



# POST 2015 DEVELOPMENT AGENDA EDUCATION THEMATIC CONSULTATIONS

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DBE CONSULTATIVE MEETING ON REFLECTING  
GENERAL EDUCATION SYSTEM WITH A  
IMPROVING ACCESS, EQUITY AND INCL<sup>1</sup>

# Focus of the presentation

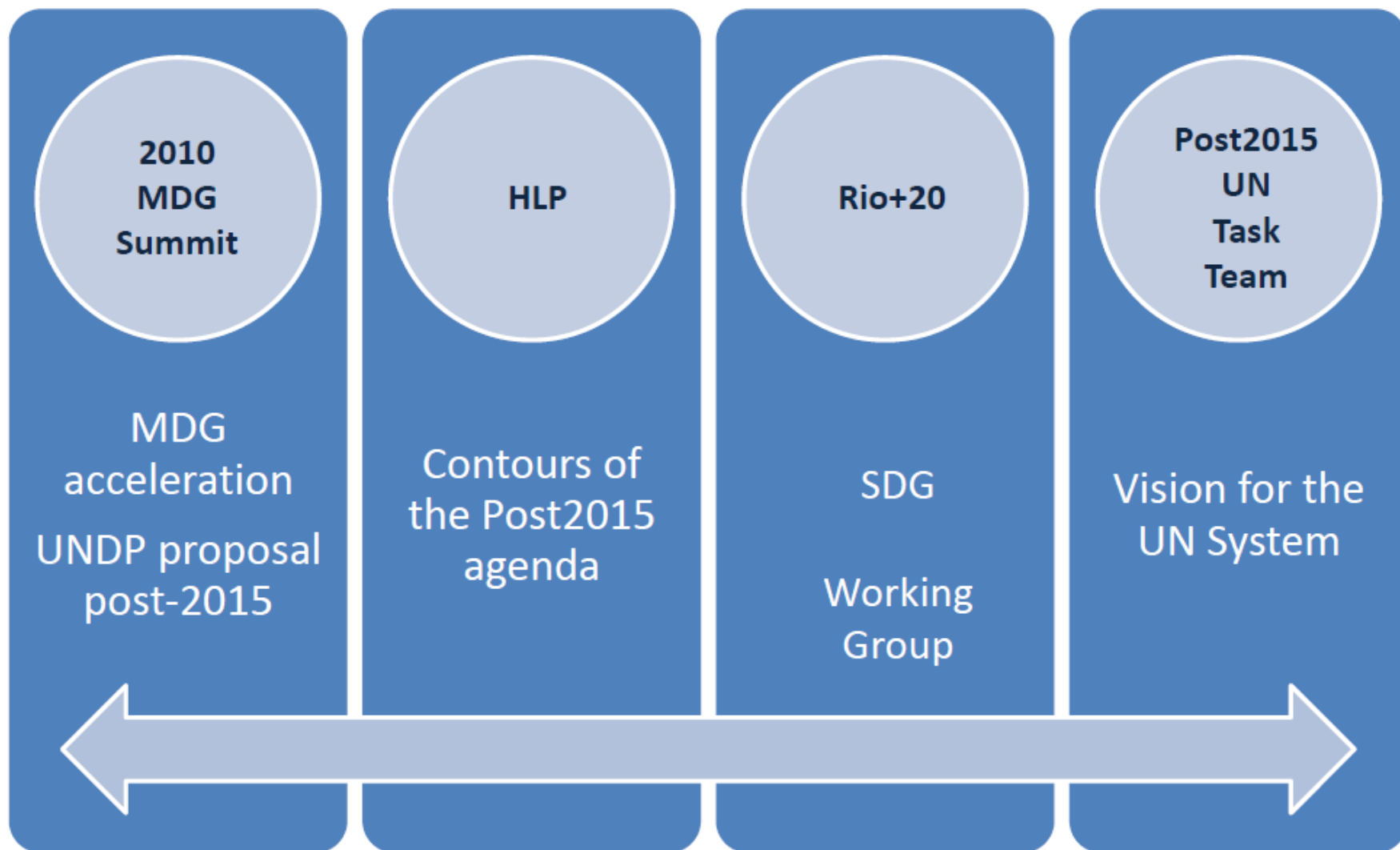
1. Brief overview of the post-2015 process
2. Post-2015 Education Thematic Consultations
3. What are the Key Messages?
4. What are the next steps?



