



# Presentació EDUCATION FOR ALL GLOBAL MONITORING REPORT



*Informe global de seguiment de la iniciativa  
Educació per a tothom 2000-2015*

**Beyond education access:  
Introducing process, learning and equity in the Post-2015 agenda**

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# 2000-2015

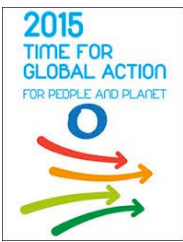


EFA/EPT



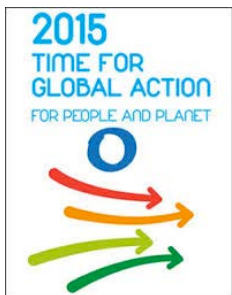
MDGs/ODM

1. Expanding and improving comprehensive **early childhood education**
2. Ensuring that by 2015 all children have *access to and complete free and compulsory primary education* of good quality
3. Ensuring that the **learning needs of all young people and adults** are met through equitable access to appropriate learning and life-skills programmes
4. Achieving a 50 per cent improvement in levels of **adult literacy**, especially for women, and equitable access to basic and continuing education for all adults
5. Eliminating **gender disparities** in primary and secondary education by 2005, and achieving **gender equality** by 2015
6. Improving **all aspects of the quality of education** and ensuring excellence of all (so that measurable learning outcomes are achieved by all)



# Post-2015 core targets

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.
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.
3. By 2030, ensure equal access for all women and men to affordable **quality technical, vocational and tertiary education, including university**.
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.
5. By 2030, **eliminate gender disparities** in education and ensure equal access to all levels of education and vocational training for the vulnerable (...)
6. By 2030, ensure that all youth and at least x% of adults, both men and women, achieve **literacy and numeracy**.
7. By 2030, ensure all learners acquire **knowledge and skills** needed to promote **sustainable development**, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

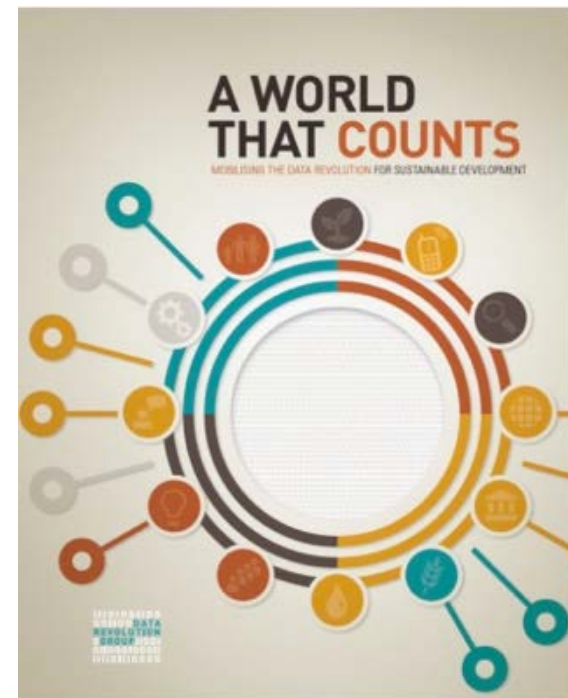


# Means of implementation

- 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.
- 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 programmes in developed countries and other developing countries.
- 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

“We call for a **data revolution** for sustainable development, with a new international initiative to improve the quality of statistics and information available to citizens. We should actively take advantage of new technology, crowd sourcing, and improved connectivity to empower people with information on the progress towards the targets.”

*Report of the High Level Panel of Eminent Persons on the Post-2015 Development Agenda*



