be followed and implemented effectively. Lastly, Afghanistan has recognized that the distance between homes and schools is critical to girls remaining in schools and embarked on building community schools that has had a positive impact on this issue.

PROMOTING PUBLIC ACCESS TO INFORMATION IS KEY TO IMPROVING TRANSPARENCY AND ACCOUNTABILITY

By Muriel Poisson, IIEP-UNESCO

The use of school report cards.

The international community has set an ambitious goal for the education sector at the 2030 horizon: to ensure equitable quality education for all (SDG 4). At the same time, research work conducted by IIEP*, international agencies and research institutions over the past decade demonstrate that corruption constitutes a major obstacle to the achievement of such a goal. How can we promote quality education when resources are not allocated or used in a transparent and accountable way? Hence the importance of combining SDG 4 with another goal set by the international community, namely SDG 16. This sustainable development goal includes among its targets the reduction of corruption and bribery, and the development of effective, accountable and transparent institutions.

IIEP's new publication "Promoting transparency through information: A global review of school report cards" ** highlights the positive impact that school report cards can have on improving transparency and accountability in education systems if certain requirements are met. School report cards (SRCs) contain the aggregation of education information on schools, such as enrolment, funding, facilities, teachers,
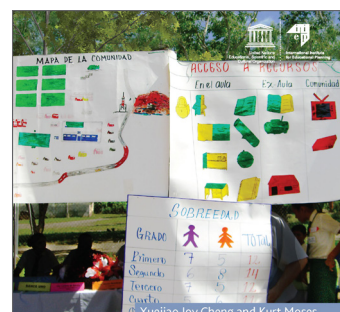
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Promoting transparency through information: A global review of school report cards

Ethics and corruption in education

or students' academic performance. These requirements include, amongst others, the incorporation of anti-corruption elements into SRCs: the presentation of data using graphic elements in a clear and simple way, the sharing of information in a timely manner, and the creation of mechanisms to encourage and ensure public discussion of information.

The Community scorecards developed in Indonesia in 2014 constitute a prime example. Consultations are held among teachers, community members, and student alumni in order to identify key problems and decide on the content of the community scorecard. Community members are asked to identify 5 to 8 "integrity indicators" on this basis – teacher absenteeism being one of them. Indicators also focus on the public availability of school management information, the conduct of social audits by school management committees, the use of complaint mechanisms, etc. A user committee is tasked with monitoring and scoring each indicator on a monthly basis, and posting results in a public space.

The IIEP study concludes that "a systemic approach that links the capability of a central authority (e.g. access to resources, information capacity, a more unified political resource/vision) with the recipients' power (e.g. personal awareness of education needs, increasing desire for animation, potentially strong desire to improve) is important to most effective SRCs initiatives". This question is at the core of the Institute's new research project on open education data in education. Successful open data initiatives necessitate an enhanced dialogue between a trio of stakeholders, namely government education officers and planners, parent representatives, and civil society organizations (CSOs) actively involved in the empowerment of citizens through information. ✳

* Download IIEP publications on ethics and corruption in education at: http://publications.iiep.unesco.org/

** Read Xuejiao Joy Cheng; Kurt Moses. 2016. Promoting transparency through information: A global review of school report cards. Ethics and corruption in education. IIEP-UNESCO at: http://unesdoc.unesco.org/images/0024/002463/246358e.pdf
Visit the ETICO Platform of resources: http://etico.iiep.unesco.org

Download IIEP book on "Transparency in education. Report Card in Bangladesh" (2004) at: http://unesdoc.unesco.org/images/0013/001390/139031e.pdf

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 16 targets:
16.5: Substantially reduce corruption and bribery in all their forms
16.6 : Develop effective, accountable and transparent institutions at all levels

From the planner's desk

How is the ministry of education in Kazakhstan improving the quality of education? Education planners Zulfiya Torebekova and Nurgul Shamshieva sat down with the IIEP Learning Portal to explain.