# Background

- UN Secretary-General convened a 27 member High-Level Panel to advise him on a **bold but practical** development agenda beyond 2015, considering the challenges of countries in conflict and post-conflict situations
- The Panel is co-chaired by President Yudhoyono (Indonesia), President Sirleaf (Liberia), and Prime Minister Cameron (United Kingdom)
- The Panel report was delivered to the UN SG on May 30, 2013 and will be used as an input for member states to decide on the post-2015 framework
- The Panel recommendations reflect great optimism that ending extreme poverty through sustainable development is possible within one generation

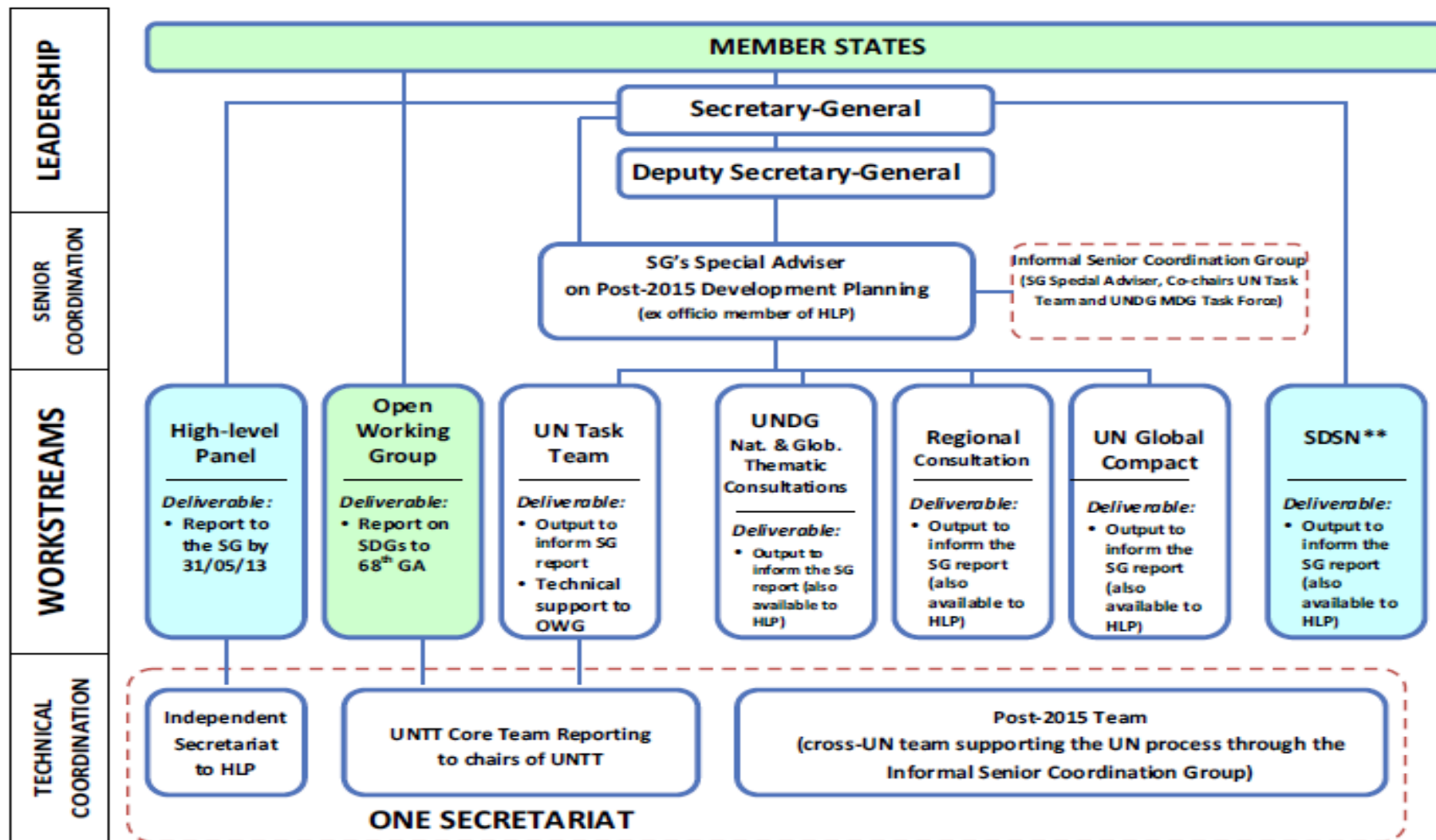
# The Post 2015 Process



# The Post 2015 UN Process: Actors and Communication Lines

## POST-2015 UN PROCESS: ACTORS AND COMMUNICATION LINES\*

7/11/2012



\*no change to existing reporting lines.

