Towards Inclusive and Equitable Quality Education and Lifelong Learning for All

The road from promise to progress: Civil Society Inputs

A Position Paper

Compiled by Idara-e-Taleem-o-Aagahi – ASER & RTE teams and the Pakistan Coalition for Education (PCE)

With Review and Inputs by CSOs and the Federal Ministry of Education & Professional Training & Departments of Education of All Provinces
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### List of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASER</td>
<td>Annual Status of Education Report</td>
</tr>
<tr>
<td>AEPAM</td>
<td>Academy of Educational Planning and Management</td>
</tr>
<tr>
<td>ASPBAE</td>
<td>Asia South Pacific Association for Basic and Adult Education</td>
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<tr>
<td>CRM</td>
<td>Child Rights Movement</td>
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<tr>
<td>CSR</td>
<td>Corporate Social Responsibility</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
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<tr>
<td>ECCD</td>
<td>Early Childhood Care and Development</td>
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<tr>
<td>ECCE</td>
<td>Early Childhood Care and Education</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<td>EI</td>
<td>Education International</td>
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<td>ESP</td>
<td>Education Sector Plan</td>
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<td>GCE</td>
<td>Global Citizenship Education</td>
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<td>GEAP</td>
<td>Girls Education Alliance Pakistan</td>
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<td>GPE</td>
<td>Global Partnership for Education</td>
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<tr>
<td>GEFI</td>
<td>Global Education First Initiative</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>ITA</td>
<td>Idara-e-Taleem-o-Aagahi (ITA)</td>
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<tr>
<td>LMTF</td>
<td>Learning Metrics Task Force</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MoE&amp;PT</td>
<td>Ministry of Education &amp; Professional Training</td>
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<td>NEECE</td>
<td>National Curriculum for Early Childhood Education</td>
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<td>NAVTCC</td>
<td>National Vocational and Technical Training Commission</td>
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<td>NAP</td>
<td>National Action Plan</td>
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<td>OWG</td>
<td>Open Working Group</td>
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<td>PCE</td>
<td>Pakistan Coalition for Education</td>
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<td>PEC</td>
<td>Punjab Education Commission</td>
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<td>PEAS</td>
<td>Punjab Education Assessment System</td>
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<tr>
<td>PSLM</td>
<td>Pakistan Social and Living Standards Measurement</td>
</tr>
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<td>RTE</td>
<td>Right to Education</td>
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<tr>
<td>SDG</td>
<td>Sustainable Development Goal</td>
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<tr>
<td>TVET</td>
<td>Technical Vocational Education and Training</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>WEF</td>
<td>World Education Forum</td>
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<td>YAG</td>
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Executive Summary

As the year 2015 is drawing to an end, the process for the finalization of the Post-2015 Development Agenda is being intensified within the United Nations and member states around the world. One such effort is being made by the civil society organizations of Pakistan on education holistically. This position paper is informed by progress on EFA goals and MDGs, the post 2015 development processes, the constitutional, legal and policy context of education in Pakistan along with a set of recommendations to be considered at the World Education Forum (WEF) in Incheon May 19-22, 2015 and the upcoming UN Special Summit on Sustainable Development (New York) in September 2015.

On behalf of the CSOs represented by the Pakistan Coalition of Education (PCE), Child Rights Movement (CRM) and Idara-e-Taleem-o-Aagahi (ITA) and its teams, working in an extremely volatile country context, we remain committed to inclusive processes for the finalization of the Post 2015 Development Agenda, *Education 2030 Framework for Action*, Strategies and Indicators underscoring education as a transformative lever.

Our reference documents remain the proposed SDGs, Goal No. 4 and its targets in particular and the Muscat Agreement 2014 proposed goal and targets. We acknowledge and embed our work in Pakistan’s own education drivers viz., Article 25-A of the Constitution or the Right to Education, National Education Policy 2009 and the Provincial Education Sector Plans.

This position paper is committed to the WEF’s core pillars of: rights, equity, inclusion, quality and lifelong learning for children, youth and adults.

This paper will be consultatively upgraded after Incheon World Education Forum (WEF) 2015 following the adoption of the WEF Declaration and the Framework of Action 2030 for the UN Special Summit on Sustainable Development (New York) in September 2015.
Our key ASKS from Country Government and WEF Drafters at Incheon 2015:

1. We urge that under SDGs Goal No. 4 the positioning of ECCE target must be changed from 4.2 to 4.1 as a progressive milestone in the lifelong learning cycle for a strong holistic foundation; commitment to ECCE will encourage age appropriate timely enrolment critical for reaching primary/secondary milestones for learning and sustained access. ECCE needs a firm commitment in budgets, trained personnel, care support systems and synergies with health, nutrition, gender and social safety nets.

2. The Muscat Agreement Target No. 2 and SDG 4.1 is well aligned to Article 25-A of the Constitution making education a fundamental right for All children 5-16 years with legislation and policy-planning by provincial /area governments as an inclusive iterative medium term process in Pakistan; the State remains obligated to 25 A for which GDP allocations of 4 -6 percent must be progressively secured.

3. Affirming Education as a constitutional fundamental right and a core government responsibility in Pakistan, we demand that the Government must STOP shifting the burden of core education services to the private sector and/or unleashing mandates for privatization at all levels of education, thereby undermining equity.

4. We demand a wider definition of Quality reiterating the criticality of all pillars; viz., curriculum relevance, standards, learners'/child's previous knowledge/voice, learning materials and technology, teacher preparation, assessment and governance across all sub-sectors (ECE to tertiary) as prerequisites to improvement of measureable learning outcomes for ALL; large scale citizen led learning accountability movements like ASER must be mainstreamed into evidence based action/s. Emphases should also be given to an internal assessment system where all provincial assessment centers are proactive and work for an ongoing assessment policy and frameworks.

5. We demand inclusive and equitable educational systems reaching the most vulnerable groups through a gender sensitive lens addressing challenges of different abilities, early marriages, extreme forms of poverty and vulnerability without discrimination and with measurable entitlements and learning outcomes.

6. We demand all industry/businesses including those in tax free zones to support right to inclusive, quality education and lifelong learning through public sector and civil society initiatives; Corporate Social Responsibility (CSR) in all forms be tracked annually to comply with country regulations on CSR; regulations must be reviewed in 2016 aligned to the SDGs 2015-2030.
7. We demand repositioning the status of Technical and Vocational Education and Training (TVET) for youth across the country representing 24% of the population to conclusively address lifelong learning and poverty reduction integrating TVET options across secondary and post secondary levels with life skills based education, livelihoods, industry and enterprise linkages. Traditional crafts-persons must be given equivalence and TVET graduates paths for lifelong up-gradation.

8. We demand affirmative action and resources for Gender Equity & Equality in all education laws, policies, plans, budgets at local, provincial and national levels for expanding learning opportunities for girls/women and the most marginalized.

9. We demand an end to missing facilities in schools and Governments MUST introduce improved facility norms, including adequate number of classrooms and teachers, working toilets, drinking water, ramps and boundary walls for ensuring safe inclusive schools.

10. We demand a clear action plan to address attacks on schools and other educational settings, promoting safe schools as zones of peace.

11. We demand increased access to alternative innovative initiatives for eradicating illiteracy and promote QUALITY EDUCATION as lifelong learning for ALL!

12. We demand an increased supply of highly trained and qualified teachers at all levels of education and particularly females for ECE/Primary levels.

13. We demand a formal support system for teachers’ voices, in a proactive manner individually and/or through Associations and Unions as consultative forums for inputs on policy, continuous professional development, social and economic status; we must upgrade teaching/learning for delivering quality through dialogue based, learner-centered and technology enabled learning solutions.

14. We demand that to achieve SDGs and all education targets as a fundamental human right the Education Budget should be increased from 2% of GDP to at least 4-6% GDP progressively with school/institution based citizen budget accountability forums; we urge enhancement of both domestic resources and ODA.
Towards Inclusive and Equitable Quality Education and Lifelong Learning for All

The road from promise to progress: Civil Society Inputs to the World Education Forum (WEF)

Pakistan

The 6 Education for All goals and 8 Millennium Development Goals agreed in 2000— which range from halving extreme poverty to halting the spread of HIV/AIDS, providing universal primary education and gender equality have been a milestone in global and national development efforts towards education and critical social priorities. These two frameworks encompassing measurable and time bound targets have yielded impressive progress over fifteen years since they were signed by member states in 2000. However, they also signify ‘unfinished business’ as highlighted by the EFA Global Monitoring Report 2015, Regional EFA Synthesis Reports, Pakistan Education Statistics Report 2014(AEPAM 2015) and the citizen led nationwide learning accountability reports (ASER 2010-14).

In 2012, the United Nations Secretary General initiated a process of participatory consultations to shape the Post 2015 global development agenda, building on the Millennium Development Goals (MDGs) cognizant of 2015 end date. The consultations aimed at bringing together multi-stakeholders to review progress on the MDGs recognizing its unfinished business and to develop ideas, goals and targets with respect to poverty reduction, lifelong learning, holistic and sustainable human development embedded in rights, equity, quality and inclusion in both developed and developing countries alike.

Following the Rio+ outcome document ‘the future we want’ a 30-member Open Working Group (OWG) of the General Assembly on Sustainable Development was tasked with preparing a proposal on the SDGs in June 2012 to be presented to the 68th Session of the General Assembly. Simultaneously UNESCO and UNICEF were tasked in 2012 to co-lead consultations on education regionally and globally with country governments, civil society, experts, development partners and EFA Steering Committee representing regions, development partners, GPE and civil society (GCE/ASBAE, EI, INTEL). The Global Education First Initiative (GEFI) spearheaded by the UN Secretary General anchored in the principles of: “putting every child in school, improving the quality of learning for ALL and fostering global citizenship” has been a powerful dynamic platform, mobilizing many strategic partners and Youth Advocacy Group (YAG) globally. Unlike EFA goals and MDGs where the two groups working on formation of goals hardly met; this time around it has been a two year intensive iterative process in multiple geographies across the world sharing draft goals and targets for voice and closer alignment.

The meetings culminated in the compilation of 17 Sustainable Development Goals (SDGs) and 169 targets by the UN General Assembly’s Open Working Group (OWG) in July 2014, and the Muscat Agreement in May 2014 proposed overarching goal and seven targets well aligned to the SGDs/Goal No. 4 and 9 targets (annex SDGs/Muscat Agreement).

The 17 Sustainable Development Goals are a set of all-encompassing goals promising to strive for a world that is equitable and inclusive, promoting sustained economic growth, social development and environmental protection thereby to benefit ALL children of the world, youth and future generations without the discrimination to age, sex, disability, culture, race, ethnicity, origin, migratory status, religion, economic or other status. The confluence of SDG Goal 4/9 targets and Muscat Agreement goal and 7 targets is an exciting framework underscoring the importance of Right to Education, Equity, Inclusion, Quality and Lifelong education leading to sustainable lives. Unlike the limited scope of MDGs (UPE/Gender Equity) the proposed Education for All targets, SDGs have a sector wide, ambitious and aspirational approach. The terms “lifelong education and sustainable learning” create
synergies with other SDGs and indicators linked to education such as poverty, health, nutrition, gender, social justice, climate change, and infrastructure.

This paper prepared by Pakistan’s Civil Society implementation and advocacy leaders who have been engaged in debate and inputs towards the post 2015 agenda from teachers, youth, children, parliamentarians, media and civil society groups, aims to further align the proposed post-2015 education goals and targets to key national/provincial education documents. These include; Article 25-A/right to education, provincial sector plans, and National Education Policy 2009. The paper maps the education targets/goals achieved so far to create synergies and come up with a set of commitments for the post 2015 Education Agenda for Pakistan. Considering that Pakistan has its own education drivers (Article 25-A, provincial education sector plans, Vision 2025), it is important to juxtapose the country position and critical strategic needs for global articulation and for provincial/national planning, implementation and advocacy activities.

We the citizens of Pakistan representing civil society coalitions – children, youth and adults - working for social justice, influencing laws, policies and implementation through evidence based VOICE in partnership with the Government, Parliamentarians, local Governments, Media, Judiciary, Think tanks, Private sector and communities for collaborative planning, research and implementation are committed to quality lifelong education for ALL being the critical plank for human survival and development.

We are committed to accountability through multiple channels and have actively been engaged in the post 2015 processes on local, regional and global forums since 2012/13.

This document shares our collective response to the proposed EFA/SDG No. 4 goals and targets that have been crafted consultatively to provide inputs for the World Education Forum (WEF) Incheon/South Korea from May 19-22 2015, committed to expanding space for human development with capabilities for dignified, inclusive, decent and happier lives.

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1 Pakistan Coalition for Education (PCE), Idara-e-Taleem-o-Aagahi (ITA)/Right to Education team; Child Rights Movement (CRM) and many more.
## Post 2015 Global Education Targets/Goals

<table>
<thead>
<tr>
<th><strong>Muscat Agreement (2014)</strong></th>
<th>“Ensure equitable and inclusive quality education and lifelong learning for all by 2030”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainable Development Goal No. 4</strong></td>
<td>“Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”</td>
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</table>

### Pakistan’s Position

Education a Fundamental Constitutional Right

Article 25 A – Constitution of Pakistan

“The State shall provide free and compulsory education to all children of the age of 5-16 years in such a manner as may be determined by law”.

### Vision - National Education Policy 2009

“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.” (Ministry of Education 2009 p. 17)

**Proposed National Education Policy (NEP 2016) is currently under consultation**

### Vision 2025

Pakistan Vision 2025 seeks a society in which every citizen has the opportunity to transform their quality of life.

### The Federation’s Policy Governance Structure

IPEM-C The Inter-Provincial Education Ministerial Conference in Pakistan is chaired by the Federal State Minister for Education along with all provincial and area ministers /secretaries, has emerged as a national coordinating consensus body to review progress on a quarterly basis with all provinces and area governments. IPEM-C is held on rotational venues across Pakistan. It facilitates debates and updates on Policy/Implementation for all sub-sectors; Curriculum; Standards; TVET; Innovations and Financing. IPEM has recently invited civil society representatives and voice to make it more inclusive.

In the post 2015 period this mechanism must remain open to partners’ voices, sharing innovations, rigorous evidence on key indicators, exploring creative financing and learning solutions.
### Section 1: Review of Target for “Early Childhood Care & Education”

**Muscat Agreement 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.

**Sustainable Development Goal Target : 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.

**National Education Plan (NEP) 2009**

National Education Policy (2009) acknowledges ECE as a formal stage for foundational development of the child; stating the following:

1. Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play.
2. ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre-primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.
3. Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.
4. For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement.
5. This training shall be on the basis of ECE revised National Curriculum 2007. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.”

*(Ministry of Education 2009 pp.35-36)*

**Right to Education, Acts under 25-A across Pakistan**

Provision for Early Childhood Education is included in Right to Free and Compulsory Education Acts for ICT, Punjab, and Sindh. However, there is no mention for ECE/ECED of the Balochistan Act. The Khyber Pakhtunwa RTE Bill, AJK is preparing one and there is little clarity on coverage for FATA & GB

9. “The appropriate Government may make necessary for providing free pre-school education and early childhood care for the children above the age of 3 years until they join the school for education”

National Plan of Action for EFA 2002-2015 has targets for enrolling at least 50% boys and girls in pre-primary by 2015. However, ASER 2014 ECE participation rate (rural) shows only 36% children are enrolled in ECE (boys 23% and girls 40%). There is a definite head start on gender parity at ECE level with more girls enrolled than boys; but girls fall back on access and quality at the primary level.

**Education Sector Plan(s) by Province**

Khyber Pakhtunkhwa Education Sector Plan suggests “Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children,” through “Introduction and institutionalization of formal Early Childhood Education (ECE) at primary school level”.

Punjab Education Sector Plan highlights key strategies on ECE, described in the sector plan are to: “(1) Institutionalize pre-primary ECE through development and notification of a policy (2) Create awareness and train education managers, head teachers and teachers on ECE (3) Prepare plan and implement expansion of pre-primary ECE programs to 5000 primary schools”.

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Balochistan Education Sector Plan has a three pronged purpose in the ECE area: (1) *Increasing acceptance of the concept within the education sector*, (2) *institutionalization of ECE policy framework for sustainability* and (3) *expansion of ECE beyond the current small number of schools*. It links child health and nutrition to the ECE framework.

Sindh Education Sector Plan endorses: “(1) *development of ECE/ECD policy and minimum standards for ECE (e.g., space, enrollment, teacher requirements, teaching learning material, etc.*)* (2) *Enhance ECE NER from 32 percent to 45 percent through phase-wise establishment of 121 model ECE Resource Centres across the province and transforming 8000 katchi into ECE classes Establish ECE teachers’ cadre (recruit and train 8121 teachers) (3). Review and revise ECE curriculum and ensure provision of teaching learning materials, as prescribed in the ECE-curriculum (4) Support learners’ transition from ECE to class I (Primary)”

**Current status of Target**

Annual Status of Education Report 2014 reveals that 61% rural and 42% urban children aged 3-5 years continue to be out of school in various parts of Pakistan.