Since independence in 1991, Kazakhstan has made considerable investments in improving access to quality education, achieving significant progress in universal basic education, gender equality, and adult literacy. In 2012, the country adopted a five-year National Action Plan to improve students' functional literacy skills, encourage creative thinking and problem solving, as well as ensure the readiness of students for lifelong learning, in both urban and rural areas. The plan includes:

- **Expansion of the pre-school network:** Between 2003 and the latest statistics from 2013, the network of pre-schools increased by over six times, to 8,143 facilities, primarily through the mechanism of public-private partnerships.
- **Creation of regional hub-centres to support rural ungraded schools:** These mixed-grade schools – accounting for almost half of all schools – ensure that all Kazakh citizens—even those in remote or underpopulated areas—are guaranteed the right to free preschool, primary, basic secondary and general secondary education. Some 160 special hub-centres

across the regions also help achieve higher learning standards.
- **A new system of teacher professional development:** Teachers are entitled to additional payments of 30%, 70%, and 100% of their previous salary after completion of each of the programme's three levels.
- **Development of new mechanisms of school financing:** Kazakhstan recently piloted a new model of school financing based on a per-pupil formula. It raises the financial autonomy of schools in providing differentiated salaries and bonuses based on performance, contributing to more efficient use of resources to improve the overall quality of education.
- **Investment in school infrastructure and technologies:** In 2010, the majority of schools were equipped with computer hardware and software, multimedia equipment, and interactive smart boards. By 2015, around half of all schools had physics, biology, chemistry and language laboratories, with two-thirds of the newly equipped schools located in rural areas.

SHAPING POLICIES FOR IMPROVED LEARNING OUTCOMES

By Margarita Poggi, *IIEP-Buenos Aires*

IIEP-Buenos Aires supports member states by strengthening their capacity to develop educational plans to improve learning.

Over the past three decades, two shifts have dramatically improved education in Latin America. First, the years of compulsory schooling have increased, causing a massive influx of new students. Second, students from vulnerable sectors of society who had previously been excluded from the education system are now increasingly included. From a rights perspective, both of these advancements are very promising. However, major challenges lie ahead in order to fully exercise the right to education, as reaffirmed by Member States in the adoption of Education 2030.

Improving learning outcomes is at the centre of this new agenda. Hence, educational policies should consider these different aspects simultaneously:

- Challenges of curricular development: to be able to prioritize specific content and capacities to be taught in class, and make them socially relevant and meaningful for children and youth of the 21st century.
- Efforts related to teacher career development: to contribute answers to specific learning conditions that challenge teacher practices in diverse school settings.
- Teaching and learning in contexts with high technology use: to be able to respond to the needs of children and youth who are growing up in a digital culture.
- Challenges of standardized evaluations: to be able to better link data to the improvement of learning.

Strengthening the capacities of states is key to the effectiveness of these policies. This must occur across different levels – including schools - and involve learning from different contexts, promote collective and articulated synergies, and find the most relevant and appropriate drivers to ensure commitment to this new agenda. As part of

El Renacimiento School in Villa Nueva, Guatemala.

the strategic approach to implementation aimed at strengthening policies and institutions, the production of information is a fundamental axis. Towards this end, IIEP Buenos Aires produces relevant research on the latest trends and topics on the region's educational agenda, and disseminates it through publications, webinars and events.

Planning and efforts to implement policies should contribute to providing meaning and direction around learning improvement objectives, as well as draw the attention of other social actors, as this agenda is not limited to only the education field. It requires the commitment and involvement of multiple actors, as well as concrete measures to promote teaching conditions that are suitable for learning. Therefore, the legitimacy and strength of states to lead this process is a key factor and is based on a state's capabilities to guide actions and to produce the necessary changes.

In this context and focusing on the demands from governments, IIEP-Buenos Aires provides technical assistance to states to strengthen institutional management, modernize evaluation and supervision systems and improve educational opportunities. The training of public officers responsible for educational management is also a key aspect of improving planning and policy implementation. A combination of conceptual contributions and technical tools provide a solid contribution to improve the professional performance of officers in the future. ✳

SAFEGUARDING THE RIGHT TO EDUCATION

By Suzanne Grant Lewis, IIEP-UNESCO

New resources available to help countries build resilience through educational planning and curriculum.

Both natural hazards and conflict have devastating effects on education systems. When education is interrupted, classrooms destroyed, educational resources stretched, and when the safety and well-being of teachers and students are endangered, children's futures are threatened.