\*\* Sustainable Development Solutions Network

Member States

SG initiative

# Key Recommendations from the UN Task Team Report

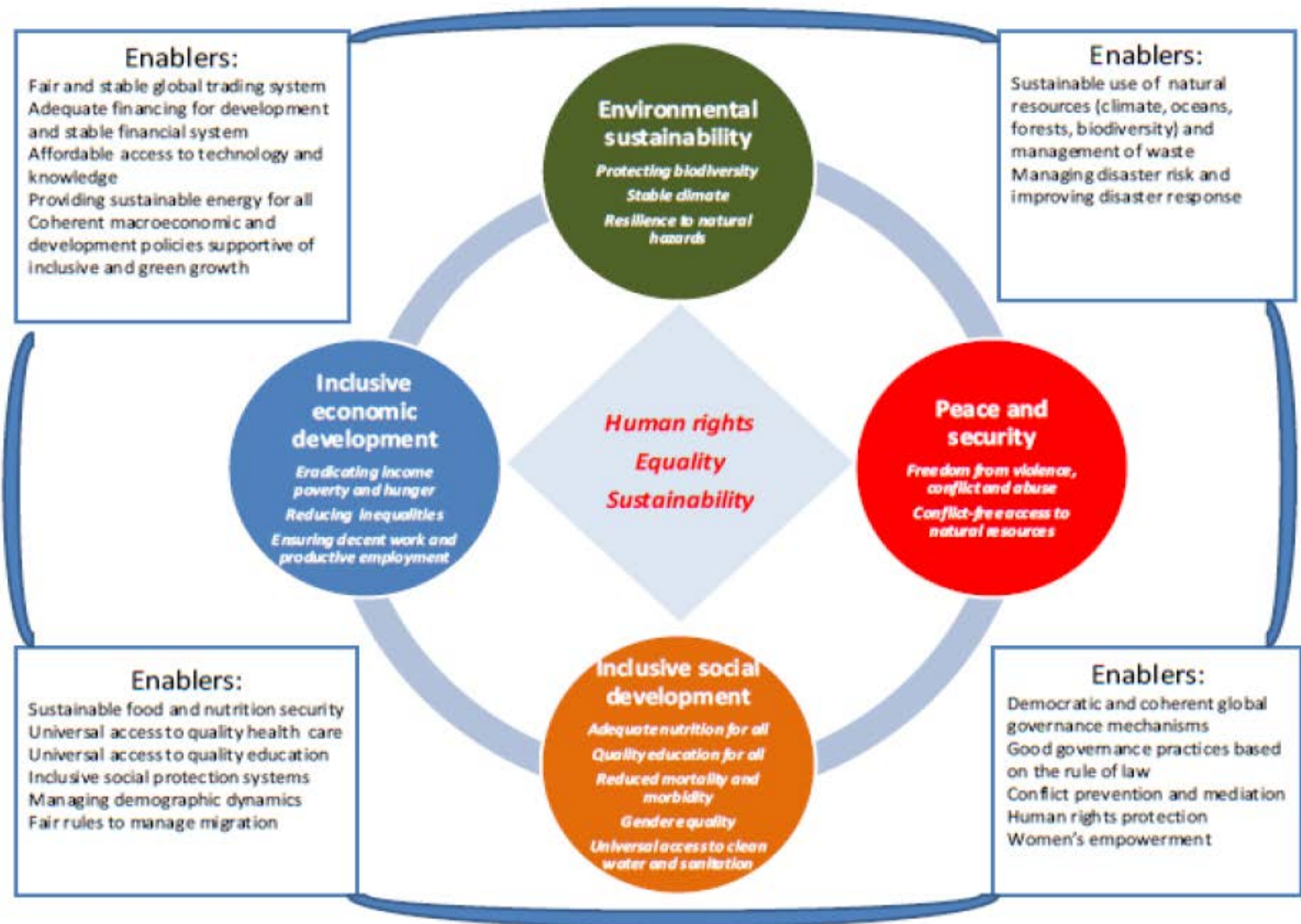


Figure 1. An integrated framework for realizing the "future we want for all" in the post-2015 UN development agenda