![Bar chart showing the percentage of children out of school by region](chart.png)

Pakistan has the highest rate of school exclusion for pre-school age children i.e. 51% (South Asian Out of School Children Study, January, 2014). However, it is close to NPA for EFA target of 50% enrolled.

**Challenge**

Almost all govt. schools have the traditional ‘Kachi’ class as the pre-primary education outlet. There have and are many innovative programs on ECE running across the country in public and private sector schools and some have been mainstreamed in policy and programs. However, fundamental challenges remain; viz., no formal teachers’ posts allocated to the sub-sector; lack of teacher preparation/qualifications for ECE;, low and lack of predictable financing for ECE, poor or no tailor made facilities for ECE and lack of conducive learning environment. With an excellent ECE National Curriculum 2007 teachers do not have access to or follow the NC ECE 2007; nor are holistic norms of the ECE applied in these institutions. NCECE 2007 has not really taken root anywhere. All these challenges keep the enrolment low as demand follows quality and quantity of supply. The ‘girls’ advantage’ in ECE thus gets compromised at post ECE or primary level.
Recommendations

Acknowledging ECE presence since Jomtien 1990, Dakar 2000, we fully endorse its comprehensive addition as ECCE globally in the Muscat/Incheon Agreement Target No. 1 & SDG No. 4 Target 4.2.

We urge that under SDGs Goal No. 4 the ECCE target must be changed from 4.2 to 4.1 as a progressive milestone in the lifelong learning cycle for a strong holistic foundation; commitment to ECCE will encourage age appropriate timely enrolment critical for reaching primary/secondary milestones for learning and sustained access. ECCE needs a firm commitment in budgets, trained personnel, care support systems and synergies with health, nutrition, gender and social safety nets.

A commitment to ECCE as a holistic approach intersects with other SDGs and key indicators on health, nutrition, gender and poverty upholding the necessity of multi-sectoral approaches to human development, innovations and resource synergies.

Pakistan policy documents are fairly aligned to this sub-sector and will receive a greater boost in the 2015-2030 period through partnerships.
## Section 2: Review of Target for “Right to Education”

### Muscat Agreement 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.

#### Sustainable Development Goal 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.

### Right to Education, Pakistan

"The State shall provide free and compulsory education to all children of the age of 5-16 years in such a manner as may be determined by law”.

<table>
<thead>
<tr>
<th>Province</th>
<th>Nature of Legislation</th>
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<tbody>
<tr>
<td>Sindh</td>
<td>Passed in Province: Right of Children to Free and Compulsory Education Act, 2013</td>
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<tr>
<td>Baluchistan</td>
<td>Passed in Province: Baluchistan Compulsory Education Act, 2014</td>
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<tr>
<td>Khyber Pakhtunkhwa</td>
<td>Draft Document: Khyber Pakhtunkhwa Right of children to free and compulsory Education Act 2014</td>
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<tr>
<td>Punjab</td>
<td>Passed in Province: Punjab Free and Compulsory Education Act 2014</td>
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### National Education Policy, 2009

Quality in NEP refer to its pillars which include ‘Improving teacher quality, curriculum reform, quality in textbooks and learning material, improving student assessment, attaining standards in the learning environment, and matching the labor market’ (pp 43).

Some of the important policy actions proposed under improving student assessment and curriculum reform include the following:

1. **Curriculum development shall be objective driven and outcome based. It shall focus on learning outcomes rather than content. It shall closely reflect important social issues; provide more room for developing the capacity for self-directed learning, the spirit of inquiry, critical thinking, problem-solving and team-work.**
2. **Student performance shall be based on assessing competence in a specialized area that requires a given skill set. There shall be periodic reviews of the assessment system.**
3. **Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.**
4. **National standards shall be developed to reduce the differences in quality across regions. Assessment processes shall be standardized and become uniform across the Boards over time, so that students appearing in examinations under different Boards are assessed against standardized benchmarks.**
5. **A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/ PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development.”**

### Current Status of the Target

Annual Status of Education Report 2014 reveals that 22% rural children aged 5-16 years continue to be out of school in various parts of Pakistan.
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Quality: ASER shows more than 50% of grade 5 children in rural Pakistan are unable to meet grade 2 level learning competencies.

LEARNING LEVELS (Class 5)

- **42%** Can Read Sentences in English
- **46%** Can Read Story in Urdu/Sindhi/Pashto
- **40%** Can Do 2-Digit Division in Arithmetic

ASER shows more than 50% of grade 5 children in rural Pakistan are unable to meet grade 2 level competencies.

According to the Global Report on Out of School Children, Pakistan has 5.4 million out of school children of primary school age in 2012 (or the most recent year for which data are available).

In South Asia, Pakistan alone accounts for more than one-half of the out-of-school children in the region.
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(South Asian Out of School Children Study, January 2014).

According to the Global Monitoring Report 2015, Pakistan ranks 106 out of 113 on the Education for All Development Index.

The UNDP progress report on MDGs, suggests Pakistan is lagging behind the goal of Universal Primary Education. Net Primary Enrollment Ratio stands at 57%. Other sources put it at 70-72% (AEPAM, 2015).

**Challenge**

Five years since the Right to Education was added to the constitution as a fundamental right in 2010 as part of the 18th Amendment. Punjab, Sindh, ICT and Balochistan have successfully passed the Acts. Khyber Pakhtunkhwa and AJK are preparing their draft bills but, FATA and Gilgit Baltistan’s status remains unclear due to complex political and governance structures. Rules for implementation are awaited where the legislation is in place thus delaying roll out due to resource constraints. There are huge gaps in provision across primary, middle and secondary facilities; this shortage is a major stumbling block for transitions and education entitlements. Both public and private sectors are unable to make up for the demand at the post primary level. In Balochistan, there are 50% settlements which remain without education facilities. Learning outcomes also remain a major challenge as illustrated annually by ASER, Pakistan (2009-2014) and other examination boards (grades 5, 8, 9, 10, 11 & 12). This has called for invoking minimum standards and review of the national curriculum 2006 for a more rigorous approach to learning processes and outcomes.

**Recommendations**

Muscat Agreement Target No. 2 and SDG 4.1 is well aligned to Article 25-A of the Constitution making education a fundamental right for All children 5-16 years of age with legislation and policy-planning by provincial /area governments as an inclusive iterative medium term process in Pakistan; the State remains obligated to 25 A for which higher GDP allocations of at least 4 -6 percent must be progressively secured.

Each province has developed elaborate Education Sector Plans up to 2018 with local education stakeholders. Two provinces are GPE partners (Sindh/Balochistan). The ESPs are conceived in sector wide approach – across all age groups from ECE to post secondary- with annual targets, strategies and budgets embedded in gender disaggregated baselines and targets for address equity and quality. An accountability and governance structure with stakeholders must be in place with voices of parents and children.

The State remains obligated to Article 25-A as a constitutional right to education for ALL children aged 5-16 years throughout Pakistan as a progressive commitment for which GDP allocations /resources must be enhanced-for proper implementation.

New norms for primary/secondary facilities and human resources/teachers as well as bridging gaps for gender and quality are under discussion but much more aggressive measures are to be taken to embrace this target.

Affirming Education as a constitutional fundamental right and a core government responsibility in Pakistan, we underscore the need to STOP shifting the burden of core education services to the private sector and/or unleashing mandates for privatization at all levels of education, undermining equity.

Quality: There is a need for a wider definition of quality of education that reiterates the criticality of all its pillars as one (curriculum relevance, standards, learners'/child's previous knowledge, learning materials and technology, teacher preparation, assessment and governance) across all sub-sectors (ECE to tertiary) as essential prerequisites to improvement of measureable learning outcomes for ALL; large scale citizen led learning accountability platforms like ASER must inform evidence based action/s. Emphases should also be given to an internal assessment system where all provincial assessment centers are proactive and work for an ongoing assessment policy and frameworks.
Section 3: Review of Target for “Literacy & Learning”

Muscat Agreement 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.

Sustainable Development Goal 4.6

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

National Education Policy (2009)

Article 37(b) of the Constitution explicitly states that the State of Pakistan shall endeavor “to remove illiteracy and provide free and compulsory secondary education within minimum possible period”, as quoted in NEP 2009.

NEP advocates “eradicating illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programmes.

Government shall develop guidelines for post-programme initiatives. Regular follow-up shall be made a part of the literacy programs”.

Education Sector Plan(s) by Province

Sindh Education Sector Plan aims to “increase the number of adults who are literate from 59 per cent to 70 per cent.” Furthermore, it mentions “According to ASER, even the basic literacy and numeracy competencies are not imparted to students and their test results are not more than 20%”.

Khyber Pakhtunkhwa Education Sector Plan aims to “(1) Provide quality education, enabling all citizens to reach their maximum potential; (2) Produce responsible and skilled citizens; (3) Integrate Pakistan into the global framework of human-centered economic development”.

Balochistan Education Sector Plan recommends “that gross existing literacy rate may be enhanced by 20% rising from 41% to 60%”.

Punjab Education Sector Plan mentions that “PEC assesses learning outcomes of students through the administration of tests to all students in grades 5 and 8, while PEAS assesses performance of the system via testing of students in Mathematics, Social Sciences and Language through a sample of students in grades 4 and 8, and correlating the results to a number of variables, the analysis of which could potentially inform the development of policy options and alternatives at various levels.” It also highlights the notion of Student Learning Outcome (SLO) which is explained as “an indicator of the desired level of competency by the student in a given subject at a given level”.

Current Status of the Target

According to the Pakistan Social and Living Measurement Survey (PSLM 2012-2013), the literacy rate stands at 60%. Literacy is higher in urban areas than in rural areas and much higher among male. Literacy rate by province is as follows:
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Global Monitoring Report 2012 states that in Pakistan **49.5 million** adults are illiterate, two-thirds are women.

ASER reveals that with more than 50% children in grade 5 not able to read grade 2 level competencies, the chances of dropping out of school after primary are high.
Challenge

Literacy and learning (basic language and arithmetic) levels are consistently low. There are a few literacy programs across the country. The number of adult literacy programs throughout the country should be increased through multiple-dimension approach.

Recommendations

There should be increased investment and access to alternative innovative initiatives for eradicating illiteracy and promoting QUALITY life skills based lifelong learning for ALL—especially women and girls who are most vulnerable!

Section 4: Review of Target for “Technical Vocational and Tertiary Education”

Muscat Agreement 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.

Sustainable Development Goal 4.3

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

Sustainable Development Goal 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.

Free and Compulsory Education Act(s) by Province

Punjab Free and Compulsory Education Act acknowledges the role of vocational education. It defines “vocational education” to include the training of skills to prepare trainees for jobs and careers at various levels from trade to a craft”.

The act states “(1) Every child shall have a right to free and compulsory education from class one to ten, non-formal education, vocational education or a combination of all or any of the two as notified by the Government considering the needs, capability and age of the child so as to ensure completion of education or specified education in a school in the neighborhood or the school allocated for the child. (2) The Government shall prescribe academic calendar for class one to class ten and for non-formal education, vocational education and special education”.

National Education Policy 2009

Policy Actions (NEP, 2009):

1. A comprehensive Human Resource Development (HRD) policy shall be developed integrating all types and branches of HRD institutions from Early Childhood Education (ECE) to tertiary education. The policy must keep market needs in view, including the flexibility in market trends, for Higher and Technical and Vocational Education.

5. Life Skills-Based Education (LSBE) shall be promoted.

7. Counseling at higher secondary level must also address the career concerns of young students and encourage them to take up studies as per their aptitude other than the “accepted” fields of study, be it technical,
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**Education Sector Plan(s) by Province**

**Balochistan Education Sector Plan** endorses technical and vocational education and training as an important component of the education system as the province has the lowest labor productivity in the country.

**Khyber Pakhtunkhwa Education Sector Plan** commits to “develop education in all sectors with emphasis on female education, technical and vocational education in rural areas”

**Sindh Education Sector Plan** commits to “Provide quality education and lifelong learning: Young people should be able to receive high-quality education and learning, from early childhood development to post-primary schooling, including not only formal schooling but also life skills and vocational education and training.”

**Punjab Education Sector Plan** mentions that the objective of the Punjab Vocational Training Council (PVTC) is “to alleviate poverty through Muslim charity (Zakat) and private sector participation by imparting demand driven skill training and enhancing employability for disadvantaged youth.”

**Current Status of the Target**

The Federal Ministry of Education and Professional Training is keen upgrade and mainstream TVET as a post primary option across Pakistan through innovative approaches and financial support programs. It has created a buy in from some provinces as well.

According to the National Vocational and Technical Training Commission (NAVTTC) there are 1,647 public & private TVET Institutes in Pakistan. National enrollment in vocational and training institutes stands at 315,000 students whereas the demand is as high as 950,000 students.

There are varying reports on the number of institutions and enrolment for TVET in Pakistan. According to the Pakistan Education Statistics Report (2013-2014), there are 3,323 technical and vocational institutions out of...
which 997 (30%) are public sector institutes and 2,326 (70%) are private institutes. The total male enrolment in the technical and vocational institutions is 0.192 million (62%), whereas, the female enrolment is 0.117 million (38%). There are 11,118 (68%) male teachers and 5,259 (32%) female teachers.

**Challenge**

Technical and Vocational Education suffers from perceptions of a ‘low status’ sub-sector with poor access, quality and low budgets. TVET may also be under reported and needs a systematic census for strategic plan to address the youth bulge. While theoretically it caters to market needs, practically it meets a very small portion of the demand. Hence, the base of technical and vocational skills provided to the economy in Pakistan is narrow. The inadequate quality stems from low investment, poor linkage to industry and small and medium businesses, low soft skills and limitations of the curriculum and shortage of quality instructors.

No Free and Compulsory Education Act other than Punjab acknowledges vocational education – this needs to change or another strong policy/law in needs to be in place supporting TVET.

**Recommendations**

There is an urgent need for repositioning the status of TVET for youth across the country representing 24% of the population to conclusively address lifelong learning and poverty reduction; there is an urgency to create synergies across secondary and post secondary skills, life skills based education, livelihoods and social entrepreneurship.

Commitment to improving the access and quality of the Vocational Training Education by increasing the number of vocational training institutes. Public Private Partnerships (PPPs) should be pursued more vibrantly and as have been tested under the Punjab and Sindh youth skills development initiatives. PPPs may have several windows at secondary and post secondary level.

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**Section 5: Review of Target for “Sustainable Development”**

**Muscat Agreement 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.

**Sustainable Development Goal 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.

**Current Status of the Target**

According to the UNDP 2013 report on progress on MDGs, Pakistan is on track in promoting sustainable development (MDG 7) with four out of seven indicators.
According to the UNDP 2013 report on progress on MDGs, Pakistan is on track in promoting sustainable development (MDG 7) with four out of seven indicators:

- Protecting areas for wildlife conservation (11.6% against the target of 12%)
- Reducing sulphur content in high speed diesel
- Improving GDP per unit energy (measure of energy efficiency)
- Improving access to safe drinking water (89% against the target of 93%)

Currently 72% of the populations have access to this facility against a target of 90%.

Made progress on increasing forest cover (5.2% against the target 6%).

However, it is lagging on access to sanitation; currently 72% of the populations have access to this facility against a target of 90 percent. Pakistan has also made progress on increasing forest cover – currently 5.2% – but is still short of the 6% target.

### Challenge

MDG 7 aimed to promote sustainable development, and had the target of halving the proportion of people without sustainable access to safe drinking water and basic sanitation, and bringing about a significant improvement in the lives of slum dwellers.

However, with new targets for post-2015 agenda, more indicators need to be included in the “sustainable development” e.g. health

### Recommendation

Sustainable development /climate change/ global citizenship are critical for 21st century citizens for which a core group needs to be put in place for mainstream recommendations to the Education sector.

The National curriculum council (NCC) which has a recently been notified at the Federal level with provincial representation must review the curriculum where core concepts of ‘global citizenship’ sustainable development, life skills based education, tolerance and human rights must be considered as proper themes/units in mainstream learning outcomes, accompanying textbooks and teacher education /preparation programs.

### Section 6: Review of Target for “Qualified Teachers”

**Muscat Agreement Target 6**

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

**Sustainable Development Goal 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.

**Free and Compulsory Education Act(s) By Province**

In each of the RTE legislation, there is a provision for teachers’ qualifications, support and expectations.

ICT & Sindh Right to Free and Compulsory Education Act mentions, “(1) No person shall be appointed a teacher unless he possesses the prescribed qualification. (2) Where the person having the prescribed qualification are not available, the appropriate government may, by notification, relax the prescribed qualifications, for a period not exceeding two years: provided that a teacher at the commencement of this Act, does not possess the prescribed qualifications, shall acquire such qualifications within a period of two years....”.