POST 2015 **DATA**

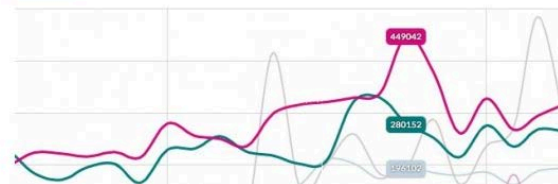


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## BLOG

### WANTED: A DATA REVOLUTION

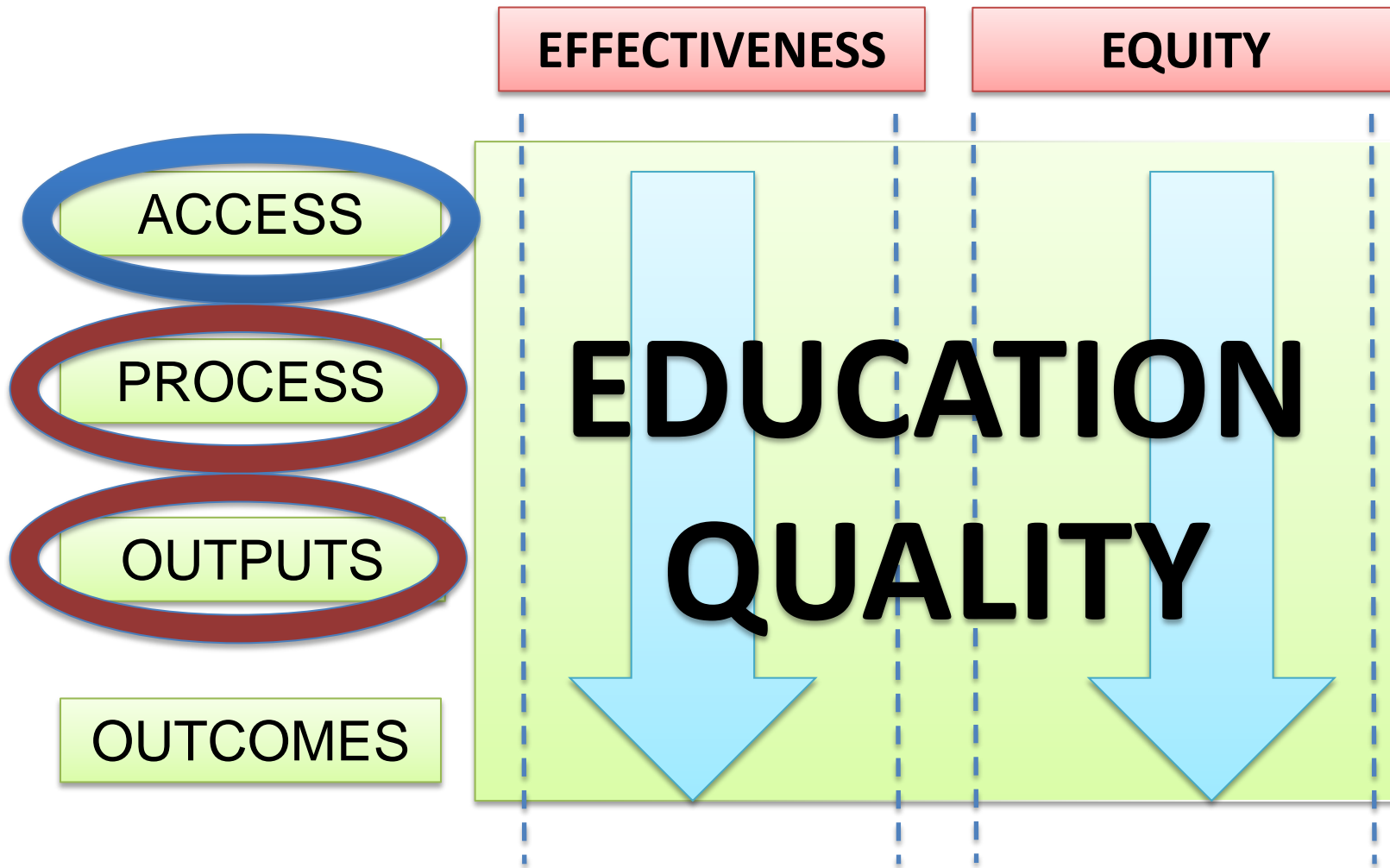
Jenny Poole May 31, 2013



# What 'data revolution' is needed?

- A 'Data revolution' that ensures a more complex and comprehensive approach to education quality
- A 'Data revolution' that contributes to improve statistics and information on access, learning and process dimensions
- A 'Data revolution' that understands equity as a cross-cutting dimension

# Towards a holistic approach to monitor education quality



# 1. PROCESS: Teachers' quality and effective learning environments

- “Societies that seriously want to improve their students' performance in school must improve the quality of teachers in schools” (Carnoy 2007).
- Within the Post-2015 debate, language on “teachers motivation” has been introduced



# **Effective teachers and learning environments.**

## **Determinants according to the literature**

- Decent salary that is paid on time
- Full time job (demotivating effect of secondary employment activities)
- Manageable class sizes, and extra support to the students with learning difficulties
- Preparation hours
- Longer school day
- Curriculum policy continuity
- Proper school autonomy (demotivating effect of an authoritarian environment and not having a say within the school context”
- Students characteristics (i.e. a balanced distribution of students among schools according to socio-economic background or special education needs)