## Thematic consultations

1. Inequalities (across all dimensions, including gender)
2. Health (including issues covered by MDGs 4, 5, 6, plus non communicable diseases)
3. Education (primary, secondary, tertiary and vocational)
4. Growth and employment (including investment in productive capacities, decent employment, and social protection)
5. Environmental sustainability (including biodiversity, climate change)
6. Food security and nutrition
7. Governance (at all levels)
8. Conflict and fragility (including post-conflict countries, and those prone to natural disasters)
9. Population dynamics (including ageing, international and internal migration, and urbanisation)
10. Water
11. Energy



# High Level Panel for the Post - 2015



Work will be based on the findings of the Report of the UN System Task Team

It will be informed by the outcome of major processes, in particular the Rio+20 and the UNDG's open and inclusive consultations

It will deliver a report by the second quarter of 2013



# Working Group Sustainable Development Goals (SDG)

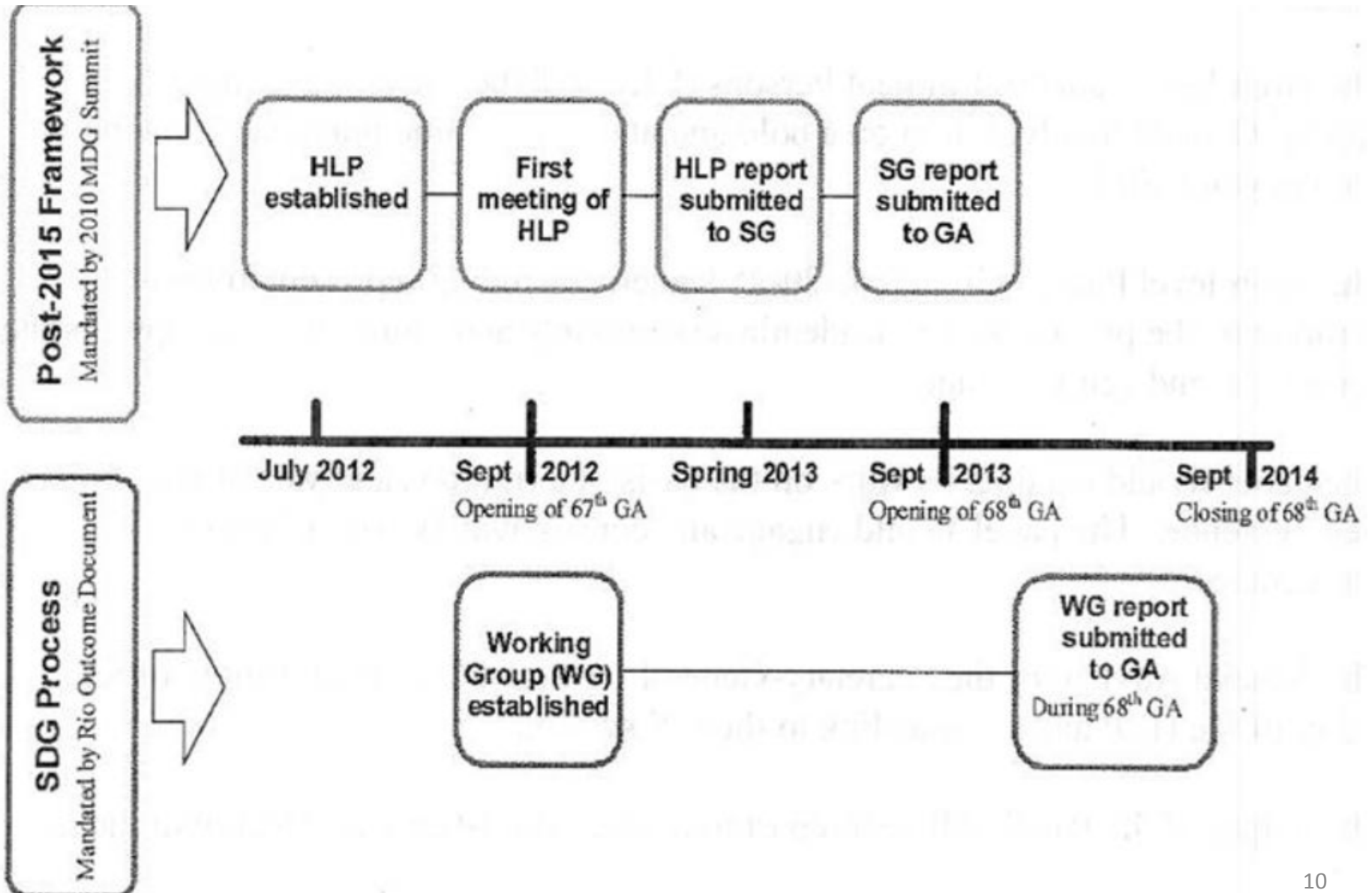


Tasked to develop a proposal for the SDG

Working Group, comprised of 30 representatives nominated by Member States

It will submit a report, to the sixty-eighth session of the Assembly, containing a proposal for SDG for consideration and appropriate action

# Timelines



## **Post-2015 development agenda**

**IS IT MORE INCLUSIVE?  
IS IT MORE EQUITABLE?  
IS IT SUSTAINABLE?**

### **Strategy based on 3 pillars of work:**

**1. Inclusive national  
consultation processes:**

Lead by the RCs and building on on-going consultations, they will feed into the post-2015 formal process

**2. Thematic  
consultations** with academia, media, private sector, employers and trade unions, civil society, and decision makers on the current central challenges to the post 2015 development

**3. Web Portal and  
social media** to allow open interaction and information exchange among a range of stakeholders. This advocacy work will be aligned with the 'Future We Want' campaign launched by the SG



# A Framework for the post-2015 Development Agenda

- Pursue a **universal agenda**, relevant to all countries, actionable by all countries
- Link **sustainable development and poverty** into a **single agenda**
- Build on the foundations of **peace, good governance, and growth and transformation of economies**
- Kindle a new spirit of **solidarity, mutual respect and mutual benefit**, that goes beyond aid and beyond governments to include multilateral institutions, local authorities, business, civil society organizations, indigenous and local communities, people living in poverty, women, young people, philanthropists, scientists and other academics

# 5 Transformative Shifts to Drive the Post-2015 Development Agenda

1. Leave No One Behind