This is the case for one in three of the 124 million out-of-school children who live in a fragile or conflict-affected country. Education 2030 acknowledges the reality of children in conflict and disaster-affected countries and urges these countries to implement policies and strategies to ensure that the right to a quality education is delivered, no matter the circumstances.

EDUCATIONAL PLANNING KEY TO PROTECTING EDUCATION

It is crucial that education systems prepare for such events by developing plans, policies, and capacities that ensure education personnel and learners react effectively during times of crisis.

Resilient education systems that foster tolerance, promote equity and inclusion, and strengthen social cohesion can also help pull countries out of cycles of turbulence, and secure brighter futures for generations to come.

WHEN RESPONDING IS NOT ENOUGH

An increasing number of countries acknowledge that merely responding to crises is no longer sufficient. Instead, ministries of education are looking for ways to strengthen their capacities to anticipate and address the causes of crises.

Good planning for crises in education—whether due to disaster or conflict—can save the lives of students and teachers. It can also significantly reduce the cost of rebuilding or repairing expensive infrastructure. This frees resources for investing in prevention measures.

HOW CAN COUNTRIES PLAN FOR CRISES?

In practical terms, planning for crises is not so different from regular educational planning. However, it makes sure that a crisis-sensitive approach is adopted at every step of the planning process.

IIEP supports many countries in implementing a crisis-sensitive planning process. This is accomplished through the development of an education sector plan aimed to ensure children's safety and foster their resilience.

NEW RESOURCES TO HELP COUNTRIES BUILD RESILIENCE

Planning for resilience has been mainstreamed into IIEP's training materials and is increasingly becoming part of its technical cooperation activities.

A newly developed set of resource booklets for education planners and curriculum developers on safety, resilience and social cohesion can also be accessed via an online resource database, http://education4resilience.iiep.unesco.org/.

This is an abridged version of a blog first published by the Global Partnership for Education. ✳

SPOTLIGHT ON UGANDA

An interview with *Commissioner for Secondary Education Standards, Dr Kedrace Turyargyenda*

Achieving high quality education remains a challenge in Uganda. But with access to education having made impressive strides, Dr Kedrace Turyargyenda says her country is not starting from scratch as it moves into the new global education agenda.

IN 2007, UGANDA BECAME THE FIRST SUB-SAHARAN AFRICAN COUNTRY TO INTRODUCE UNIVERSAL SECONDARY EDUCATION. HOW MUCH HAS CHANGED OVER THE PAST DECADE?

Uganda made great strides in the last decade to meet the international education goals of ensuring that all children of school-going age had access to primary and secondary education through mass programs of Universal Primary education (UPE) and Universal Secondary Education/Universal Post Primary Education (USE/UPPET). Total enrolment at secondary level increased from 814,087 in 2006 to 1,391,250 in 2014 with the girl ratio changing from 45.5 per cent to 46.9 per cent over the same period. Enrolment in private schools rose during the same period because the government introduced the Public Private Partnership (PPP) policy to manage the influx of enrolment. The student to classroom ratio moved from 48 to 50 on average but in some rural schools it moved to 100 students per class. A partnership with the World Bank has resulted in new classrooms, multi-purpose laboratories, sanitation facilities and rain water tanks in 676 Universal Secondary Education (USE) schools.

WHAT HAVE BEEN SOME OF THE MAIN CHALLENGES OCCURRING ALONGSIDE GROWING ACCESS?

The greatest challenge has been quality, which has been influenced by over-crowded classes, the long walking distances many rural students have to get to school, the lack of mid-day meals for many students in rural poor communities, inadequate instructional materials (textbooks and laboratory equipment) and an insufficient number of teachers. The completion rate is also still lower than the intake rate, especially for

Uganda's Commissioner for Secondary Education Standards, Dr. Kedrace Turyargyenda

girls, although it improved from 28 per cent in 2006 to 40 per cent in 2014.

WHAT ARE THE MAJOR EDUCATIONAL PLANNING NEEDS FOR UGANDA RIGHT NOW TO MAKE SDG 4 A REALITY?