# 2. Measuring learning

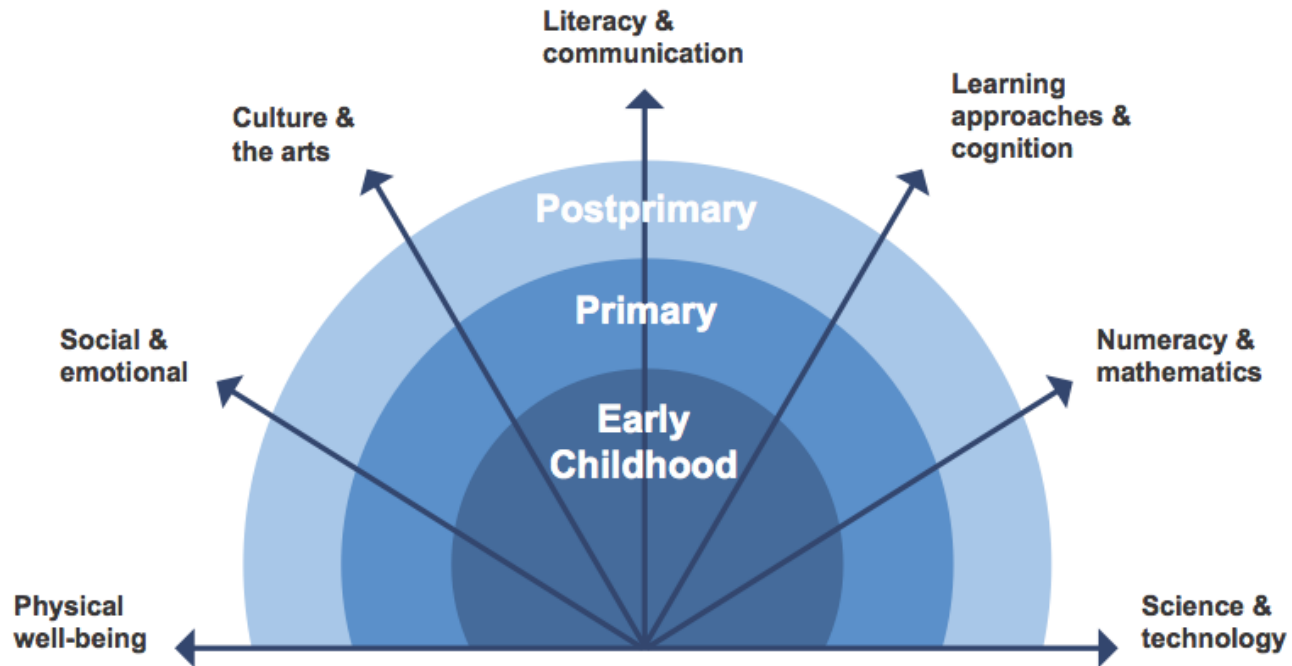
- Post-2015 agenda assumes the challenge of measuring global learning of education systems
- Beyond Goal 6 of the EFA: Improving all aspects of the quality of education and ensuring excellence of all so that *recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills*” (but only indirect indicators)
- The good reasons:
  - Learning and growth (Hanushek and Woessman)
  - Global competencies (Carnoy)
  - Access is not learning

# But... challenges and risks

- What to measure?
- Learning is not quality (outcomes 'in context')
- Whose learning?
- Learning and levels of development
- Who measures?
- Other risks