2. Put Sustainable Development at the Core
3. Transform Economies for Jobs and Inclusive Growth
4. Build Peace and Effective, Open and Accountable Public Institutions
5. Forge a New Global Partnership

# Education Thematic Consultation

The Global Thematic Consultation on Education in the post-2015 Development Agenda is co-led by the **United Nations Educational, Scientific and Cultural Organization, (UNESCO)** and the **United Nations Children's Fund, (UNICEF)**, with the support of the Governments of **Senegal, Canada and Germany**, and the **Hewlett Foundation**.



# Objective

**To assess the progress and remaining challenges in meeting the education-related MDGs and the broader Education for All (EFA) goals with a view to developing a holistic vision of how best to reflect education, training and learning in the post-2015 agenda.**

# Overarching Goal

- **Education must claim an explicit goal** focusing on equity, access and quality learning. Accordingly, '**Equitable, Quality Education and Lifelong Learning for All**'
- **Enable** all societies to develop the skills, knowledge and innovations needed to overcome current and future political, economic, technological, health and environmental challenges and to ensure that we remain on the path of sustainable development.

# An inclusive and participatory consultation process through

- **An online education platform structured for** e-discussions 21,000 people from over 100 countries.
- **Leveraging the on-going EFA regional meetings**
- **Collective Consultation of NGOs on EFA in 2012.** This involved 430 participants, including 210 Government representatives from 91 countries and representatives from 90 international, regional and national NGOs.
- **A Member States** briefing in New York, involving over 40 governments.
- A consultation with representatives from the **private sector** and from **donor agencies**, facilitated by the Brookings Institution.
- **A global meeting** held in Dakar in March 2013 involving over 100 participants, including representatives of Member States, multi- and bilateral development partners, youth groups, teacher unions, the private sector, civil society and UN agencies.
- **“My World” UN Global Survey** where education ranks as the **#1** priority in the post-2015 agenda for **393,000** of the 600,000 participants from 194 countries. 64% of these responders are under the age of 30 and over three quarters of participants are from developing countries (as at May 2013)



# Key Messages

In affirming that ***quality education and lifelong learning are key to sustainable development*** in the post- 2015 framework, the consultations highlighted that universal access to quality education, training and learning is an essential prerequisite for individual empowerment, the development of equitable societies and the promotion of social justice.