Punjab Free and Compulsory Education Act states “(1) The incharge of a school shall effectively carry out his functions and shall enforce discipline amongst the teachers and the students. (2) A teacher including the incharge shall: (a) maintain regularity and punctuality in attending the school, classes, curricular and co-curricular activities; (b) complete the curriculum within the specified time; (c) assess the learning abilities of every child and impart additional instructions, if required; (d) try for all round development of the child; (e) build up child’s knowledge, potential and talent; (f) adopt learning through activities, discovery and exploration in a child-friendly and child-centered manner; (g) keep the child free of fear, trauma and anxiety and help the child to express his views freely; (h) hold regular meetings with parents and share with them the relevant information about the child; and (i) perform such other duties as may be prescribed. (3) A teacher who fails to perform the duties specified in subsection (1) in a satisfactory manner shall be liable to disciplinary action under the relevant service laws or terms of service contract.”

**National Education Policy 2009**

NEP aims to improve teacher quality by following action points:

1. A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018.
2. Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.
3. Teacher education curriculum shall be adjusted to the needs of the school curriculum and scheme of studies. The curriculum shall include training for student-centered teaching, cross-curricular competencies, and an on-site component.
4. A separate cadre of specialized teacher trainers shall be developed.
5. Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit.
6. All teachers shall have opportunities for professional development through a program organized on a three-year cyclic basis. Progress in career shall be linked to such professional development.
7. In service teachers training in mathematics shall be given with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.
8. In service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.
9. Teacher allocation plans, likewise, shall be based on schools needs and qualifications of teachers. Over the course of next two years, Governments shall develop a rationalized and need-based school allocation of teachers, which should be reviewed and modified annually.
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**Provincial and Area Administrations** shall develop effective accountability mechanism including EMIS data on teacher deployment, to control absenteeism and multiple job-holding.

**Institutionalized and standardized in-service teacher training regime** shall be established in those provinces where it has not already been done.

**In-service training** shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programs to cater to emerging needs like trainings in languages and ICT.

**Training needs** shall be assessed on the basis of research and training programs.

Governments shall take steps to improve social status and morale of teachers. These include:

- Upgrading of teacher salaries as part of establishing a separate teaching cadre and teaching career;
- teachers’ professional development, and a reward system based on performance measures.

**Incentives shall be given to teachers in rural or other hard areas at least to compensate for loss in salary through reduction of various allowances given for urban but not for rural postings.**

**The teaching workforce shall be managed on a truly professional basis, organized as a specialized function.**

**In-service teacher training institutions** shall pay emphasis on developing the capacity of teachers and schools managers for school development plans to overcome low achievement scores.

**Special short terms courses for improvement of language skills for rural areas teachers shall be designed.**

The voice of teachers associations shall be given due consideration in decisions on collective issues affecting teachers.

Governments shall aim to draw upon resources from the private sector through public-private partnerships, especially in the areas of teacher education and professional development programs.

International Development Partners’ resources shall be harnessed within a broad national program of teacher improvement for the country as a whole through inter-tier collaboration.

**Maximum age limit** shall be waived off for recruitment of female teachers.

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### Education Sector Plan(s) by Province

**Balochistan Education Sector Plan** aims to “(1) Create a system of continuous professional development to ensure all teachers receive ongoing periodic training. (2) Develop an ongoing feedback mechanism as well as benchmarks for evaluation. (3) Develop formal coordination mechanisms between the PITE and the Directorate of Schools to ensure transparent selection of teachers, realistic needs assessment and feedback on impact in the classroom. (4) Enhance provincial capacity to develop, implement and review quality in service teacher training. (6) A transition to a pre-service education program that produces quality teachers with a well rounded comprehension of the various aspects of education including assessments, curriculum, textbooks, planning, ECE etc. (7) Enhancement of capacity to develop, manage and implement pre-service programs.”

**Khyber Pakhtunkhwa Education Sector Plan** aims to “(1) work with the government to improve system and policies (2) Provide support to develop/revise elements of pre-service teacher education degrees (3) Help government develop plans to implement new curriculum for new and existing teachers”.

**Punjab Education Sector Plan** highlights policy actions regarding teachers as “(1) approve and implement the draft ‘Punjab Strategy for Teacher Education (PSTE)’ to raise the status of teacher education and improve quality of teacher education and teaching practice.(2) Align pre-service and in-service teachers’ education curriculum & training content with school curriculum based on SLOs. (3) Develop and implement standards for pre-service and in-service teacher education. (4) Design and implement an induction training program for new teachers. (5) Train teachers in e-learning/use of technology in teaching practices and multi-grade teaching
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(6) Design and prepare material on Health, Hygiene and Nutrition for teachers, head teachers and school councils (7) Review capacity and development of the DSD to regulate and monitor teacher education standards (8) Strategy for devolving of in-service teacher training from DSD to districts.”

Sindh Education Sector Plan aims to “(1) build the management, tactical, budgetary and volume capacities of pre-service teacher education institutions. (2) Strengthen in-service teacher development institutions to promote Continuing Professional Development. (3) Provide continuous professional support to teachers on effective teaching, linking this to improved student learning outcomes.”

Current Status of the Target

According to the ASER 2014 findings, on any given day, 12% of the government primary school and 8% of the private primary school teachers are not present.

According to the ASER 2014 findings, on any given day:

- 12% of Government Primary School teachers are not present.
- 8% of Private Primary School teachers are not present.
- 33% of Government Primary School graduate teachers are present.
- 39% of Private Primary School graduate teachers are present.
- 38% of Government Primary School professional qualification bachelors in education are present.
- 49% of Private Primary School professional qualification bachelors in education are present.

Source: ASER 2014
Total number of teachers in Pakistan: 1,598,334. Out of these, 51% are teaching in public schools and 49% are teaching in private schools. Furthermore, 57% are female teachers and 43% are make teachers (Pakistan Education Statistics 2013-2014, AEPAM).

### Challenge

There is no mention on teacher qualification or the role of a teacher in the Balochistan Compulsory Education Act.

Supply of qualified and trained teachers remains a challenge for each sub-sector in education. Career ladders for ECE and Primary teachers need to be more properly defined with possibilities of retaining them in the same cadre allowing mobility to the highest level possible.

In some provinces (Sindh/Balochistan) number of female teachers at primary level is less than 40% undermining gender and policy provisions for preference to female teachers for ECE and primary stages.

Technology enabled learning solutions /blended learning opportunities are diffuse and unevenly available both in public and private sectors.

Implementation of the strategies in the Education Sector Plan(s).

### Recommendations

It is urgently recommended to have:

- An increased supply of highly trained and qualified teachers at all levels of education and particularly females for ECE/Primary levels.

- A formal support system for teachers’ voices, in a proactive manner individually and/or through Associations and Unions as consultative forums for inputs on policy, continuous professional development, social and economic status; we must commit to upgrading teaching/learning for delivering quality through dialogue based, learner-centered and technology enabled learning solutions.

- Innovative contributions by teachers to be recognized publicly.

### Section 7: Review of Target for “Education Resources”

#### Muscat Agreement 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.

#### Sustainable Development Goal 4.b

By 2020 expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enroll in higher education, including vocational training, ICT, technical, engineering and scientific programs in developed countries and other developing countries.

#### Free and Compulsory Education Act(s) By Province

Punjab Free and Compulsory Education Act states, “(1) The Government and local authority shall have concurrent responsibility for providing funds for carrying out the purposes of this Act. (2) The Government may approach the Federal Government to provide as grants-in-aid such percentage of expenditure for education as may be determined with mutual consultation.
**Sindh Free and Compulsory Education Act** mentions, “(3) The Education and Literacy Department may make a request to the Chief Minister, Sindh to make a reference to the Finance Department to examine the need for additional resources and may provide funds for carrying out the provisions of the Act.

**Balochistan Compulsory Education Act** says “The Government shall make facilities for education available in the province”.

**ICT Free and Compulsory Education Act** states, “(1) The Federal Government and Local Government, if any, shall have concurrent responsibility for providing funds for carrying out the purposes of this Act. (2) The Federal Government may provide to the Local Government as grants-in-aid such percentage of expenditure for education as may determine, from time to time, in consultation with the Local Government.”

<table>
<thead>
<tr>
<th>National Education Policy 2009</th>
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<tr>
<td>NEP 2009 acknowledges that “we cannot spend only 2.7 % of our GDP on education and expect to become a vibrant knowledge economy”.</td>
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<td>It also mentions that “(1) The Governments shall commit to allocating 7% of GDP to education by 2015 and necessary enactment shall be made for this purpose. Formula for proportional allocation (out of available funds) to different sub-sectors of education shall be evolved by the provincial/area governments. (2) Governments shall explore ways to increase the contribution of the private sector, which at present contributes only 16 per cent of the total educational resources”.</td>
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<tr>
<th>Education Sector Plan</th>
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<td>Balochistan Education Sector Plan highlights that the current public expenditure on education as a percentage of total government expenditure of the province is 14% which is to be increased to 16% by 2015.</td>
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<tr>
<th>Current Status of the Target</th>
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<tr>
<td>Currently, Pakistan is spending less than 2% of its Gross Domestic Product (GDP) on Education.</td>
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</table>
### Challenge

The Government of Pakistan is committed to gradually increase the allocation to education from the present 2% of GDP to 4% of GDP by 2018.

In this, the provincial allocations to primary education will have to be substantially increased to reach out to the disadvantaged groups such as rural and remote areas, urban poor, girls, ethnic minorities, etc.

### Commitment

We demand that to achieve SDGs and all education targets as a fundamental human right the Education Budget should be increased from 2% of GDP to at least 4-6% GDP progressively with citizen budget accountability forums; we urge enhancement of both domestic resources and ODA.

### Section 8: Review of Target for “Gender Equity”

#### Muscat Agreement

Gender equity is integrated in ALL 7 targets of Muscat Agreement.

#### Sustainable Development Goal 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.

#### National Education Policy 2009

National Education Policy 2009 acknowledges gender differences across regions. It highlights, “The issue of equity runs through the entire education system and has serious implications for sustainable and equitable development in the country. ...the reasons across gender and rural urban and provincial disparities show that females and pupils in rural areas face systematic disadvantage at all levels of education”.

#### Education Sector Plan(s) by Province

*Punjab Sector Education Plan* commits to “Promoting gender equality and empowerment of women by eliminating gender disparity in primary and secondary education by 2015”.

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Source: I-SAPS Public Financing of Education in Pakistan 2010-11 to 2014-15

![Share of Education Budget in Total Provincial Budgetary Outlay, 2014-15](source: FABS Reports from PIFRA SAP System)
Towards Inclusive and Equitable Quality Education and Lifelong Learning for All

Sindh Education Sector Plan advocates gender equity as a cross-cutting issue and priority area.

Balochistan Education Sector Plan commits to “remove gender gaps prevalent in the current situation”. It also aims to “minimize attitudinal barriers to female education through awareness campaigns”.

Current Status of the Target

Pakistan lags behind Women Empowerment and Gender Equality MDG. The table below shows the measurement indicators:

Progress Towards MDG Goal 3 at National Level (%)

Pakistan has the highest proportion of female seats in Senate in South Asia, but sadly according to the UNDP's Human Development Report (2014), Pakistan ranks 126 out of 149 countries on the Gender Inequality Index (GII).

Pakistan Social and Living Measurement Survey (PSLM 2012-2013) shows that female literacy rate stands at 48% (Male literacy rate: 71%), and Net Enrollment Rate (NER, Primary) female is 64% compared to NER Primary Male i.e. 72%.

Annual Status of Education Report 2014 shows that amongst the 21% out of school children, 11% are females. The report also highlights that girls are lagging behind boys in all competencies.
Female enrollment at all levels remains a challenge. However, the most marginalized girls are at the highest disadvantage. ASER 2014 shows that 54% of the poorest girls still do not have access to schooling. (Source: www.aserpakistan.org)

Province of Balochistan and Khyber Pakhtunkhwa need special attention for gender equality in education.

**Recommendations**

We recommend to:

Promote Gender Equity in all education laws, policies, plans, budgets at local, provincial and national levels with flow of additional grants for expanding learning opportunities for girls/women and especially the most marginalized.

Ensure inclusive and equitable educational systems reaching the most vulnerable groups through a gender sensitive lens addressing challenges of different abilities, early marriages, extreme forms of and poverty and vulnerability without discrimination and with measurable entitlements and learning outcomes.
### Section 9: Review of Target for “School Facilities”

#### Muscat Agreement

There is no provision of School Facilities in the Muscat Agreement.

#### Sustainable Development Goal 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.

#### Free and Compulsory Education Act(s) By Province

- **Sindh Free and Compulsory Education Act** states “It is the obligation of the government to provide infrastructure including standard school building, playgrounds, laboratories, teaching learning material and teaching staff;”

- **Balochistan Compulsory Education Act** mentions “The Government shall make facilities for Education available in the Province”. The ECE Policy Framework 2015 in Balochistan has underscored facilities that are safe, inclusive and child friendly for children 4-8.

- **ICT Right to Free and Compulsory Education** states “It is the obligation of the appropriate Government to provide infrastructure including school building, playgrounds, laboratories, teaching learning material and teaching staff”

- **Punjab Free and Compulsory Education Act** does not mention anything on school facilities in particular.

#### National Education Policy 2009

National Education Policy 2009 aims “(6) to provide and ensure equal educational opportunities to all the citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.

(8) Schools shall be made more attractive for retaining the children by providing attractive learning environment, missing basic facilities and other measures.

(15) To equalize access to education through provision of special facilities for girls and boys alike, underprivileged/marginalized groups and handicapped children and adults.

(1) A framework setting out the basic standards for school facilities and teaching aid materials including playground shall be established by 2012 and shall form the basis for allocation of funds.

(2) Federal government shall provide necessary resources to less developed areas for provision of missing basic facilities in all education institutions.”

#### Education Sector Plan(s)

Balochistan Education Sector Plan gives a set of strategies for missing facilities. These include “(3) Missing facilities replenishment plan should be developed to fill in the current gaps over the next 3 years. (4) A plan to minimize the impact of multi-grade schools through minimizing their numbers and training teachers on multi-grade teaching through PITE. (5) Functional laboratories should be provided in all secondary schools that include funds for replenishment and technical expertise. (6) Library usage should be increased and current set of books reviewed to upgrade as per curricular and age needs. (7) Teacher training components should include a component on friendly classroom and shift in attitudes towards corporal punishment. (8) Revival of co-curricular activities in the province in terms of sports competitions, debates etc.”
Khyber Pakhtunkhwa Education Sector Plan offers the following strategies for the missing facilities issue. “(1) Development of public sector infrastructure development, maintenance and repairs policy. (2) Increased use of EMIS/GIS for need-based infrastructure placement and development. (3) Low cost alternatives to school construction, such as adobe structures. (4) Establishing community schools for under-served areas. (5) Improved school design in line with modern education needs. (6) Delegating repair and maintenance of schools to PTCs/community and strengthening their role to do this effectively. (7) Provide missing facilities to all deficient schools on priority. (8) Special policy for establishment of new schools for marginalized areas (e.g. urban slums). (9) Partnership agreements with local governments for construction and repair of schools and provision of missing facilities. (10) Expanding partnerships with NGOs and private sector education providers to improve overall coverage and cost-effectiveness of education at all levels. (11) Define minimum school infrastructure and standards, including number of teachers, furniture and other educational aids, for all schools to ensure effective teaching and learning. (12) Improve provincial and district school management offices and facilities. (13) More debt swaps to improve infrastructure and relieve pressure on provincial resources. And (14) Filling of posts of engineering staff in the Directorate of Elementary & Secondary Education.”

Punjab Education Sector Plan commits to “reviewing standards for school infrastructure as per educational and local environmental needs”

Sindh Education Sector Plan aims to “(1) Reduce the gap between the number of Primary and Elementary/Secondary schools and improve access to education at post-primary level. (2) Prepare District Wise School Infrastructure Development Plans (DSIDPs) to guide needs-based investment schemes. (3) Construct multi-purpose buildings at each Taluka level. (4) Implement effectively the School Consolidation Policy. (5) Ensure the provision of Safe Learning Environments and Education for All. (6) Enhance the provision of quality education through improved facilities. (7) Ensure balanced and standardized infrastructure facilities in the province and build capacity at all levels through dissemination of standards. (8) Ensure the provision of construction supervision and quality assurance. (9) Enhance operations and maintenance”.

**Current Status of the Target**

The recent Annual Status of Education Report 2014 highlights that 43% of the rural government primary schools do not have drinking water facility, 49% do not have working toilets, 68% do not have playgrounds, and 39% are missing complete boundary walls.
According to the Pakistan Education Statistics Report (2013-2014) shows that 50% of the primary schools in Pakistan do not have electricity, 40% do not have drinking water facility, and approximately 35% do not have latrines for students and/or boundary walls (AEPAM, 2015).
### Challenge

Missing facilities are an important indicator for implementation of Right to Education. With incomplete facilities, children and most often girls drop out of schools.

There are very weak and obsolete norms for school facilities that are neither mindful of equity nor inclusion.

The Punjab Free and Compulsory Education Act completely ignores provision of missing school facilities.

### Recommendations

We demand an end to missing facilities in schools and Governments MUST introduce improved facility norms, including adequate number of classrooms and teachers, working toilets, drinking water, ramps and boundary walls for ensuring safe schools.