# LMTF: 7 learning domains

**Figure 3. A Global Framework of Learning Domains**



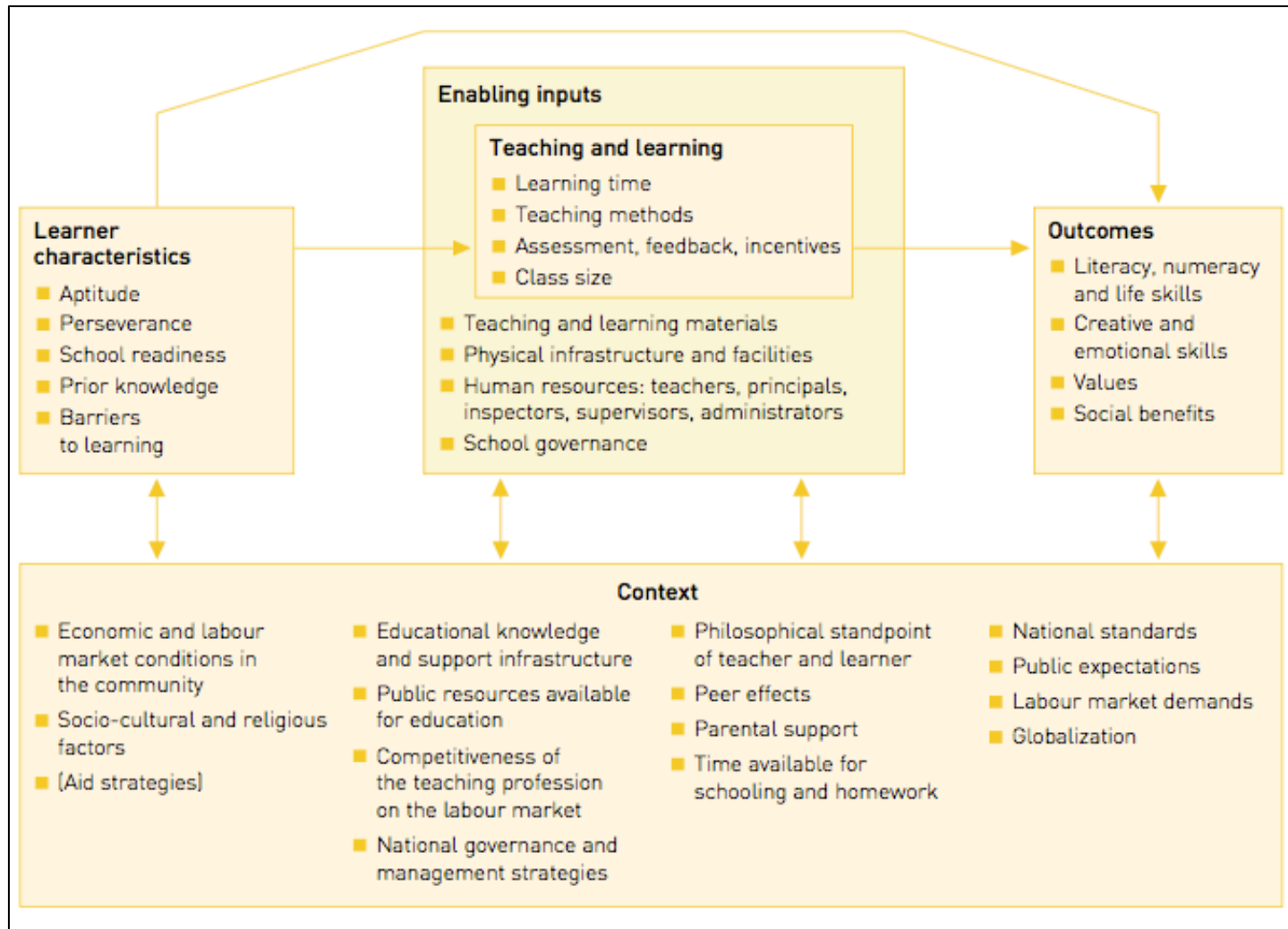
Source: *Toward Universal Learning: What Every Child Should Learn*, LMTF, 2013

## Instrumental and expressive forms of learning

**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

**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.

# Education Quality Framework



Source: UNESCO, 2005

# Whose learning?

**Target 4.1.** By 2030 ensure all girls and boys complete free, equitable and quality primary and secondary education **leading to relevant and effective learning outcomes.**

Table 3. Drop-out and Out-of-school Primary School Age Children in 2011

	<b>Cumulative drop-out rate to the last grade of primary education</b>	<b>Out-of-school children of primary school age</b>
<b>World</b>	25.2%	57,120,000
<b>Arab States</b>	16.8%	4,768,000
<b>Central and Eastern Europe</b>	5.1%	753,000
<b>Central Asia</b>	2.2%	322,000
<b>East Asia and the Pacific</b>	7.8%	6,490,000
<b>Latin America and the Caribbean</b>	23.3%	3,506,000
<b>North America and Western Europe</b>	6.3%	2,006,000
<b>South and West Asia</b>	36.2%	10,092,000
<b>Sub-Saharan Africa</b>	42.2%	29,180,000