# Addressing the unfinished education agenda

- There are approximately 61 million children of primary school age who are not in school, including 32 million girls and almost 30 million children living in situations of conflict
- In developing countries only 87 out of every 100 children complete their primary education
- Seventy-one million children of lower secondary age are out of school
- Millions of young people are not provided the education and training to develop the skills and competencies needed for a successful transition to adult life and decent jobs

# The Gaps to meeting the MDGs

- **Excluding primary education, progress on education goals remains uneven.** There has been slow progress on the provision of early childhood care and education (ECCE) as well as on the target of reducing adult illiteracy by 50 per cent.
- **The education-related MDGs are perceived as having narrowed the focus on access and completion,** at the expense of what children actually learn in school. In addition, both the MDGs and the EFA goals failed to provide indicators to measure learning outcomes.
- In the least developed countries, one quarter of young men aged 15 to 24 and one third of young women aged 15 to 24 are illiterate.
- **Education and training is not meeting the needs and demands of all young people to thrive and participate fully in society.**

# The Gaps to meeting the MDGs

- **Inequality remains a big challenge, and poverty and exclusion the major markers of disadvantage**
- **Despite the narrowing gender gap, girls continue to account for the largest number of out-of-school children of primary school age.**
- **Inadequate attention has been paid to the financial, human capital and resource constraints**
- **The emphasis on global targets has imposed one-size-fits-all targets for countries, irrespective of countries' diverse starting points, financial resources and capacity.**

# Addressing the emerging priorities

- **Expanded access to quality learning should be ensured for all and at all levels of education.**
  - A lifelong learning approach should encompass learning throughout the life cycle, including access to ECCE, primary and post-primary education – both formal and non-formal – vocational training, and higher education.
- **Focused attention on the quality of education,** including its content and relevance, as well as on learning outcomes.



## Quality of education

- *Ensuring that there is an adequate supply of well-trained and motivated teachers and school leadership..*
- *Focusing on relevant, measurable and equitable learning outcomes across the life ☐ Internalizing the principles of sustainable development in primary, secondary and adult learning*
- *Strengthening training and skills for work and life.*
- *Strengthening the provision of enabling learning environments.*

# Equity

## **A greater focus on equity**

- disadvantaged children, youth and adults, especially girls and women,
- Reaching out to out-of school children using innovative, flexible and mobile interventions and partnering with non-state education providers and communities should be a priority

# Gender equality remains a strong priority

- Enhanced access to post-basic and postsecondary education for girls and women in safe, supportive learning environments
- The multiplier effect of girls' education development only becomes evident when girls complete secondary education.
- Gender equality must be addressed within the larger society simultaneously on multiple levels and sectors, including economic, social, political and cultural

# Framing the goal

- The post-2015 development agenda should therefore include **education as an explicit goal as well as a crosscutting issue across all development goals.**
- In order to be relevant, education must prioritize the acquisition of knowledge, skills and competencies that are linked to twenty-first-century livelihoods, and must also contribute to shaping learners' attitudes and behaviours that promote social inclusion and cohesion as well as environmental sustainability
- The achievement of this vision demands **a single harmonized global education framework**, informed by the successes and challenges of the MDG and Education for All (EFA) agendas.

# Framing the goal

- All girls and boys are able to access and complete quality pre-primary education of an agreed period (at least one year);
- Equal access to and completion of a full course of quality primary schooling, with recognized and measurable learning outcomes, especially in literacy and numeracy;
- All adolescent girls and boys are able to access and complete quality lower secondary/secondary education with recognized and measurable learning outcomes;
- All youth and adults, particularly girls and women, have access to post-secondary learning opportunities to develop knowledge and skills, including technical and vocational, that are relevant to work and life and necessary for further learning and forging more just, peaceful, tolerant and inclusive societies.



# Continuing the dialogue

Education is a powerful catalyst for development and significantly affects other sectors and vice versa has been emphasized by the education consultation and in all other thematic consultations, especially the ones on inequalities, environment and conflict fragility. Good education, along with better health care and good governance, has been voted a top priority in the “My World Survey”

# THANK YOU