We demand a clear action plan to address attacks on schools and other educational settings, promoting safe schools as zones of peace.

Each school must have school specific budgets to include maintenance and repairs as an integral part of recurrent budgets rather than special projects annually for missing facilities in existing schools; Maintenance and Repair must not be a project but integrated in non-salary recurrent budget for each facility annually through SMC funds or directly in school based budgets.
Annexure
We affirm that the post-2015 education agenda should be rights-based and reflect a perspective based on equity and inclusion, with particular attention to gender equality and to overcoming all forms of discrimination in and through education. It must support free and compulsory basic education. It should expand the vision of access for all to reflect relevant learning outcomes through the provision of quality education at all levels, from early childhood to higher education, in safe and healthy environments. It should take a holistic and lifelong learning approach, and provide multiple pathways of learning using innovative methods and information and communication technologies. Through governments, the state is the custodian of quality education as a public good, recognizing the contribution of civil society, communities, families, learners and other stakeholders to education. The post-2015 education agenda must be flexible enough to allow for diversity in governance structures. It must continue to promote sustainable development and active and effective global and local citizenship, contribute to strengthening democracy and peace, and foster respect for cultural and linguistic diversity.

**Overarching Goal and Global Targets**

10. We support “Ensure equitable and inclusive quality education and lifelong learning for all by 2030” as the overarching goal of the post-2015 education agenda.

11. We further support the translation of this goal into the following global targets, for which minimum global benchmarks and relevant indicators will be identified/developed:

**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.

**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.
Sustainable Development Goals
All Proposed 17 Goals

GOAL 1 End poverty in all its forms everywhere
GOAL 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture
GOAL 3 Ensure healthy lives and promote well-being for all at all ages
GOAL 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
GOAL 5 Achieve gender equality and empower all women and girls
GOAL 6 Ensure availability and sustainable management of water and sanitation for all
GOAL 7 Ensure access to affordable, reliable, sustainable and modern energy for all
GOAL 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
GOAL 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
GOAL 10 Reduce inequality within and among countries
GOAL 11 Make cities and human settlements inclusive, safe, resilient and sustainable
GOAL 12 Ensure sustainable consumption and production patterns
GOAL 13 Take urgent action to combat climate change and its impacts
GOAL 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development
GOAL 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
GOAL 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 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development.
Sustainable Development Goal No. 4 - Education

Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

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 and SIDS.
17. In order to monitor the implementation of the SDGs, it will be important to improve the availability of and access to data and statistics disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts to support the monitoring of the implementation of the SDGs. There is a need to take urgent steps to improve the quality, coverage and availability of disaggregated data to ensure that no one is left behind.

18. Sustainable Development Goals are accompanied by targets and will be further elaborated through indicators focused on measurable outcomes. They are action oriented, global in nature and universally applicable. They take into account different national realities, capacities and levels of development and respect national policies and priorities. They build on the foundation laid by the MDGs, seek to complete the unfinished business of the MDGs, and respond to new challenges. These goals constitute an integrated, indivisible set of global priorities for sustainable development. Targets are defined as aspirational global targets, with each government setting its own national targets guided by the global level of ambition but taking into account national circumstances. The goals and targets integrate economic, social and environmental aspects and recognize their inter-linkages in achieving sustainable development in all its dimensions.

For complete document on SDGs see https://sustainabledevelopment.un.org/focussdgs.html
Annex II: WEF Draft Declaration 2030

Education 2030:
Towards inclusive and equitable quality education and lifelong learning for all
Draft declaration

Preamble
1. We, Ministers, heads and other members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). We thank the Government of the Republic of Korea for having hosted this important event as well as UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, as the co-convenors of this meeting, for their contributions. We express our sincere appreciation to UNESCO for having initiated and led the convening of this milestone event for Education 2030.

2. We recall the Muscat Agreement developed through broad consultations and adopted at the Global Education for All (EFA) Meeting 2014, and which successfully informed the education targets of the Open Working Group on Sustainable Development Goals. We further recall the outcomes of the regional ministerial conferences on education post-2015 and take note of the findings of the 2015 EFA Global Monitoring Report and the Regional EFA Synthesis Reports. We recognize the important contribution of the Global Education First Initiative in galvanizing political commitment for education.

3. We reaffirm the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 — the most important commitment to education in recent decades and which has helped drive significant progress in education. We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education. Yet we recognize with great concern that we are far from having reached education for all.

4. Having taken stock of progress made towards EFA since 2000 and the education-related Millennium Development Goals (MDGs) as well as the lessons learned, and having examined the remaining challenges and deliberated on the proposed 2030 education agenda and the Framework for Action as well as on future priorities and strategies for its achievement, we adopt this Declaration.

**Towards 2030: a new vision for education**

5. We commit to an education agenda that is holistic, ambitious and aspirational, leaving no-one behind. Our new vision is fully captured by Sustainable Development Goal (SDG) 4 “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all” and its corresponding targets. It is transformative and universal, attends to the ‘unfinished business’ of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity, social justice, protection, cultural diversity, and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, human fulfilment and sustainable development.

6. We fully commit to implementing the *Education 2030 Framework for Action* after its adoption, to inspire and guide countries and partners to ensure that our agenda is achieved. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

7. Motivated by our significant achievements in expanding access to education over the last 15 years, we recommend the provision of at least 12 years of publicly-funded quality formal education for all by 2030, and commit to at least 9 years of free and compulsory quality primary and lower secondary education. We also recommend the provision of at least one year of free and compulsory quality pre-primary education. We also commit to providing meaningful education opportunities for out-of-school children and adolescents.

8. *Inclusion and equity* in and through education is vital to ensure a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in
education. We are committed to the principles of non-discrimination in education and recognize the importance of gender equality as well as of girls’ and women’s empowerment for sustainable development.

9. We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and measuring progress. We will ensure that every learner is taught by qualified, motivated and professionally-supported teachers within well-resourced and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive and interpersonal skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD launched at the UNESCO World Conference on ESD in Nagoya in 2014.

10. We commit to supporting lifelong learning opportunities for all, in all settings and at all levels of education. This includes the equitable expansion of technical and vocational education and training and higher education and research, and the strengthening of science, technology and innovation; flexible learning pathways as well as the recognition, validation and accreditation of knowledge, skills and competencies acquired through non-formal and informal education; and the use of information and communication technologies. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels, and that they are provided with adult learning, education and training opportunities.

11. Furthermore, we note with serious concern that, today, more than one-third of the world’s out-of-school population lives in conflict-affected areas, and crises, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the education needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We recommend multi-year funding for crisis response; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.

Implementing our common agenda

12. We reaffirm that the fundamental responsibility for successfully implementing this agenda lies with governments. We are determined to establish legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, and to uphold the right to participation.

13. We call for strong regional coordination and monitoring of the implementation of the education agenda within the framework of existing regional entities and mechanisms, building on current and planned regional strategies and frameworks.

14. We recognize that the success of the 2030 education agenda requires sound policies and planning and efficient implementation arrangements. It is also clear that the aspiration of SDG 4 cannot be realized without a significant and well-targeted increase in financing, particularly in those countries furthest from achieving quality education for all at all levels. We therefore are determined to increase public spending on education in accordance with country context, and urge adherence to the international benchmarks of allocating 4 - 6% of Gross Domestic Product and/or 15 - 20% of total public expenditure to education.

15. Noting the importance of development cooperation for filling the remaining funding gaps, we call upon donors and international financing mechanisms to increase funding to education and to support the implementation of all the targets according to countries’ needs and priorities. We urge developed countries
to increase official development assistance (ODA), with a view to implementing by 2020 the commitment to allocate 0.7 per cent of gross national income (GNI) as ODA to developing countries [including 0.15 per cent to 0.20 per cent of GNI to LDCs]. We also call upon emerging donors to contribute to this effort. We recommend increasing aid to education and improving aid effectiveness through better coordination and harmonization. We further recommend significantly increasing the percentage of funds earmarked for education in humanitarian appeals and increasing the support for education in protracted humanitarian crises.

16. We call on the WEF 2015 co-convenors and all partners to collectively support countries in implementing the 2030 education agenda, by providing technical advice, capacity development and financial support based on their respective mandates and comparative advantages, and building on complementarity. To this end, we entrust UNESCO, in consultation with Member States, the WEF 2015 co-convenors and other partners, to develop an appropriate global coordination mechanism. Recognizing the Global Partnership for Education as a multi-stakeholder education financing platform, we recommend that it be part of this future global coordination mechanism.

17. We further entrust UNESCO, as the United Nations’ specialized agency for education, to continue its mandated role to lead and co-ordinate the 2030 education agenda, in particular by: undertaking advocacy to sustain political commitment; facilitating policy dialogue, knowledge sharing and standard setting; monitoring progress towards the education targets; convening global, regional and national stakeholders to guide the implementation of the agenda; and functioning as a focal point for education within the overall SDG coordination architecture.

18. We resolve to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and the management of education systems as well as to ensure accountability. We further request the WEF 2015 co-conveners and partners to support capacity development in data collection, analysis and reporting at the country level. We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEMR), hosted and published by UNESCO, as the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs, within the mechanism to be established to monitor and review the implementation of the SDGs and its means of implementation. Countries should continue to report accurate and complete data in a timely manner to the UNESCO Institute for Statistics, in its role as the global depository for education data.

19. Taking into account the UN Special Summit on Sustainable Development in September 2015 (New York,), the outcomes of the Third International Conference on Financing for Development (Addis Ababa, July 2015) and the Oslo Summit on Education for Development (July 2015), a final version of the Framework for Action will be presented for adoption at a special high-level meeting to be organized alongside the 38th session of the General Conference of UNESCO in November 2015.

20. Building on the legacy of Jomtien and Dakar, Incheon is a historic commitment by all countries to transform lives through a new vision of education and bold and innovative actions to reach our ambitious goal by 2030.

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Framework for Action
Education 2030:
Towards inclusive and equitable quality education and lifelong learning for all

(DRAFT)
INTRODUCTION

The world has made some remarkable progress in education since 2000, when the six Education for All (EFA) goals were established. Those goals will not be reached by the 2015 deadline, however. As the world sets fresh education targets for the period from 2015 to 2030, every effort must be made to guarantee that this time they are achieved. This Framework for Action aims at mobilizing all countries and partners around an ambitious global goal and targets, and proposes ways of implementing, coordinating, financing and monitoring the 2030 education agenda – globally, regionally and nationally – to ensure equal education opportunity for all. Hereafter, the 2030 education agenda will be referred to as Education 2030.

Education 2030 is an integral part of the sustainable development agenda, forming Goal 4 of the Sustainable Development Goals (SDGs) that are to succeed the Millennium Development Goals (MDGs). The new education agenda is a shared, comprehensive vision. It was developed through a broad consultative process that led to the Muscat Agreement, adopted at the Global EFA Meeting in May 2014. That agreement has informed the global education goal and its associated targets and means of implementation, as proposed by the United Nations (UN) General Assembly’s Open Working Group on Sustainable Development Goals (OWG).

This Framework for Action has been prepared by the EFA Steering Committee,1 which will continue its work until the end of 2015. The current version will be discussed at the World Education Forum 2015 (WEF 2015) in Incheon, Republic of Korea for agreement, pending the outcome of the UN Special Summit on Sustainable Development in New York in September 2015. The EFA Steering Committee will then adjust it to reflect the outcomes of the UN Special Summit, the third International Conference on Financing for Development (Addis Ababa, July 2015) and the Oslo Summit on Education for Development (July 2015). The Framework for Action will be adopted at a special high-level meeting alongside the 38th session of the General Conference of UNESCO in November 2015 involving all WEF convenors and partners including civil society. Progress towards the targets will be monitored through a set of thematic indicators, of which a small subset – expected to be endorsed by the United Nations Statistical Commission in March 2016 – will represent the global indicators for Goal 4 of the SDGs. The set of thematic indicators proposed by the Technical Advisory Group developed through broad consultations is summarized in Annex I.2 It is proposed that these indicators be further developed through a consultative process with Member States and partners before November 2015. This process is described in detail in Annex I. If any changes are made to the global indicators as they are finalized through the process coordinated by the UN Statistical Commission, the thematic indicators will be subsequently revised and aligned.3

The Framework for Action has three sections. Section I outlines the vision, rationale and fundamental principles of Education 2030. Section II describes the global education goal and its associated seven targets and three means of implementation, as well as strategy options. Section III proposes a structure for coordinating global education efforts, as well as governance, monitoring, evaluation and reporting mechanisms. It examines ways of ensuring that Education 2030 is adequately financed and outlines the partnerships needed to realize the agenda globally, regionally and nationally.

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1 The EFA Steering Committee, convened by UNESCO, is composed of Member States representing all six regional groups of UNESCO, the E-9 initiative and the host country of the World Education Forum 2015; the five EFA convening agencies (UNESCO, UNICEF, UNDP, UNFPA and the World Bank); the OECD; the Global Partnership for Education (GPE); civil society; the teaching profession and the private sector.

2 The Technical Advisory Group (TAG) was established by UNESCO to provide feedback on the proposed post-2015 education targets, develop recommendations for indicators and help guide the establishment of a measurement agenda, thus informing and supporting the work of the Education for All Steering Committee. It is composed of experts from the EFA Global Monitoring Report, the OECD, the UNESCO Institute for Statistics, UNESCO, UNICEF and the World Bank.

3 The text in italics in this paragraph describing the process will be removed from the final version of the Framework for Action.
I - VISION AND RATIONALE

Education is at the heart of the sustainable development agenda and essential for the success of all sustainable development goals. The new education agenda encapsulated in Goal 4 is holistic, ambitious, aspirational and universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies. The agenda attends to the unfinished business of the Education for All (EFA) goals and the education-related MDGs, while effectively addressing current and future global and national education challenges. It is rights-based and inspired by a humanistic vision of education and development, based on the principles of human dignity, equal rights, social justice, peace, cultural diversity and shared responsibility.

Building on and continuing the EFA movement, Education 2030 takes into account lessons learned since 2000. What is new about this agenda is its focus on increased and expanded access, equity and inclusion, quality and learning outcomes as well as lifelong learning. A key lesson of the past years is that the global education agenda should work within the overall international development framework rather than alongside it, as occurred with the separate EFA goals and education-related MDGs. The agenda’s focus on inclusion and equity – giving everyone an equal opportunity, and leaving no one behind – signals another lesson: the need for increased and special efforts to reach those marginalized by factors such as gender inequality, poverty, conflict and disaster, disability, age and remoteness. The focus on education quality and learning recognizes the danger of concentrating on access to education without paying enough attention to whether students are learning once they are in school. The fact that the EFA goals have not been reached carries a further lesson: ‘business as usual’ will not bring education to all. If current rates of progress continue, many of the countries lagging furthest behind will not reach the new targets by 2030. This means that it is of utmost importance to change current practices and mobilize efforts and resources at an unprecedented pace.

Education systems must respond to rapidly-changing labour markets, technological advances, urbanization, migration, political instability, environmental degradation, competition for natural resources, demographic challenges, rising unemployment, persistent poverty and widening inequalities, and expanding threats to peace and safety. By 2030, education systems will need to enrol hundreds of millions of additional children and adolescents to achieve basic education for all (including pre-primary, primary and lower secondary education) as well as provide upper secondary and post-secondary education for all. At the same time, it is critical to provide early childhood care and education to ensure children’s long-term development, learning and health. It is also vital that education systems ensure that all children, youth and adults are learning. There is an urgent need to provide young people and adults throughout the life-course with the flexible skills and competencies they need to live and work in a more sustainable, interdependent, knowledge-based and technology-driven world. Education 2030 will ensure that all individuals acquire a solid foundation of knowledge, develop creative and critical thinking and collaborative skills, and build curiosity, courage and resilience.

For countries and communities that embrace the need to bring quality education to all, the benefits are enormous. Evidence continues to accumulate of education’s unmatched power to improve lives, particularly for girls and women. Education has a key role in eradicating poverty: it helps people obtain decent work and raises their incomes, and generates productivity gains that fuel economic development. Education is one of the most potent ways of improving individuals’ health – and of making sure the benefits are passed on to future generations. It saves the lives of millions of mothers and children, helps prevent and contain disease, and is an essential element of efforts to reduce malnutrition. Education also promotes the inclusion of people with disabilities.

To unlock education’s power for all, however, it is critical to develop education systems that are more resilient and responsive in the face of conflict, social unrest and natural disaster – and to ensure that education is maintained during emergency, conflict and post-conflict situations. At the same time, the central role of education in preventing and mitigating conflicts and crises, and in promoting peace and democracy, human rights, reconciliation and social cohesion, must be recognized. More generally, education is crucial in enhancing global citizenship, tolerance and civic engagement, and sustainable development. Education facilitates intercultural dialogue and the recognition of cultural diversity, which are vital for achieving social cohesion.