Source: UNESCO, 2014

# Levels of development

**Table 7.3: The EFA Development Index (EDI) and its components, 2012**

Ranking according to level of EDI	Countries/Territories	Standard EDI and its components				
		EDI	Primary adjusted net enrolment ratio (ANER) <sup>1</sup>	Adult literacy rate	Gender-specific EFA Index (GEI)	Survival rate to grade 5
<b>High EDI</b>						
<i>Have achieved or are close to EFA as a whole (0.95–1.00)</i>						
1	United Kingdom <sup>2,3</sup>	0.996	0.998	0.999	<b>0.999</b>	0.990
2	Japan <sup>7</sup>	0.994	0.999	0.980	<b>0.998</b>	0.998
3	Norway <sup>2</sup>	0.993	0.994	0.992	0.993	0.995
4	Switzerland <sup>2,3</sup>	0.992	0.991	0.999	0.990	0.990
5	Finland <sup>2</sup>	0.992	0.989	1.000	<b>0.983</b>	0.997
6	Italy	0.992	0.991	0.990	0.991	0.995
7	Slovenia	0.991	0.977	0.997	0.997	0.993
8	Kazakhstan <sup>4</sup>	0.990	0.987	0.997	0.984	0.993
9	France <sup>2,3</sup>	0.990	0.989	0.984	0.996	0.990
10	Denmark <sup>2</sup>	0.989	0.982	0.990	<b>0.993</b>	0.993
11	Croatia <sup>4</sup>	0.989	0.988	0.991	<b>0.982</b>	0.994
12	Netherlands <sup>2</sup>	0.987	0.987	0.981	<b>0.991</b>	0.990
13	Sweden <sup>2</sup>	0.987	0.995	0.995	0.993	0.965
14	Ukraine <sup>4</sup>	0.987	0.984	0.997	0.987	0.981
15	Spain	0.987	0.997	0.979	0.990	0.982
16	Iceland <sup>2</sup>	0.987	0.985	0.986	<b>0.995</b>	0.981
17	New Zealand <sup>2,3</sup>	0.986	0.985	0.986	<b>0.983</b>	0.990
18	Ireland <sup>2</sup>	0.985	0.997	0.969	<b>0.992</b>	0.981
19	Germany <sup>2</sup>	0.985	0.996	1.000	0.981	0.962
20	Australia <sup>2,3</sup>	0.984	0.969	0.999	0.979	0.990
21	Kyrgyzstan <sup>4</sup>	0.984	0.984	0.992	0.991	0.971
22	Hungary <sup>2</sup>	0.984	0.967	1.000	0.990	0.981
23	Estonia <sup>4</sup>	0.984	0.968	0.999	0.994	0.975
24	Poland <sup>2</sup>	0.984	0.968	0.987	0.990	0.990
25	Lithuania <sup>4</sup>	0.984	0.978	0.998	0.983	0.975
26	Russian Fed. <sup>4</sup>	0.981	0.972	0.997	0.989	0.966
27	Tajikistan <sup>4</sup>	0.981	0.989	0.997	0.957	0.980
28	Cuba	0.981	0.965	0.998	0.994	0.965
29	Luxembourg <sup>2,3</sup>	0.980	0.946	1.000	<b>0.983</b>	0.990
30	Latvia	0.980	0.984	0.999	0.986	0.949
31	Belarus <sup>4</sup>	0.979	0.943	0.996	0.987	0.991
32	Jordan	0.979	0.971	0.979	<b>0.982</b>	0.985
33	Portugal <sup>1</sup>	0.976	0.988	0.945	0.981	0.990



# Who measures? Limitations of existing data sources

- Coverage
- Periodicity
- Comparability
- Exclusions

# Who measures?

## The OECD's contribution on education to the post-2015 framework: PISA for development

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- Since 2000, considerable progress has been made towards the two education-related Millennium Development Goals (universal primary education and the elimination of gender disparity in primary and secondary schooling).
- The OECD supports the emerging consensus that post-2015 education goals should retain a focus on access and equity while emphasizing the quality of learning from early childhood through primary and secondary education.
- A post-2015 learning goal will present the international community with the challenge to develop an agreed method for measuring progress.
- The OECD is well placed to contribute to the definition of learning goals and targets, based on the experience of the Programme for International Student Assessment (PISA).
- PISA provides the most comprehensive and rigorous international assessment of learning outcomes (primarily in mathematics, reading and science) in education.
- PISA assesses *cumulative learning* from early childhood through primary and secondary schooling and it addresses both *cognitive and non-cognitive learning outcomes*.
- More than 70 countries participate in PISA and a new initiative will seek to make it more relevant for developing countries.
- PISA could provide a means for all countries to measure progress towards national and international



# Other risks

- Negative incentives: screening, teaching to the test, standardization, etc.
- Ranking approach to educational progress.
- Hiding important education dimensions such as access, inputs, processes or equity.

# Remaining open questions

- What to do with the targets from the past agenda?
- Shall we ignore inputs (for instance, public spending in education)?
- How are we going to measure learning outputs? Who's behind it?
- Shall we rely on existing UN statistics? Shall we produce new data? Who will produce it?
- Is the reduction of education inequality a target or a cross-cutting dimension?
- Who's going to provide policy solutions to reach the targets?