There are currently three main planning needs, which cover the roll-out of the new curriculum. It needs a lot of investment to retool teacher training of head teachers to provide regular instructional support to the teachers and to acquire new textbooks. Second, planning needs will need to cover the implementation of the national strategy for girls' education, and lastly, the creation of child-friendly schools that will encourage

all learners to enrol, stay in school and complete school, especially in rural and hard to reach places.

HOW OPTIMISTIC ARE YOU THAT IT CAN BE REACHED?

I am very optimistic that with the political will of our government, the commitment and policies developed by the MoES, greater sensitization of parents to support their children in school and provide the basics, and collaboration and support from our education development partners, the fourth SDG goal can be reached. The Ugandan education system will measure up to the expectation that all children in primary and secondary education receive a quality education. We are not starting from scratch. We are building on the efforts that started more than 10 years ago to meet the Millenium Development Goals and Education for All.

A CENTRAL PART OF THE NEW GOAL IS QUALITY PLUS ACCESS, AND LIFELONG LEARNING BEYOND THE WALLS OF A CLASSROOM. HOW PREPARED ARE UGANDAN SECONDARY STUDENTS FOR THE NEXT STAGE OF THEIR LIVES?

The new secondary curriculum is competence-based and provides a lot of time for students to acquire both generic skills and specific practical skills. If it is implemented as planned with proper re-tooling of teachers and head teachers to acquire the competencies to deliver the curriculum and provide support supervision effectively, then secondary education will be holistic and encourage lifelong learning. ✳

WHAT ARE YOUR COUNTRY'S PRIORITIES FOR EDUCATION 2030?

Join the conversation on Twitter @IIEP_UNESCO

Loeung Ponlok
Ministry of Education, Youth and Sport

Ali Allahyrar Torkaman
Management and Planning Organization

FROM CAMBODIA

We should orientate Cambodian children towards the labour market in 2030, especially as it relates to the evolution of technology. We need to provide equitable access to quality education services, especially through expanded scholarships for secondary education, recognition of youth voices in developing the education sector, and by providing vulnerable students (those with disability, minority or low-income) with an education.

FROM IRAN

THE PERIOD AHEAD IS A TIME FOR REBUILDING FACILITIES IN RURAL AND LESS DEVELOPED AREAS. OUR STRATEGIC PRIORITY IS ALSO FOCUSED ON EXPANDING THE QUALITY OF EDUCATION. THE NATIONAL PLAN FOR 2030 CALLS FOR CONNECTING CULTURE AND EDUCATIONAL CONTENT TO ENABLE STUDENTS TO EFFECTIVELY PARTICIPATE IN SOCIETY, INCREASING COMMUNITY-BASED EDUCATION, BALANCING STUDENT FLOWS BETWEEN ACADEMIC AND TVET COURSES, DEVELOPING NON-FORMAL TVE COURSES ACCORDING TO LABOUR MARKET NEEDS AND INCREASING THE EFFECTIVENESS OF HIGHER EDUCATION.

Hyacinth Bramble-Browne
Montserrat Secondary School

FROM SRI LANKA

14 per cent of children are dropping out of school before the General Certificate of Education (GCE) O-level exam. It's essential to ensure the completion of secondary education with the necessary skills to enter the labour market. Improving science and technological education would be an important step but less than 8 per cent of schools have science facilities up to grade 13. The Ministry of Education's plan is focused on increasing equitable access and strengthening facilities for science to ensure the quality of education.

Tiromi Wijayanthi Vilasitha Indigahawala
Southern Provincial Department of Education

FROM MONTSERRAT

We need to work on the quality of the education system. An upcoming policy change will help Montserrat improve its educational planning. In 2016, we started testing student reading levels and as a result an intervention programme was implemented at the secondary level, and later extended to the primary level. Interest in Mathematics at the secondary level has increased since introducing Math Bees in 2015. Montserrat is also training all untrained teachers at the secondary level. We want to ensure that all our students achieve the Caribbean Secondary Education Certificate (C SEC), which means that they succeed in Mathematics, English and three other subjects. We are also expecting our students to become lifelong learners.

REGIONAL WORKSHOP

EQUITABLE TEACHER DISTRIBUTION IN AFRICA

By Jonathan Jourde, IIEP-Pôle de Dakar

Teachers are fundamental to the success of the international community's commitments to education.