Fundamental principles

The principles informing this Framework are drawn from international agreements, including Article 26 of the Declaration of Human Rights, the Convention against Discrimination in Education, the Convention of the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights, and the Convention on the
Education is a fundamental human right and an enabling right. To fulfil this right, countries must ensure universal access to inclusive and equitable quality education and learning, which should be free and compulsory. Education shall be compulsory and free at the primary education level, and progressively free at the secondary and higher education levels. Education shall aim at the full development of the human personality and promote understanding, tolerance, friendship and peace.

Education is a public good, of which the State is the duty bearer. Education is a shared societal endeavour, which implies an inclusive process of public policy formulation and implementation. Civil society, teachers, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education. The role of the State is essential in regulating standards and norms.

Gender equality is inextricably linked to the right to education for all. Achieving gender equality requires a rights-based approach that ensures that female and male learners both not only gain access to and complete education cycles, but are empowered equally in and through education.

II. GOAL, TARGETS AND INDICATORS

Overarching goal

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

The overarching Sustainable Development Goal for education expresses the new key features of Education 2030, which underpin this Framework for Action:

Ensure access to quality education for all children and youth to at least 12 years of publicly-funded primary and secondary schooling, of which at least 9 years should be compulsory and free as well as access to quality non-formal education for out-of-school children and the provision of learning opportunities to develop functional literacy and numeracy for youth and adults and foster their full participation as active citizens. Provision of at least one year of free and compulsory quality pre-primary education should also be ensured.

Ensure equity and inclusion so that everyone has an equal opportunity to obtain access to education and to learn. Therefore this agenda pays particular attention to vulnerable groups who are disadvantaged by factors such as gender, poverty, conflict or displacement, geographical location, ethnicity, language, age or disability.

An integral part of the right to education is ensuring that education is of good quality and leads to relevant and effective learning outcomes at all levels and in all settings. Good quality education necessitates, at a minimum, that learners develop foundational literacy and numeracy skills as building blocks for further learning as well as higher-order skills. This requires the development of relevant teaching and learning methods and content that meets the needs of all learners taught by well-qualified, adequately paid and motivated teachers using appropriate pedagogical approaches, as well as the creation of safe, healthy, gender-responsive, inclusive and adequately resourced environments that encourage and facilitate learning.

The right to education begins at birth and continues throughout life; therefore the concept of lifelong learning guides Education 2030. Beyond formal schooling, flexible lifelong and broad learning opportunities should be provided through non-formal pathways and through stimulating informal learning.

Strategic approaches for Education 2030

A set of strategic approaches (outlined below) are recommended to better inform actions to meet the challenges of delivering on a vastly more ambitious universal goal and agenda, and to monitor progress. In addition, indicative strategies specific to each of the targets are described under each target. It should be noted that these evidence-based strategies are nevertheless quite generic and will require appropriate adaptation to different contexts.

Strengthening policies, plans, legislation and systems
International human rights instruments (agreements, charters, protocols, treaties, conventions and declarations) have established a solid international normative framework for the right to education without discrimination or exclusion. Multi-stakeholder participatory reviews led by governments should be undertaken to review and institute measures to fulfil their obligations, and to ensure strong national legal and policy frameworks that lay the foundation and conditions for the delivery and sustainability of good quality education. Furthermore, to ensure quality education systems and conditions for effective education outcomes, governments should institute appropriate governance and accountability mechanisms, quality assurance, information systems, financing procedures and mechanisms, and system and institutional management arrangements. Innovation and information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more efficient service provision.

**Emphasizing equity, inclusion and gender equality**

**Cross-sector policies and plans** should be developed or improved to address the social, cultural and economic barriers that deprive millions of children, youth and adults of education and quality learning. This must include changes in education content, approaches, structures and **funding strategies** to address the situation of groups of excluded children, youth and adults (e.g. girls, children with disability, ethnic and language minorities, the poorest, etc.). Strategies may include: elimination of cost barriers through cash transfer programmes; provision of school meals/nutrition and health services; second chance/re-entry programmes; inclusive school facilities; teacher training on inclusive education; and language policies to address exclusion. In order to measure marginalization in education, to set targets for reducing inequity and to monitor progress towards these targets, all countries should collect, analyze and use **disaggregated data** broken down by the specific characteristics of a population group.

To ensure **gender equality**, education systems must also act explicitly to remove gender bias and discrimination resulting from social attitudes and practices and economic status. Governments and partners need to put in place gender-sensitive measures, with attention to curricular, teacher training and monitoring processes to ensure that teaching and learning has an equal impact on girls and boys, women and men. Special measures should be put in place to ensure the personal security of girls and women in and on the journey to and from education institutions.

**Focusing on quality and learning**

Increasing access must be accompanied by measures to improve the quality and relevance of education and learning. Education institutions and programmes should be adequately and equitably resourced, with safe, environmentally-friendly and easily-accessible facilities; sufficient numbers of qualified and professionally-trained, well-supported and adequately remunerated teachers using learner-centred, active and collaborative pedagogical approaches; and books, other learning materials and technologies that are context-specific, cost-effective and available to all learners children, youth and adults. Teacher policies and regulations should be in place to ensure a sufficient number of qualified, well-motivated teachers who are equitably and efficiently deployed across the whole education system. Systems and practices for assessment of learning that include evaluation of environments, processes and outcomes should be instituted or improved. Learning outcomes must be well-defined in cognitive and non-cognitive domains, and continually assessed as an integral part of the teaching and learning process.

**Promoting lifelong learning**

Beginning at birth, lifelong learning should be embedded in education systems through institutional strategies and policies, adequately resourced programmes, as well as robust partnerships at the local, regional, national and international levels, to ensure opportunities for all age groups including adults. Special measures are needed to address the needs of adult learners and millions of children, youth and adults who remain illiterate. To ensure the acquisition of new knowledge and skills, countries should institutionalize mechanisms and processes to assess the quality and quantity of the skills available and ensure that curricula and education and training systems are responsive to the needs of the labour market and society. Cross-sector approaches traversing education, science and technology, family, employment, industrial and economic development, migration and integration, citizenship, social welfare and public finance policies should be used.

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4 Definition of key terms used in the UN Treaty Collection [http://treaties.un.org/Pages/Overview.aspx?path=overview/definition/page1_en.xml#agreements](http://treaties.un.org/Pages/Overview.aspx?path=overview/definition/page1_en.xml#agreements)
Addressing education in emergency situations

Natural hazards as well as conflicts and instability and the resulting internal and cross-border displacement, are major barriers towards attaining education for all. The failure to prioritize education in humanitarian response renders entire generations uneducated, disadvantaged and unprepared to contribute to the social and economic recovery of their country or region. Countries must, therefore, institute measures to ensure a safe and protective educational environment, and education institutions/schools should be respected and protected as zones of peace. Schools – and the routes to and from them – must be free from attack, including forced recruitment, kidnapping and sexual violence. Actions must be taken to end impunity for persons and armed groups and forces that attack schools, students, teachers and humanitarian aid workers.

Emergency preparedness and response should be integrated into national crisis-sensitive sector plans. The capacity of governments and civil society should be enhanced to rapidly assess educational needs in contexts of crisis and post-conflict for children and adults, to restore learning opportunities. Countries should use the opportunity to ‘build back’ better, towards safer and more equitable educational systems and structures, which allow often-excluded groups such as girls, adolescents, disabled children, refugees and internally displaced people to attend school. Attention is also needed to building resilient education systems based on the principles of prevention, preparedness and response. Systems and capacity development for Disaster Risk Reduction (DRR), peace education, climate change adaptation and emergency preparedness and response are needed at the school, community, sub-national, national and regional levels. To ensure such a comprehensive approach, increased funding for education in emergencies and more effective links between humanitarian and development policy and financing are required.

Global targets and specific strategic options

The targets of Education 2030 are specific and measurable, and contribute directly to the achievement of the overarching goal. They spell out a global level of ambition that should encourage countries to strive for accelerated progress. Countries are expected to translate these into achievable national targets based on their educational priorities, national development strategies and plans, the ways in which their education systems are organized, their institutional capacity and the availability of resources. This will require establishing appropriate intermediate benchmarks (e.g. for 2020 and 2025) through an inclusive process, with full transparency and accountability, engaging all partners so that there is a strong sense of national ownership and understanding. Intermediate benchmarks can be set for each target to serve as quantitative goalposts to review global progress vis-à-vis the longer-term goals. Such intermediate benchmarks will be indispensable for addressing the accountability deficit associated with longer-term targets.

**Target 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.

Despite significant progress since 2000, an estimated 58 million children of primary school age and 63 million adolescents of lower secondary school age – of whom girls remain the majority – are still out of school. In addition, many of those in school are not acquiring basic knowledge and skills. At least 250 million primary school-aged children, more than 50% of whom have spent at least four years in school, are not able to read, write or count well enough to meet minimum learning standards.

Publicly-funded primary and secondary education of at least 12 years should be provided to all, regardless of gender, ethnicity, disability, income level, language or geographical location. Of key importance is that at least the first nine years of schooling, consisting of primary and lower secondary education, are free and compulsory. Upon completion of the full cycle of primary and secondary education, all children should have achieved an array of relevant learning outcomes as defined by and measured against national curricula and official standards, including subject knowledge and cognitive and non-cognitive skills that enable children to develop to their full potential.

Effective and relevant learning outcomes can only be achieved through the provision of good quality inputs and instructional processes that enable all learners to acquire relevant knowledge, skills and competencies. Equally important is the equity dimension: policies should be established to address the uneven distribution of
learning across regions, households, ethnic or socio-economic groups and, most importantly, in diverse schools and classrooms. In multilingual contexts, children should receive their initial instruction in their first language. Addressing inequalities in provision and in quality education outcomes requires a deeper understanding of teaching and learning in a given learning environment.

Moreover, there is a need for shared understandings and viable strategies to measure learning in ways that ensure that all children and youth, regardless of their circumstances, receive a good quality education. Such understandings can best be cultivated through improved availability of systematic, reliable and updated data, and information obtained through formative and/or continuous (classroom-based) assessments and summative assessments. Finally, quality also requires systems for managing teachers, governance, accountability mechanisms and strong public financial management.

**Strategy options:**

- Put in place policies and legislation that guarantee at least 12 years of free primary and secondary education, of which at least nine years are compulsory.\(xv\)
- Provide alternative modes of learning for children and adolescents who are not in school at both primary and secondary levels, and put in place equivalency and bridging programmes, recognized and accredited by the state, to ensure flexible learning in both formal and non-formal settings.
- Develop more robust, comprehensive assessment systems to assess learning outcomes at critical points including the end of primary and lower secondary schooling, reflecting both cognitive and non-cognitive skills. These should include (but not be limited to) foundational reading, writing and numeracy skills. Design formative assessments as an integral part of the teaching and learning process, with a direct link to pedagogy.

**Target 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.

Beginning at birth, early childhood care and education (ECCE) lays the foundation for children’s long-term development, well-being and health. ECCE builds the competencies and skills that enable people to learn throughout life and to earn a livelihood. Investments in young children, particularly those from marginalized groups, yield the greatest long-term impact in terms of developmental and educational outcomes.\(xvi\) ECCE also enables early identification of disabilities and children at risk of disability, which allows parents, healthcare providers and teachers to better plan for the needs of children with disabilities, minimizing developmental delays and improving learning outcomes. Since 2000, pre-primary education enrolment has increased by almost two-thirds and the gross enrolment ratio is projected to increase from 35% in 2000 to 58% in 2015.\(xvii\) Despite this progress, young children in many parts of the world do not receive the care and education that would allow them to develop their full potential.

ECCE includes adequate health and nutrition, stimulation within the home, community and school environments, protection from violence, and attention to cognitive, linguistic, social, emotional and physical development. It is in the first few years of life that the most significant brain development occurs, and that children begin to engage in intensive meaning-making of the self and surrounding world, building the very basics for being healthy, caring, competent and contributing citizens. ECCE supports children’s well-being and progressive preparation for primary school entry, an important transition that is often accompanied by increasing expectations of what children should know and be able to do. ‘Readiness for primary school’ refers to the achievement of developmental milestones across a range of domains, including adequate health and nutritional status, and age-appropriate language, cognitive, social and emotional development. To achieve this, it is important that high quality and holistic ECCE for all ages, including at the very least one year of compulsory and free quality pre-primary education, be provided. In addition, it is critical that children’s development and learning be monitored from an early stage at an individual and system level. It is equally important that schools be ready for children and able to provide the developmentally-appropriate teaching and learning opportunities that yield the greatest benefits for young children.

**Strategy options:**

- Put in place policies and legislation that guarantee the provision of at least one year of compulsory and free quality pre-primary education.
- Put in place integrated multi-sectoral ECCE policies and strategies, supported by coordination among ministries responsible for nutrition, health, social and child protection, water/sanitation, justice and...
education, and secure adequate resources for implementation.

- Design and implement inclusive, accessible and integrated programmes and services of good quality for early childhood, covering health, nutrition, protection and education needs, especially for children with disabilities, and support families as children’s first caregivers and teachers.

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

**Target 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.

**Note:** Targets 4.3 and 4.4 are discussed together as they are closely related and refer to the acquisition of technical and work-related knowledge and skills through access to different levels of technical and vocational education and training (TVET) and higher education.

Against a background of changing labour markets, growing unemployment, aging labour forces, migration and technological advancements, all countries are facing the need to develop people’s knowledge and skills for decent work, entrepreneurship and life. Opportunities to access higher levels of learning are often insufficient, however, particularly in least developed countries, which has resulted in a knowledge gap with serious consequences for social and economic development. In many countries, education and training policies are also expected to address rapidly-changing needs for youth and adults to improve their skills and learn new skills.

TVET is provided at different levels of education. In 2012, its share of upper secondary education enrolment stood at around 23%. A number of countries have taken steps to expand vocational education, particularly at the short-cycle tertiary level (ISCED level 5). There has been a rapid expansion in tertiary education, with total enrolment rising from 100 million in 2000 to 196 million in 2012. However, there are large gender disparities in accessing tertiary education, with disadvantages for females in low income countries and for males in high income countries. Consequently, it is imperative to increase and diversify learning opportunities and to reduce barriers to technical and vocational education and training (TVET) and tertiary education, including university, and to provide lifelong learning opportunities for youth and adults. Beyond mastering work-specific skills, demand is increasing for high-level cognitive and interpersonal skills, including information processing, critical thinking and problem solving.

To respond to these challenges, appropriate strategies need to be developed to better link TVET with the world of work both in the formal and informal sectors, to build learning pathways between different education streams, and to facilitate the transition between school and work. TVET systems must recognize and value skills acquired through experience or in non-formal and informal settings, including in the workplace and through the Internet. Promoting lifelong learning requires a sector-wide approach encompassing formal, non-formal and informal learning as well as the creation of learning opportunities for people of all ages, and specifically adult learning, education and training opportunities.

A key challenge is to expand equitable access to TVET and tertiary education while ensuring quality. Online and distance learning are critical to meeting this need. Another challenge is the increasing mobility of learners and workers, and the flow of students moving abroad in search of academic credentials. As a consequence, the comparability, recognition and quality assurance of qualifications has become a growing area of concern, in particular in countries where administrative systems are weak.

A well-established, properly-regulated tertiary education system supported by technology can increase access, equity, quality and relevance, and narrow the gap between what is taught at tertiary education institutions and what economies and societies demand. As well as imparting job skills, tertiary education plays a vital role in creating and disseminating knowledge for social and cultural development. Through its research function, in many countries it underpins the development of analytical capacities that enable local solutions to be found for local problems. It is critical to evaluate impacts and outcomes of TVET and tertiary education policies and programmes, and to collect data on the transition from learning to the world of work and on the employability of graduates, paying attention to disparities.

**Strategy options:**
• Develop evidence-based national policies and plans that treat TVET and tertiary education holistically, reduce disparities and respond to changing labour market needs.
• Develop cross-sectoral TVET policies and effective partnerships, in particular between the public and private sectors, and include employers and unions in implementation, monitoring and evaluation, to keep pace with changing contexts and remain relevant.
• Ensure that curricula include both work-related skills and transferable skills, including entrepreneurial and ICT skills.
• Ensure transparent, efficient TVET quality assurance systems and qualifications frameworks.
• Promote flexible learning in both formal and non-formal settings; enable learners to accumulate and transfer credit for levels of achievement and recognize, validate and accredit prior learning; establish appropriate bridging programmes and reduce barriers to access; and promote opportunities for young people and adults of all ages to improve and adapt their skills, with particular attention to gender equality and vulnerable groups.
• Strengthen international cooperation in developing cross-border tertiary education programmes, including within the framework of global and regional conventions on the recognition of higher education qualifications, to support increased access, better quality assurance and capacity development.

Target 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.

Despite overall progress in enrolling more girls and boys in primary school, insufficient attention has been paid to eliminating inequalities in education at all levels. For example, the probability that children from the poorest 20% of households in low and middle income countries do not complete primary school is more than five times as high as that of children from the richest 20%. In addition, poverty tends to exacerbate other factors of exclusion, for example by widening gender gaps.

Gender inequality is of particular concern. Only 69% of countries are projected to achieve gender parity in access at the primary level – enrolling equal numbers of girls and boys – and 48% at the secondary level by 2015. While gender parity is useful as a measurement of progress, more effort is needed to ensure gender equality – a more ambitious goal, meaning that all girls and boys, women and men have equal opportunity to enjoy basic education of high quality, achieve at equal levels and enjoy equal benefits from education. Adolescent girls and young women living in poor and remote rural areas, who may be subject to gender-based violence, child marriage, early pregnancy and a heavy load of household chores, require special attention. There are also contexts in which boys are disadvantaged. Gender inequalities in education often mirror prevailing gender norms and discrimination in the broader society, so policies aimed at overcoming such inequalities are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour. Other vulnerable groups that require particular attention include the disabled, indigenous peoples and ethnic minorities, and the poor.

Many children’s education opportunities are shattered by conflict, epidemics and natural disaster. Around 36% of the world’s out-of-school children live in conflict-affected areas, up from 30% in 2000. It is crucial to maintain education during emergency, conflict, post-conflict and post-disaster situations, and to address the educational needs of internally displaced persons (IDPs) and refugees. At the same time, the important role of education in preventing and mitigating conflict, disaster and disease is recognized. In addition to the measures suggested for ensuring that equity, inclusion and gender equality are embedded in all education targets, the following strategies are proposed:

**Strategy options:**
• Identify, monitor and improve girls’ and women’s access to quality education, as well as their level of participation, achievement and completion. In contexts where boys are disadvantaged, they should be the focus of targeted action.
• Ensure that education policies, sector plans and budget planning include relevant risk assessment, preparedness and response to emergency situations for education, and initiatives that respond to the education needs of children, youth and adults affected by disaster, conflict, displacement and epidemics, including IDPs and refugees. Support existing sub-regional and regional mechanisms and
strategies that meet the educational needs of IDPs and refugees.

- Review education sector plans, budgets, curricula and textbooks\textsuperscript{xiii} to ensure that they are free of gender stereotypes and promote equality, non-discrimination and human rights.
- Ensure use of multiple sources of data and information, including from Education Management Information Systems and relevant school and household surveys, to facilitate monitoring of social exclusion in education. The World Inequality Database on Education (WIDE) serves as an example of how such information could be made available to inform action.\textsuperscript{xxiv}

**Target 4.6:** By 2030, ensure that all youth and at least \% of adults, both men and women, achieve literacy and numeracy.

Literacy is part of the right to education and a public good. It is at the core of basic education and an indispensable foundation for independent learning.\textsuperscript{xv} The benefits of literacy, in particular for women, are well documented. They include greater participation in the labour market, delayed marriage, and improved child and family health and nutrition; these, in turn, help reduce poverty and expand life opportunities. But improving youth and adult literacy remains a global challenge. Worldwide, 781 million adults (aged 15 and over), of whom two-thirds are women, are unable to read and write.\textsuperscript{xxi} Low literacy skills are a concern globally, including in middle and high income countries. About 20\% of adults in Europe lack the literacy skills they need to fully participate in society.\textsuperscript{xxvii} Adults with poor literacy skills face multiple sources of disadvantage. They are more likely to be unemployed, and those who are employed receive lower wages. They find it more difficult to make use of opportunities in society and to exercise their rights. They are also more likely to be in poor health.

By 2030, all young people (aged 15-24) and adults across the world should have achieved relevant and recognized proficiency levels of functional literacy and numeracy skills\textsuperscript{xxviii} that are equivalent to levels achieved at successful completion of basic education. The principles, strategies and actions for this target are underpinned by a contemporary understanding of literacy not as a simple dichotomy of ‘literate’ versus ‘illiterate,’ but as a continuum of proficiency levels.\textsuperscript{xxix} The required levels, and how people apply reading and writing skills, depend on specific contexts. Consequently, literacy programmes and methodologies should respond to the needs and contexts of learners, including through the provision of context-related bilingual and intercultural literacy programmes within the framework of lifelong learning. ICTs, particularly mobile technologies, hold great promise for accelerating progress towards this target.

**Strategy options:**

- Institute a sector-wide and multi-sectoral approach for formulating and planning literacy policy and budgeting, by strengthening collaboration and coordination among ministries as well as with civil society, the private sector and bilateral and multilateral partners, supporting decentralized provision in practice.
- Ensure that literacy programmes are of high quality and tailored to the needs and based on the previous knowledge and experience of the learners, paying close attention to culture, language, social and political relationships and economic activity, with particular attention to girls and women and vulnerable groups.
• Develop a literacy assessment framework and tools to evaluate proficiency levels. This will require defining proficiency across different contexts.
• Establish a system to collect, analyze and share relevant and timely data on literacy levels and literacy needs, disaggregated by gender and other indicators of marginalization.

**Target 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.

In a globalized world with unresolved social, economic and environmental challenges, education that helps build peaceful and sustainable societies is essential. Education systems seldom fully integrate such transformative approaches, however. It is vital therefore to give a central place in Education 2030 to strengthening education’s contribution to the fulfilment of human rights, peace, responsible citizenship, gender equality, sustainable development and health.

The content of such education – which includes themes such as comprehensive sexuality education, respect for cultural diversity and intercultural dialogue – must be relevant, with a focus on both the cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions, and assume active roles locally and globally in facing and resolving global challenges, can be acquired through education for sustainable development (ESD)\textsuperscript{xxx} and global citizenship education (GCED),\textsuperscript{xoxi} which includes peace and human rights education as well as intercultural education and education for international understanding. While considerable progress has been made in recent years, only 50% of UNESCO’s Member States indicate that they have, for example, integrated ESD into relevant policies.\textsuperscript{xxxii}

**Strategy options:**
• Develop policies and programmes to promote and bring ESD and GCED into the mainstream of formal, non-formal and informal education through system-wide interventions and pedagogical support. This includes implementing the Global Action Programme on ESD\textsuperscript{xxxiii} and addressing themes such as climate change, sustainable livelihoods and responsible citizenship.
• Provide learners of both sexes and of all ages with opportunities to acquire, throughout life, the knowledge, skills, values and attitudes that are needed to build peaceful and sustainable societies.
• Ensure that education acknowledges the key role that culture plays in achieving sustainability, taking into account local conditions and culture as well as building awareness of cultural expressions and heritage, and their diversity.
• Support the development of more robust assessment systems for GCED and ESD to assess cognitive, socio-emotional and behavioural learning outcomes, using existing and proven tools when possible, identifying needs for the development of new tools and including a broad range of countries and regions.
• Promote education that fosters a culture of peace and non-violence, intercultural dialogue and understanding.

**Means of Implementation**

**Target 4.a:** By 2030, build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
Towards Inclusive and Equitable Quality Education and Lifelong Learning for All

This target addresses the need for adequate physical infrastructure and safe, inclusive environments that nurture learning for all, regardless of background or disability status. A quality learning environment is essential to support all learners, teachers and other education personnel. It should be accessible to all and have adequate resources and infrastructure to ensure reasonable class sizes and provide sanitation facilities. Although the average percentage of primary schools with adequate sanitation coverage rose from 59% in 2008 to 68% in 2012 in 126 developing countries, only one in two schools met this standard in 52 of the least developed and other low income countries.

Ensuring that girls feel safe in their learning environments is key to continuing their education. The onset of puberty makes girls more vulnerable to sexual violence, harassment, coercion and abuse. School-related gender-based violence is a significant barrier to girls’ education. Many children are constantly exposed to violence in schools: an estimated 246 million girls and boys are harassed and abused in and around school every year. In two-thirds of the countries in which there is gender disparity in lower secondary education, it is at the expense of girls. Absence of private toilets, lack of access to sanitary pads and hygiene-related stigma when girls begin menstruating can harm their education, increasing their absenteeism rates and lowering their educational performance. Similarly, lack of attention to the rights and needs of children, youth and adults with disabilities severely limits their participation in education.

**Strategy options:**

- Institute comprehensive, multifaceted and cohesive policies that are gender- and disability-sensitive, and promote norms and systems that ensure schools are safe and free from violence.
- Ensure that every institution has water, electricity, working toilets, adequate and safe classrooms, appropriate learning materials and technology, and is secure.
- Ensure that resources are allocated equitably between socio-economically advantaged and disadvantaged schools and learning centres.

**Target 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.

Scholarship programmes can play a vital role in providing opportunities for young people and adults who would otherwise not be able to afford to continue their education. In 2010-2011, an average of US$3.2 billion in aid was allocated annually to scholarships and student-imputed costs, equivalent to a quarter of total aid to education. This expenditure may be vital to strengthen the skills of the workforce in low income countries, but most of it benefits upper middle income countries. For example, the total funding in the form of scholarships and imputed student costs received annually by just five middle income countries was equivalent to the total amount of direct aid to basic education for all 36 low income countries in 2010–2011. Where developed countries offer scholarships to students from developing countries, this should not be considered to be part of the core aid programme.

In line with the Education 2030 focus on equity, scholarships should be transparently targeted at young people from disadvantaged backgrounds who have clear talent, merit and interest. Often scholarships are targeted at particular fields such as science, technology, engineering, ICT, teacher education and vocational programmes.

**Strategy options:**

- Mechanisms, programmes and policies for international scholarship programmes should reflect national development contexts, priorities and plans.
- Target all scholarship opportunities transparently at young women and men from disadvantaged backgrounds who have clear talent, merit and interest.
• Develop joint programmes between universities in the home country and the recipient country to motivate students to return home, as well as other mechanisms that prevent ‘brain drain’ – the emigration of highly trained people – and promote ‘brain gain’.

**Target 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.

A key condition of guaranteeing quality education is ensuring that every learner is taught by a qualified, motivated and professionally-supported teacher. This target is a foundation for achieving all the Education 2030 targets; it requires urgent attention, with a more immediate deadline, because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally-trained teachers, especially in disadvantaged areas.

By 2030, 3.4 million more teachers are required to achieve universal primary education and 5.1 million more will be needed to achieve universal lower secondary education. In addition, in one-third of the countries with data, less than 75% of primary school teachers are trained to national standards. Past decisions to lower standards during shortages have contributed to a growing trend for classrooms to be staffed by unprepared non-professionals. The absence or inadequacy of continuous professional development and support for teachers and national standards for the teaching profession is a key contributing factor to the low quality of learning outcomes. Successful education systems that ensure quality and equity have focused on a professional development continuum that supports teachers’ own learning and improvement throughout their careers.

Teachers are also holders of socio-economic and political rights, and have the right to seek decent working conditions and adequate remuneration. Finally, teachers themselves make a major contribution to the improvement of the learning outcomes of students, with the support of schools leaders, government authorities and their communities.

**Strategy options:**
• Develop gender-sensitive strategies to attract the best and most motivated candidates to teaching, and ensure that they are deployed where they are needed most. This includes policy and legislative measures to make the teaching profession attractive to current and potential staff by ensuring that working conditions, social security arrangements, pension schemes and salaries are attractive, equitable and equivalent to those of other professions requiring similar levels of qualification.
• Provide all teachers with quality pre-service education and continuous professional development and support.
• Develop a qualifications framework for teachers, teacher trainers, teacher supervisors and inspectors.
• Develop and implement inclusive, equitable and gender-sensitive teacher management policies that cover recruitment, training, deployment, remuneration, career development and working conditions.
• Set up or strengthen mechanisms for institutionalized social dialogue with teachers and their representative organizations, ensuring their full participation in the development, implementation, monitoring and evaluation of education policy.

**Indicators**

Under the SDG agenda, it is proposed to have four levels of **indicators**:
• **global:** Up to 120 indicators will be endorsed by the United Nations Statistical Commission and be used to monitor the 169 targets of the SDGs, which implies a small number of perhaps 6-10 indicators for the education goal;
• thematic: These globally-comparable indicators will be proposed by the education community to track the education targets more comprehensively across countries – and will include the global indicators;
• regional: Additional indicators may be developed to monitor specific regional targets for concepts that are less amenable to global comparisons; and
• national: Countries are encouraged to propose indicators that correspond to their education systems, plans and policy agendas.

A set of 42 thematic indicators have been proposed by the Technical Advisory Group following a broad public consultation. The consultative process on their further development is ongoing (see Annex I). They are based on four criteria: relevance, alignment with the concepts in the target, feasibility for regular data collection across countries, and ease of communication to a global audience. For some targets, robust indicators are already available for a large number of countries. For others, significant efforts are still needed to develop indicator methodologies and/or to build countries’ capacity to collect and use data. In particular, greater national and global efforts are needed to bridge gaps in measuring equity and inclusion (for which data disaggregation by population group is crucial), as well as quality and learning outcomes.  

III. IMPLEMENTATION MODALITIES

Implementing Education 2030 will require national, regional and global mechanisms for governance, accountability, coordination, monitoring, reporting and evaluation. It will also require enabling strategies, including partnerships and financing. The central aim of the Education 2030 implementation mechanisms is to support country-led action. To be most effective, these mechanisms will be inclusive, participatory and transparent. They will build on existing mechanisms to the extent possible.

Governance, accountability and partnerships

The heart of the post-2015 education agenda lies at the national level. Governments have the primary responsibility to deliver on the right to education and a central role as custodians of efficient, equitable and effective management and financing of public education. They will need to sustain political leadership on education and guide the process of contextualising and implementing the Education 2030 goals and targets, ensuring a transparent and inclusive process with other key partners. The role of the state is crucial in regulating standards, improving quality and reducing disparities between regions, communities and schools. Governments should integrate education planning into poverty-reduction and sustainable development strategies where appropriate, and ensure that policies are aligned with their legal obligations to respect, protect and fulfil the right to education.

Over the next 15 years, democratization of the decision-making process should increase, with the voices and priorities of citizens reflected in the development and implementation of national policies. Planning, implementation and monitoring can benefit from the support of strong, multi-faceted partnerships that bring together all key actors, whose potential contributions and actions are spelled out below. Partnerships at all levels must be guided by the principles of open, inclusive and participatory policy dialogue, and mutual accountability, transparency and synergy. Participation must begin with the involvement of families and communities.

Civil society organizations (CSOs), including representative, broad-based coalitions and networks play essential roles. They need to be engaged at all stages, from planning through to monitoring and evaluation, with their participation institutionalized and guaranteed. CSOs can:

5 The detailed proposal on indicators is contained in the document of the Technical Advisory Group (Reference Document no. 10 for the WEF 2015).
- promote social mobilization and raise public awareness, enabling the voices of citizens (particularly those who face discrimination) to be heard in policy development;
- develop innovative and complementary approaches that help advance the right to education, especially for the most excluded groups; and
- document and share evidence from practice, from citizens’ assessments and from research to inform structured policy dialogue, holding governments accountable for delivery, tracking progress, undertaking evidence-based advocacy, scrutinizing spending, and ensuring transparency in education governance and budgeting.

**Teachers**, and their organizations, are crucial partners in their own right and should be engaged at all stages of policy-making, planning and implementation. Teachers and education support personnel can:
- use their professionalism and commitment to ensure that students learn;
- bring classroom realities to the forefront of policy dialogue, policy-making and planning and provide a bridge between policy and practice, contributing their experiences as practitioners and their collective insights and expertise to overall policies and strategies; and
- promote inclusion, quality and equity, and improve curricula and pedagogy.

**The private sector, philanthropic organizations and foundations** can play an important role, using their experience, business expertise, and financial resources to strengthen public education. Multi-stakeholder partnerships can support education through investments and contributions that are transparent, aligned with local and national priorities, respect education as a human right and do not increase inequality. They can:
- mobilize additional resources for public education, including by paying fair taxes;
- help education and skills training planners understand labour market trends, thereby facilitating the school-to-work transition, and contribute innovative approaches to solving education challenges; and
- increase education opportunities through the provision of additional services within the framework of state-regulated standards and norms.

The **research community** has an important contribution to make to policy dialogue. It can:
- develop policy-relevant research including action-research to facilitate the implementation of the targets and make knowledge on education available in a useable form for policy-makers;
- develop local and national sustainable capacities for qualitative and quantitative research; and
- help to chart progress, propose options or solutions and identify best practices.

**Youth**, students, and their organizations are essential partners with specific expertise to contribute. Efforts need to be made to ensure that youth- and student-led organizations are genuinely represented. They can:
- encourage governments and other partners to develop education programmes for young people in consultation with young people, notably with vulnerable and marginalized youth, in order to better respond to their needs and aspirations;
- help to shape policies that foster relevant and responsive basic education and enable a smooth transition from education and training to decent work and adult life; and
- participate in inter-generational dialogue, making the case for recognition of children, adolescents and youth as rights-bearers and legitimate interlocutors in education policy and practice at all levels.