Across Africa, teachers are normally discussed in terms of recruitment, training and remuneration practices. While these aspects are essential, the way in which teachers are allocated is an equally important topic that receives less attention. Random teacher distribution at the country, regional and school level is resulting in uneven educational quality across much of Africa.

Putting the spotlight on this important issue, IIEP Pôle de Dakar organized a regional workshop this past July to capitalize on best practices and innovative tools to improve the effectiveness of teacher management. The event brought together education management officials from West Africa, international experts and technical and financial partners.

FEW COUNTRIES HAVE SATISFACTORY TEACHER DISTRIBUTION PRACTICES

Recent education sectoral diagnoses carried out in Africa, with the support of IIEP Pôle de Dakar, have revealed recurring difficulties in teacher allocation and imbalances across geographical areas and schools. Using the pupil-teacher ratio (PTR) at the primary level, there is an average of 39 pupils per teacher in sub-Saharan Africa. However, the PTR can have considerable disparities between countries, reaching relatively high levels in Malawi (70 pupils per teacher), Rwanda (63) and Chad (59) while dipping to lower levels in countries such as Cape Verde (23) or Liberia (30). Further discrepancies have been revealed at the decentralized level within the same country. For example, Uganda has a PTR of 55 pupils per teacher but this actually varies from 35 to 79 depending on the district. At the school level, very high disparities are also observed, such as in Benin where the PTR varies from under 10 to over 140.

A KEY ISSUE FOR EQUITY AND EFFICIENCY OF PUBLIC EXPENDITURE ON EDUCATION

Shortcomings in teacher allocation represent a major challenge for Education 2030. Without optimal teacher utilization, all children, irrespective of their school, cannot be guaranteed the necessary instructional time needed for quality education. The ministries in charge of education must initiate reflections to identify the institutional practices that are best adapted to ensure effective teacher deployment according to identified needs. ✳

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EVALUATING IIEP'S TRAINING FOR EDUCATION 2030

By Patricia Dias Da Graça, IIEP-UNESCO

The new international Education 2030 agenda presents many challenges. In order to overcome them, Member States will need to train and develop their teams' capacities at different levels. By combining experience and expertise, States will be able to respond to the many issues this new agenda raises.

Through its training activities, IIEP supports Member States in responding to Education 2030. Training enables the development of professional expertise and sharpens the leadership and management skills of the educational planning sector.

As educational needs and challenges evolve over the years, IIEP has adapted to the current needs of Member States and the new international agenda. Thus, IIEP has implemented effective assessment systems and tools to conduct, and regularly adapt, its training offer.

The originality of IIEP's evaluation approach lies firstly in the participation of all stakeholders involved, not only the participants, and secondly, in its comprehensive, pre- and post- training approach.

IIEP does not only focus on evaluation during and at the end of the training (such as trainees' satisfaction and acquisition levels) but also on 'on the job' results. For example, has new knowledge been put into practice? Has the training resulted in visible changes? Does it meet the expectations of ministries?

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2016 IIEP closing ceremony for the 51st session of the ATP programme.

This type of approach requires upstream preparation and commitment from the various actors, including identifying the needs and expectations of ministries, a relevant selection of participants, and their direct supervisors' contribution to the choice of specialization phase and research topic.

Downstream monitoring enables the relevance and effectiveness of the skills acquired in the different areas of educational planning to be assessed, by investigating the implementation of skills, and employer satisfaction compared to the expected objectives of the training. Post-training actions (presentations of the trainees work to the employer, activities centred on the Alumni Network) can strengthen contextualization and utilization of the skills acquired.

The IIEP Training team maintains a high level of expertise in evaluation as a fundamental tool to measure the impact and effectiveness of its training within the education systems of Member States.