The success of this agenda will depend on collective effort. It is imperative that all partners embrace the common vision of Education 2030 outlined in this Framework and are held accountable themselves: multilateral organizations should be accountable to their Member States, education ministries and other related ministries to citizens, donors to national governments and their citizens, and schools and teachers to the education community and, more broadly, citizens.
Effective coordination

Implementing the Education SDG at the country level requires a ‘whole government’ approach to education. In light of the role of education in building knowledge-based societies and stemming increasing inequalities, as well as the renewed emphasis of lifelong learning in the new education agenda, there is need for stronger leadership, coordination and synergy within governments as regards education development and its integration into wider socio-economic development frameworks. The ambitious education goal cannot be achieved by governments alone; they will need the support of all stakeholders, including non-state actors. Governments will establish or strengthen appropriate mechanisms and procedures to drive, coordinate and stimulate interventions for education development at various levels, by genuinely involving all stakeholders in the planning, implementation and monitoring of education policies and strategies. In addition, in order to ensure country ownership, in cases where external assistance is provided by the convening agencies and other multilateral and bilateral agencies, it will be coordinated by countries.

At the same time, regional collective efforts are critical to successfully adapt and implement Education 2030 at the national and regional levels. Regional cooperation will take place within the broader regional processes and mechanisms for coordinating and monitoring the post-2015 development agenda. This should build on existing partnerships, frameworks and effective and efficient mechanisms, as well as forging new ones. Current and planned regional strategies and frameworks include: Agenda 2063: The Africa We Want of the African Union; the strategy of the Arab League Educational, Scientific and Cultural Organization; the Europe 2020 Strategy of the European Union; the Council of Europe’s new framework on competences for democratic culture and intercultural dialogue; the Regional Project for Education in Latin America and the Caribbean; and the Association of Southeast Asian Nations Community 2015. Specific roles and activities of regional mechanisms could be carved out in 2016, drawing on the outcomes of the regional ministerial conferences on the post-2015 education agenda.

Cooperation between the convening agencies, regional and intergovernmental organizations, and regional and sub-regional communities, will help to tackle common challenges in a coherent way. UNESCO, through its regional bureaux and together with the convening agencies, will further promote sharing of knowledge, good policies and practices across the regions.

Inclusive and efficient regional coordination will focus on such aspects as data collection and monitoring, including peer reviews among the countries; mutual learning and exchange of good practices; policy-making; dialogue and partnerships with all relevant partners; formal meetings and high-level events; regional communication strategies; advocacy and resource mobilization; capacity building and implementation of joint projects.

The United Nations has a special collective responsibility to coordinate the post-2015 agenda at global level under the close supervision and guidance of its Member States. A United Nations that is ‘fit for purpose’ to deliver on the new development agenda will need to respond coherently in linking the normative, standard-setting and operational dimensions of its work. UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women and the World Bank, as the convening agencies, are committed to collectively support countries in implementing Education 2030 by providing technical advice, capacity development and financial support based on their respective mandates, comparative advantages and complementarity.

UNESCO, as the specialized UN agency for education, will continue its mandated role to lead and co-ordinate, in particular by:
- undertaking advocacy to maintain political commitment;
- facilitating policy dialogue and knowledge-sharing;
- setting standards;
- monitoring progress towards the education targets; and
- convening global, regional and national stakeholders to guide the implementation of the agenda.
In the framework of these functions, UNESCO will convene an **Education 2030 Steering Committee** (working with the wider SDG architecture, which is yet to be defined), which will provide strategic direction to the post-2015 education partnership and review progress. It will further establish a **Convenor Agencies Group** to ensure a coherent approach at the UN level. It will continue to convene the **Collective Consultation of NGOs** as a key mechanism for dialogue, reflection and partnerships with non-governmental organizations and civil society. Based on these core elements, UNESCO, in consultation with its Member States, the WEF 2015 co-convenors and other partners will develop an appropriate global coordination mechanism that will include the Global Partnership for Education (GPE) as a multi-stakeholder financing platform, as part of the future global coordination mechanism.

**Monitoring, reporting and evaluation for evidence-based policies**

Robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of Education 2030. Monitoring quality in education requires a multi-dimensional approach, covering system design, inputs, content, processes and outcomes. As the primary responsibility for monitoring lies at the country level, countries should build up effective monitoring and accountability mechanisms, adapted to national priorities, in consultation with civil society. This includes building greater consensus as to what specific quality standards and learning outcomes should be achieved across the life course – from early childhood development to adult skills acquisition and how they should be measured.

In order to better measure and monitor equity and inclusion, efforts should be taken to extend the ability of governments to report education indicators disaggregated by characteristics such as sex, wealth, location, ethnicity, language, socio-economic status or disability (and their combinations), and to effectively use them for planning and policy-making. The convening agencies, in close cooperation with the UNESCO Institute for Statistics (UIS), will provide direct and targeted support to their Member States to strengthen measurement and monitoring capacities, particularly in relation to tracking inclusion, equity, quality, and learning outcomes.

Global monitoring is integral to international and regional efforts to strengthen analysis and knowledge management. In line with the UN Secretary-General’s recommendation, more efforts will be made to harmonize reporting on the post-2015 goals with reporting to the various human rights treaty bodies that relate to education. These official national reports, often reflecting contributions by civil society, offer important insights into the status of the right to education.

Cognizant of the importance of harmonization of reporting, the Education for All Global Monitoring Report will be continued in the form of a Global Education Monitoring Report (GEMR). It will be prepared by an independent team, and hosted and published by UNESCO. The GEMR will be the prime instrument to help governments monitor their progress towards achieving the SDG education targets. It will also report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments, as part of the overall SDG monitoring and review mechanisms. A broad range of partners will be needed to provide data for the GEMR. The UNESCO Institute for Statistics (UIS) will compile comparable data and the EFA Steering Committee’s Technical Advisory Group, coordinated by UIS, will develop relevant indicators to be adopted through the process led by the UN Statistical Commission as well as other relevant thematic indicators to support the Framework for Action.

The collection, analysis and use of data will be strengthened by encouraging a data revolution based on the recommendations on the UN Secretary-General’s Independent Expert Advisory Group on a Data Revolution

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* A high-level global reporting mechanism on all Sustainable Development Goals is likely to be proposed. It is unlikely that such a mechanism would provide sufficient depth to satisfy the needs and concerns of diverse education stakeholders for policy-related evidence, recommendations and knowledge sharing.
for Sustainable Development. To address current data gaps, agencies need to improve their coordination, including through the establishment of inter-agency groups to develop harmonized methodologies for deriving common estimates based on available data, while developing new comparative data sources as necessary. Countries and agencies should strengthen and standardize data on domestic resource mobilization and other streams of finance for education, including household contributions. Countries and agencies will also benefit from participating in proposed mechanisms to further develop standards, build capacity, collect necessary information and share data.

Moreover, a research and evaluation culture is necessary at both the national and international levels to learn lessons from the implementation of strategies and policies and feed them back into actions. At the national level, countries should evaluate the effect of their education policies on achieving the Education 2030 targets. They must build on monitoring results and research findings to ensure effective evidence-based decisions and results-oriented programmes. An evaluation process would look at all components of an education system with the aim of sharing lessons, opening the debate on what works, and providing constructive feedback. Key principles for the evaluation approach include the centrality of teaching and learning quality; the importance of school leadership; equity as a key dimension; transparency; and partner participation at all levels. Overall, evaluation activities should contribute to the accomplishment of both accountability and development objectives. Furthermore, at the global level, the convening agencies commit to evaluating the effectiveness of their coordination mechanisms and the extent to which their programmes support countries to implement Education 2030.

Financing

Noting the ongoing discussions on financing of the global sustainable development agenda, it is clear that a significant increase in financing is required to achieve the education SDG. The full realization of Education 2030 requires sustained, innovative and well-targeted financing, and efficient implementation arrangements, especially in the poorest countries, fragile states and emergency situations. Efforts to close the funding gap must start with domestic funding. Foreign aid is complementary and will remain a major source to fill the remaining funding gap. However, alternative and innovative funding approaches will also be needed.

National contexts are diverse, but the following international benchmarks are crucial reference points:
- allocating 4% to 6% of gross domestic product (GDP) to education;
and/or
- allocating 15% to 20% of public expenditure to education.

Adherence to these benchmarks was strongly recommended at the Global Education for All Meeting (Muscat, May 2014) and expressed in the Muscat Agreement, which represents the collective vision of the global education community. Currently, on average countries allocate 5.0% of GDP and 13.7% of public expenditure to education. Least developed countries need to reach or exceed the upper end of these benchmarks if they are to achieve the targets laid out in this framework. This is also confirmed by an analysis of the cost of achieving universal pre-primary, primary and lower secondary education in low and lower middle income countries by 2030, which is projected to increase from US$100 billion in 2012 to US$239 billion, on average, between 2015 and 2030. This can be achieved through:

Increasing and improving domestic financing for education. As domestic resources will remain the most important source for funding education, there must be a clear commitment by governments to provide

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1 Develop a global consensus on principles and standards, (2) Share technology and innovations for the common good, (3) New resources for capacity development, (4) Leadership for coordination and mobilisation, (5) Exploit some quick wins on SDG data.
equitable financing commensurate with national educational priorities, needs and capacities to advance the progressive realization of the right to education. Countries will need to:

- **increase public funding for education:** This requires widening the tax base (in particular, by ending harmful tax incentives), preventing tax evasion and increasing the share of the national budget allocated to education;
- **prioritize those most in need:** Disadvantaged children, youth and adults typically have the greatest education needs and financing should be targeted towards them. Financing should be sensitive to their needs and based on evidence of what works; and
- **increase efficiency and accountability:** Improving governance and accountability can increase efficiency and ensure that financing reaches the classroom.

**Increasing and improving external financing:** In 2000, the global community affirmed that “no countries seriously committed to Education for All will be thwarted in their achievement of this goal by lack of resources”\(^{28}\). Shortage of funds should not jeopardize the educational opportunities of the billions of learners entitled to receive a quality education. This commitment is even more important with the more ambitious SDG agenda. The total annual financing gap between available domestic resources and the amount necessary to reach the new education targets is projected to average $US 22 billion between 2015 and 2030 in low and lower middle income countries. The gap is particularly large in low income countries, where it constitutes 29% of annual total costs. Aid will thus remain a crucial source of education finance over the next 15 years if the targets are to be met.\(^{29}\) Education partners therefore need to:

- **reverse the decline in aid to education:** The fall in aid to education in recent years must now be reversed. Developed countries that have not yet done so are urged to substantially increase their official development assistance (ODA), with a view to implementing by 2020 their commitment to allocate 0.7% per cent of gross national income (GNI) as ODA to developing countries, [including 0.15 per cent to 0.20 per cent of GNI to least developed countries]. Further to this, there should be a movement towards increasing aid spent on education. Aid to education must be predictable;
- **improve aid effectiveness through harmonization and better coordination:** Donors and other partners should support the financing of all the targets of Education 2030 according to each country’s needs and priorities, seeking to leverage domestic and external finance in support of the common agenda. Donors should continue to bring development cooperation in line with aid effectiveness guidelines, ensuring that it is better harmonized and coordinated and strengthens each country’s sense of ownership and accountability to its citizens;
- **improve the equity of external financing:** External financing should be better targeted at supporting the countries and contexts most in need. At the same time, the trend of declining ODA flows to lower middle income countries needs to be reversed by using an alternative approach — not based on per capita income — to guide the allocation of official aid flows;
- **enhance the participation of middle income countries:** The establishment of the BRICS Development Bank by Brazil, China, India, the Russian Federation and South Africa may present new sources of funding for education and can help to reverse aid declines;
- **increase the amount of aid to education in conflict and crisis.** It will be impossible to deliver education to all without successfully reaching children and adults in fragile and conflict-affected states. Education receives less than 2% of humanitarian aid appeals. Efforts should be made to significantly increase the percentage of funds earmarked for education in humanitarian appeals. Creating synergies between humanitarian and development financing can increase the effectiveness of every dollar invested in recovery efforts and address coherently short, medium, and long-term needs in order to support fragile and conflict-affected states to find a long term sustainable solution to crisis; and
- **strengthen existing multi-stakeholder partnerships:** The GPE offers a broad and inclusive multi-stakeholder platform upon which the international community should build a ‘fit for purpose’ funding mechanism to support the implementation of Education 2030.

**Innovating, with a focus on partnership, transparency, equity and efficiency:** Achieving this ambitious education agenda will require moving beyond ‘business as usual’ and sometimes doing more for less. A
process of continuous improvement is needed that includes innovating, tracking and evaluating the results of innovation, and using new evidence to sustain successes and to alter course where needed. Additional efforts must be directed at leveraging all of the current spending to achieve better results. This is why improved governance and partnerships are essential, but other innovations are necessary too:

- **Focus investments on equity and quality:** Getting serious about equity and quality is an innovation in most systems. All investments – current and new – should be screened against a key criterion: do they help ensure that all people acquire the knowledge, attitudes and skills that they need for their lives and livelihoods and for the full realization of their right to education?

- **Orient private financing resources:** Beyond its crucial role in paying tax, the private sector has emerged as a contributor with significant potential to complement resources for education and increase synergies. It will be essential to ensure that spending on education from the private sector is oriented towards the countries and people most in need, and reinforce education as a public good. Successful partnerships with the private sector will require effective coordination and regulatory mechanisms to ensure transparency and accountability.

- **Challenge and expose misuse of resources.** Crucial funds for education are lost through corruption and inefficiency. Independent monitoring and tracking of spending can significantly increase the funds that schools actually receive.

### Conclusion

We, the international education community, stand strongly united on a new all-encompassing approach to ensure inclusive and equitable quality education for children, youth and adults, while promoting lifelong learning opportunities for all. We will work collectively to accomplish all of the education targets; this in turn will also strengthen international cooperation across the world of education. We agree that significant additional financing is needed to achieve the new targets and that resources should be used in the most effective manner in order to push forward progress on Education 2030. We also stress the need for good governance and citizen-led accountability in education. Recognizing Education 2030 as a new opportunity to make historic progress in education, we commit to bold, innovative and sustainable actions to ensure that education truly transforms lives in every corner of the world. Achieving Education 2030 means that success can only be declared when it can be declared for everyone.
ANNEX I

Proposed thematic indicator framework – Suggested process for review and endorsement

This Annex is for information only and is not considered part of the draft Framework for Action. The list of indicators will be integrated into the document after its finalization through the consultative process described below.

- Progress towards the SDG targets will be reviewed and monitored through a limited set of global indicators, for each of the 17 SDG goals. The United Nations Statistical Commission (UNSC) will provide the necessary statistical support for the elaboration of the post-2015 development agenda and the global indicator framework to be endorsed at the forty-seventh session of the UNSC in March 2016.

- The UNSC has established an Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs), which consists of national statistical offices and, as observers, the regional and international organizations and agencies, to develop a proposal for the global indicator framework for the monitoring of the goals and targets of the post-2015 development agenda.

- The UNSC has emphasized that the global indicator framework should only contain a limited number of indicators, striking a balance between reducing the number of indicators and policy relevance, taking into account conceptual indicator frameworks that have already been developed. It also recognised that besides global, universal indicators there will also be additional indicators for thematic, regional and national monitoring, to be organized in an integrated architecture.

- The responsibility for developing thematic indicators, which are globally comparable, falls therefore within the scope of the organizations of the international education community. In March 2014, the Technical Advisory Group (TAG) was established by UNESCO to provide feedback on the proposed post-2015 education targets, develop recommendations for indicators and help guide the establishment of a measurement agenda, thus informing and supporting the work of the Education for All Steering Committee (EFA SC). It also provided technical support on indicators to UNESCO and UNICEF as co-leads for education in the UN Technical Support Team (TST). This included feedback on the proposed post-2015 targets, recommendations for education indicators and on measurement agenda that meets the demands of the new education and development frameworks.

- The TAG undertook a comprehensive technical exercise that resulted in November 2014 in a document that was the basis for a broad consultation process. This included an online public consultation from 17 November 2014 to 30 January 2015 and other direct consultations with stakeholders from Member States, civil society, multi-lateral and bi-lateral agencies and academia. Following the public consultation period, the stakeholder responses were made publicly available on the website of the UNESCO Institute for Statistics (UIS).

- The TAG proposal (Reference Document no. 10 for the WEF 2015) incorporates a brief synthesis of the comments received during the consultation. It includes a proposed set of 42 education thematic indicators covering all 7 targets plus 3 means of implementation (MOI) targets for SDG 4 and takes account of the issues reflected in the Muscat Agreement. The work of the TAG is fully aligned with the Open Working Group (OWG), the TST and the UNSC and forms the basis of submissions to these structures by the EFA SC as well as the co-leads for Goal 4 in the TST, UNESCO and UNICEF.

- Drawing on the draft proposal of the TAG submitted to the EFA Steering Committee meeting in February 2015, upon request of the co-facilitators of the Post-2015 Intergovernmental Negotiations, UNESCO and UNICEF, as co-leads in the TST for the SDG 4, recommended a subset of thematic indicators for consideration as global indicators. Based on the TST submission covering all 17 SDGs, the UNSC, in turn, identified a preliminary list of global indicators (of which 16 are
education-related) and submitted them to national statistical agencies for review. A technical report by the Bureau of the UNSC, submitted in March 2015, includes the results of this review and is the basis for further discussions, starting from the first meeting of the IAE/G-SDGs in June 2015.  