This quality assurance approach is guaranteed for the 2017-18 session of the Advanced Training Programme (ATP) and Education Sector Planning course (ESP), which are now open for registration. ✳

REMEMBERING FRANÇOISE DU POUGET

DEAR FRIEND AND COLLEAGUE OF IIEP, FRANÇOISE DU POUGET, PASSED AWAY ON 30 JUNE 2016. FOR OVER 30 YEARS, SHE WELCOMED VISITORS AND IIEP STAFF TO THE LIBRARY. HER SMILE, GENEROSITY AND PROFESSIONALISM HAVE MARKED THOSE WHO KNEW HER. HAVING FIRST ARRIVED AT IIEP IN 1970, FRANÇOISE WAS LATER RESPONSIBLE FOR THE DOCUMENTATION CENTER FROM 1980 UNTIL HER RETIREMENT IN FEBRUARY 2006.
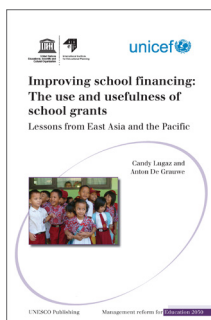
IMPROVING SCHOOL FINANCING: THE USE AND USEFULNESS OF SCHOOL GRANTS

Candy Lugaz and Anton De Grauwe

This book analyses the findings of IIEP's research programme on the use and usefulness of school grants in Indonesia, Mongolia, Timor-Leste, and Vanuatu, focusing on the key characteristics of grant policies developed in each of the four countries.
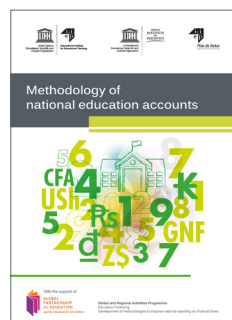
METHODOLOGY OF NATIONAL EDUCATION ACCOUNTS

IIEP, UIS, IIEP Pôle de Dakar

This joint publication presents a methodology of national education accounts (NEA) that aims to provide a common framework of concepts and principles for countries developing – or intending to develop – a NEA.
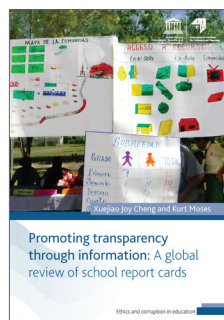
PROMOTING TRANSPARENCY THROUGH INFORMATION: A GLOBAL REVIEW OF SCHOOL REPORT CARDS

Xuejiao Joy Cheng and Kurt Moses

Through a review of 14 school report card initiatives from around the world, this study examines school report card models and the conditions that allow them to positively impact levels of transparency and accountability in education systems.

EXPLORING THE IMPACT OF CAREER MODELS ON TEACHER MOTIVATION

Lucy Crehan

Drawing on the experiences of a wide range of countries, this book explores the links between career structures and teacher motivation by identifying different models of teacher career organization, as well as related implementation challenges.

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A talk with the author

IIEP SAT DOWN WITH RESEARCHER MICHAELA MARTIN TO DISCUSS THE IMPACT OF INTERNAL QUALITY ASSURANCE (IQA) ON TERTIARY EDUCATION.

IIEP *Can internal quality assurance (IQA) actually lead to quality enhancement at the higher education level?*

MICHAELA MARTIN Internal quality assurance is one of the major reform trends in higher education worldwide. In 2014, IIEP launched an international research project on internal quality assurance in higher education. Under this project, an international survey was conducted to identify current practices, as well as drivers and obstacles for IQA. In addition, eight university case studies were produced, whose objective was to document innovative and effective practices, to study their effects on the improvement of teaching and learning, employability and management effectiveness in higher education institutions. Our international survey showed that IQA has indeed become a common practice in universities worldwide. IQA focusses widely on the enhancement of teaching and learning in higher education institutions, and we found that it offers great potential to strengthen the employment orientation of study programmes. IQA tools focus also on the collection of feedback from multiple stakeholders (students, academic and administrative staff, alumni, employers) and IQA processes allow to organize an evidence based dialogue on quality enhancement.

IIEP *What can educational planners learn from IQA?*

MM The survey showed that the concern with quality is very high on the agenda of universities, but that tools and processes to enhance it differ widely from one context to the other. Certain practices, such as the existence of a university-wide quality policy and quality manuals are not that well developed, nor is there commonly a dedicated structure to implement an internal quality assurance policy.

Through its emphasis on the collection of information for evaluative purposes, IQA has great potential to make planning and management more evidence-based, and thus more effective. As a consequence, it is most effective if it is not conceived as a standalone function in a higher education institution, but that it is connected to existing planning and management processes.

For more information on the case studies, please connect to:
http://www.iiep.unesco.org/en/our-expertise/governance-quality-assurance?language=en