- The education thematic indicators proposed by the TAG are listed by each target in the following table. These include a sub-set that are recommended for use as global indicators. The table highlights which of these indicators have been proposed by the TST on Goal 4 and subsequently included by the UNSC in the preliminary list for consideration under a global indicator framework for the SDGs.

- It is proposed that these thematic indicators be further developed through a consultative process with Member States and partners before the November 2015 high-level meeting. The proposed process and steps for finalization of the education thematic indicators so that they may be able to support and feed into the final SDG indicator framework that will be endorsed by the UNSC in 2016 are as follows:
  
  o Feedback on the thematic indicators will be elicited at the WEF 2015 in the session on indicators where the TAG proposal will be presented. The summary feedback on the FFA will include a specific summary section on feedback on the indicators. This feedback will be considered and incorporated as relevant during the process for finalization of the thematic indicators that will ensue over the next months. No decision on thematic indicators will be taken during the WEF 2015.

  o The TAG will be expanded to include statistical experts nominated by Member States. The expanded TAG will provide recommendations to the EFA SC and the education co-leads in the TST. In order to ensure regional balance, it is proposed that 2 to 3 countries represent each region. These representatives should consult more widely with other countries and partners within their region.

  o The expanded TAG, under the leadership of UNESCO will set up a process for further work on the thematic indicators. This will include a series of consultations both face-to-face and virtually to get further feedback on the indicators and for further development as needed. At least two experts meetings will be convened between June and October 2015.

  o A set of thematic education indicators will be discussed at an EFA SC meeting in October 2015 and submitted for endorsement together with the Framework for Action at the high-level meeting in November 2015.

  o If any changes are made to the global indicators as they are finalized through the process coordinated by the UNSC, the thematic indicators will be subsequently revised and aligned.

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1https://sustainabledevelopment.un.org/content/documents/6754Technical%20report%20of%20the%20UNSC%20Bureau%20[final].pdf
Table 1. Proposed thematic indicator framework

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Proposed as global indicator</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Target 4.1</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Percentage of children who achieve minimum proficiency standards in</td>
<td>TST UNSC</td>
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<tr>
<td></td>
<td>reading/mathematics at end of: (i) primary (ii) lower secondary school *</td>
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</tr>
<tr>
<td>2.</td>
<td>Percentage of countries that have organized a nationally representative learning assessment at the end of (i) primary (ii) lower secondary school during the last 3 years</td>
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<tr>
<td>3.</td>
<td>Gross intake ratio to the last grade (primary, lower secondary) *</td>
<td>TST</td>
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<tr>
<td>4.</td>
<td>Completion rate (primary, lower secondary, upper secondary) *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>5.</td>
<td>Out of school rate (primary, lower secondary) *</td>
<td>TST</td>
</tr>
<tr>
<td>6.</td>
<td>Percentage of children over age for grade (primary, lower secondary) *</td>
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<tr>
<td>7.</td>
<td>Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks</td>
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<tr>
<td></td>
<td><strong>Target 4.2</strong></td>
<td></td>
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<tr>
<td>8.</td>
<td>Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being *</td>
<td>TST UNSC</td>
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<tr>
<td>9.</td>
<td>Percentage of children under 5 years experiencing responsive and stimulating parenting *</td>
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<tr>
<td>10.</td>
<td>Participation rate in organized learning (from 24 months to the official primary school entry age) *</td>
<td>TST UNSC</td>
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<tr>
<td>11.</td>
<td>Gross pre-primary enrolment ratio *</td>
<td>TST</td>
</tr>
<tr>
<td>12.</td>
<td>Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks</td>
<td></td>
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<tr>
<td></td>
<td><strong>Target 4.3</strong></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Tertiary gross enrolment ratio *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>14.</td>
<td>Participation rate in technical-vocational programmes (15- to 24-year-olds) *</td>
<td>TST UNSC</td>
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<tr>
<td>15.</td>
<td>Participation rate of adults in formal and non-formal education and training *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td></td>
<td><strong>Target 4.4</strong></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Percentage of youth / adults with ICT skills by type of skills *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td></td>
<td><strong>Target 4.5</strong></td>
<td></td>
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<tr>
<td>17.</td>
<td>Percentage of students in primary education whose mother tongue is the language of instruction *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>18.</td>
<td>Percentage of countries which have an explicit formula-based policy reallocating education resources to disadvantaged populations</td>
<td></td>
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<tr>
<td>19.</td>
<td>Percentage of total education expenditure borne by households</td>
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<tr>
<td>20.</td>
<td>Percentage of total aid to education allocated to low income countries</td>
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<tr>
<td></td>
<td><strong>Target 4.6</strong></td>
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<tr>
<td>21.</td>
<td>Percentage of youth / adults proficient in literacy skills *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>22.</td>
<td>Percentage of youth / adults proficient in numeracy skills *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>23.</td>
<td>Youth / adult literacy rate *</td>
<td>TST UNSC</td>
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<tr>
<td>24.</td>
<td>Participation rate of illiterate adults in literacy programmes *</td>
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<td></td>
<td><strong>Target 4.7</strong></td>
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<tr>
<td>25.</td>
<td>Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>26.</td>
<td>Percentage of 13-year-old students endorsing values and attitudes promoting equality, trust and participation in governance *</td>
<td>TST UNSC</td>
</tr>
</tbody>
</table>
27. Percentage of teaching hours dedicated to education for sustainable development / global citizenship education
28. Percentage of schools that provided life skills-based HIV and sexuality education
29. Countries implementing the framework on the World Programme for Human Rights Education (as per UNGA resolution 59/113)

**Means of implementation 4.a**

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<tbody>
<tr>
<td>30.</td>
<td>Percentage of schools providing (i) basic drinking water (ii) adequate sanitation and (iii) adequate hygiene services</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>31.</td>
<td>Pupil-computer ratio (primary, lower secondary, upper secondary)</td>
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<tr>
<td>32.</td>
<td>Percentage of schools with (i) electricity and (ii) internet access for pedagogical purposes</td>
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<tr>
<td>33.</td>
<td>Percentage of schools with adapted infrastructure and materials for people with disabilities</td>
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<tr>
<td>34.</td>
<td>Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse *</td>
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<tr>
<td>35.</td>
<td>Number of attacks on students, personnel and institutions</td>
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**Means of implementation 4.b**

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<tr>
<td>36.</td>
<td>Number of higher education scholarships awarded by beneficiary country</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>37.</td>
<td>Volume of ODA flows for higher education scholarships by beneficiary country</td>
<td>TST UNSC</td>
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**Means of implementation 4.c**

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<tr>
<td>38.</td>
<td>Percentage of teachers qualified according to national standards (by level) *</td>
<td>TST</td>
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<tr>
<td>39.</td>
<td>Percentage of teachers trained according to national standards (by level) *</td>
<td>TST UNSC</td>
</tr>
<tr>
<td>40.</td>
<td>Average teacher salary relative to other professionals</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Teacher attrition rate *</td>
<td></td>
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<tr>
<td>42.</td>
<td>Percentage of teachers receiving in-service training *</td>
<td></td>
</tr>
</tbody>
</table>

Notes: 1. Indicators marked with asterisk (*) will be disaggregated to monitor inequality.

2. Indicators in the right hand column have been proposed by the United Nations Technical Support Team (TST) on Goal 4 and subsequently included by the United Nations Statistical Commission (UNSC) in the preliminary list for consideration under a global indicator framework for the SDGs.
Towards Inclusive and Equitable Quality Education and Lifelong Learning for All

ENDNOTES

1 Adapted from: UNESCO. 2015. Rethinking Education: Towards a global common good?
8 The International Covenant on Economic, Social and Cultural Rights (1966) states that ‘(a) Primary education shall be compulsory and available free to all; (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education; (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education.’ Available at: http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx
9 Available at: http://www.ohchr.org/Documents/ProfessionalInterest/cedaw.pdf
10 Adapted from: UNESCO. 2015. Rethinking Education: Towards a global common good?
11 Lifelong learning is founded in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, whether girls or boys, women or men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) that together meet a wide range of learning needs and demands. Education systems that promote lifelong learning adopt a holistic and sector-wide approach involving all sub-sectors and levels to ensure the provision of learning opportunities for all individuals. See: UNESCO. 2014. UNESCO Education Sector Technical Notes, Lifelong Learning. Available at: http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/.
12 UIS database, referring to data from 2012. Available at: http://data.uis.unesco.org/
14 Non-cognitive skills (referred to as transversal competencies in the cited publication) may be defined as:
   - Critical and innovative thinking: Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
   - Inter-personal skills: Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
   - Intra-personal skills: Self-discipline, ability to learn independently, flexibility, adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, risk-taking, self-respect
   - Global citizenship: Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
   - Media and information literacy: Ability to locate and access information through ICT, media, libraries and archives, express and communicate ideas through ICT, use media and ICT to participate in democratic processes, ability to analyse and evaluate media content.
15 Basic education is defined here as corresponding to the first 9 years of (formal) schooling/education, which is the accumulative duration of ISCED 1 and 2, ISCED 1 being the primary level typically lasting 6 years (with variation between 4 to 7 years) and ISCED 2 referring to the lower secondary, typically lasting for 3 years (with variation across countries). The 1960 UNESCO Convention against Discrimination in Education advocates for free and compulsory primary education as a right and recommends this right to be extended to (lower) secondary as much as possible. Most countries today refer to 9 years of compulsory basic education in their education laws or constitutions. UNESCO. 2007. Experts’ Consultation on the Operational Definition of Basic Education. Pp. 17-18. December 2007 – Conclusion. Available at: http://unesdoc.unesco.org/images/0018/001802/180253e.pdf
16 Early Childhood Development on the Post-2015 Development Agenda, The Consultative Group on Early Childhood and Care
18 UIS database, referring to 2000 and 2012 data. Available at: http://data.uis.unesco.org/
A person is defined as “functionally literate” who can engage in all those activities in which literacy is required for effective functioning of his [or her] group and community and also for enabling him [or her] to continue to use reading, writing and calculation for his [or her] own and the community’s development” (UNESCO. 2006. Education for All Global Monitoring Report 2006. Literacy for Life. p. 30. Available at: http://unesdoc.unesco.org/images/0014/001416/141639e.pdf).

ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.


Global citizenship education aims to equip learners with the following core competencies:

- A deep knowledge of global issues and universal values such as justice, equality, dignity and respect;
- Cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimension, perspectives and angles of issues;
- Non-cognitive skills including social skills such as empathy and conflict resolution, and communicative skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives;
- Behavioural capacities to act collaboratively and responsibly, and to strive for collective good.


Endorsed by the UNESCO General Conference (37 C/Resolution 12) and acknowledged by the UN General Assembly (A/RES/69/211) as follow-up to the UN Decade of ESD.

It is important to note that conceptions of safe and inclusive learning environments have been developed through the INEE Minimum Standards and the UNICEF’s Child-Friendly School Checklist.


Trained teachers: UIS database, referring to 2012. Available at: http://data UIS.unesco.org/


# Annex IV: Important Links


Annual Status of Education Report, ASER Pakistan. Web link: [www.aserpakistan.org](http://www.aserpakistan.org)

Academy of Educational Planning and Management. Web link: [http://www.aepam.edu.pk/](http://www.aepam.edu.pk/)


Right to Education. Web link: [http://rtepakistan.org/](http://rtepakistan.org/)


Learning Metrics Task Force (LMTF) is a confluence of global policy events (EFA, MDGs, and Education First) aimed at developing concrete recommendations for measuring learning at the global and national levels. In first phase of the initiative, the global task force of 30 member organizations, working groups comprised of 186 technical experts, and more than 1,700 consultation participants from 118 countries worked together to reach a consensus on a set of indicators to measure fundamental learning opportunities over a child’s educational career. In the phase 2.0 of the initiative, the Task Force is supporting the development of more robust systems for assessing learning outcomes (global, national, local) and the better use of assessment data globally and at all levels of national education systems to help improve learning outcomes across the seven domains of learning identified in LMTF 1.0.

Driven by the commitment to attain the goals set by Article 25 A (access plus quality), a unique consortium of civil society and government agencies from all provinces in Pakistan are working together as **Learning Champions** to construct a strategy on defining education quality in Pakistan and measuring that quality. Idara-e-Taleem-o-Aagahi (ITA), which leads the ASER Pakistan movement on learning, coordinates the LMTF Learning Champions consortium in collaboration with respective government representatives from each province and civil society including National Education Assessment System (Federal), Provincial Institute for Teacher Education (Khyber Pakhtunkhwa), Punjab Examination Commission, University of Management and Technology (UMT), Policy Planning and Implementation Unit (Balochistan), Provincial Education Assessment Center (Sindh), Reform Support Unit (Sindh), Kashmir Education Assessment Center (Azad Jammu & Kashmir), Agha Khan University Institute for Education Development, Save the Children and Child Global Network.

There is a profound level of ownership, consensus, and a commitment to ensure that testing does not remain limited to numeracy and literacy, rather the focus is on assessing the students in both cognitive and non-cognitive domains. The group is working collaboratively to develop the necessary new tools for measuring learning broadly, across multiple domains and educational stages. The first cycle of domains will be piloted in May 2015 and include assessment tools on language, numeracy and cognition. The second cycle of domains to be piloted in September 2015 will cover some of the global learning indicators such as culture & the arts, social & emotional, and physical well being. The initiative will culminate in December 2015 with a draft report that shows findings of the assessment and the broader lessons learned from our experience as Learning Champions that may have significance for the collection, analysis and use of data on learning across countries and institutions.

Annex VI: National Consultation on Post-2015 Education Agenda
Recommendations on Education Beyond 2015

(By Pakistan Coalition for Education)

Preamble

- We, Pakistan Coalition for Education, and representatives of civil society organizations, development partners, and members of the private sector, gathered in Islamabad at several consultations on Post-2015 Education Agenda gathered to deliberate upon the Post-2015 processes and devise a set of recommendations for further policy action to address these issues.
- After a discussion on the Post-2015 processes in line with EFA Goals and the Millennium Development Goals, we propose these recommendations that reflect the aspirations of the participants who attended.

Recommendations on the Post-2015 Education Agenda

After thorough discussions, we affirm that education is a fundamental human right for all children, young people and adults, and without this, we cannot achieve peace and inclusive and sustainable development. Since Pakistan has been going through a difficult phase since the past months in terms of the political and security situation, we feel that there is a greater need to shed light on the priority areas in education. PCE demands an education emergency declared in every district of Pakistan where female literacy is lower than 50%, for improvements on improving female education indicators even after the MDGs have expired.

Priority Action Areas

1. Allocation of Adequate Budget and Spending

Since the past few years, PCE has been advocating for an increase in budgetary allocation. We now urge the government to increase the education budget from 2% to 4% to meet the needs of this sector at large. We also demand that the fund allocation and release process should be made transparent for greater public accountability in terms of meeting the requirements of the schools. Equitable and inclusive access to quality learning should be ensured for all and keeping this in mind, we urge the provincial governments to empower the districts and local communities by ensuring that School Management Funds are distributed on time. Such a monitoring system should look closely into issues related to Access, Equity and Inclusion of disadvantaged and at-risk groups to ensure that immediate appropriate measures are taken where actions are failing. This would require the SMC to provide the missing facilities in the respective schools corresponding to the resources utilized.

2. Revision of Curriculum

In light of the 18th Amendment, respective provincial governments must devise their own curriculum, focusing on early-childhood care, effective learning methods and material that promotes inclusivity, tolerance and civic sense in the minds of children. The current curriculum should foster an inclusive approach, respect, peace and harmony. We demand that material propagating hatred, bigotry and intolerance should be removed. To counter this issue, there should be a committee advisory group at the national, federal level which should include civil society voice, making the forum more representative.
3. Recruitment of teachers

PCE urges the government to change the recruitment processes of teachers with improved salary increments and incentives. The process should be transparent where preference is given to teachers equipped with skills of teaching, subject knowledge and strong communication skills. The teachers should not be assigned to non-academic activities which politicizes the nature of their work and has a negative impact on the quality of education. To counter the problems that are faced by teachers, a complaint cell within the Education Department should be developed which would allow teachers to use official channels to register complaints in an efficient and timely manner.

4. Equity and equality

PCE commits to addressing all forms of marginalization, as well as disparities and inequalities. The needs of people with disabilities should be addressed at all levels of education. Focused and effective actions including reform must be taken to remove barriers to equal opportunities. As representatives of the civil society, we demand the government to revisit the National Education Policy 2009 in the context of the 18th amendment to meet the demands of the education sector. We demand that equity in education must be ensured by making provincial and national governments accountable for providing minimum standards in public schooling for disadvantaged groups. This also reflects that education should be easily available to the marginalized without discrimination.

5. Incorporating Education into Sustainable Development Goals

There is a need to incorporate education into other Sustainable Development Goals specific to country context while focusing on lifelong learning which is accessible and equitable. This highlights that there is a need to translate global targets into national agenda. Since the MDGs were thoroughly, issues like quality, early childhood education were not highlighted. This reinforces that there is a need to establish one global agenda focusing on education.
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