

# A Reflection on Education 2030: Perspectives and Paradoxes



Education International  
Internationale de l'Éducation  
Internacional de la Educación

Education and the SDGs in the Commonwealth  
and beyond: Shifting the Discourse

**April 26, 2016**



# Agenda 2030

## For Sustainable Development

### SDGs The 17 Sustainable Development 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 revitalise the Global Partnership for Sustainable Development



# A quick look back at the Commonwealth's non-negotiables

1. BROAD AND INCLUSIVE
2. FREE
3. BROAD LEARNING, NO NARROW TESTING
4. FULL CYCLE
5. STATE RESPONSIBILITY FOR PROVISION
6. COUNTRY DRIVEN & CONTEXTUALLY APPROPRIATE



What goal(s) did the Commonwealth Ministers of Education propose for Post-2015?

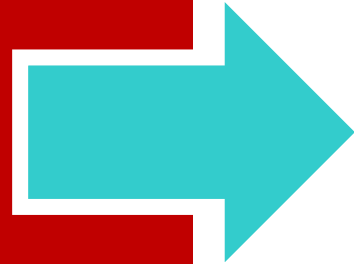
**Principal Goal 1:** *Every child completes a full cycle of a minimum of 9 years of continuous, free basic education and demonstrates learning achievement consistent with national standards.*

**Principal Goal 2:** *Post-basic education expanded strategically to meet needs for knowledge and skills related to employment and livelihoods.*

**Principal Goal 3:** *Reduce and seek to eliminate differences in educational outcomes among learners associated with household wealth, gender, special needs, location, age and social group.*



**SDG 4**



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



## Commonwealth's 6 Proposed Targets

1. *Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community based ECE/D and pre-school below age 6 years*
2. *Universalise an 'expanded vision of access' to a full cycle of a minimum of 9 years of continuous basic education*

*Successful achievement of national learning outcomes in cognitive, affective and psychomotor domains for both primary and lower secondary cycles at age appropriate levels up to the age of 15 years*



## Commonwealth's 6 Proposed Targets

- 3. Invest strategically in expanded and equitable access to post-basic and tertiary level education and training linked to wellbeing, livelihoods and employment and the transition to responsible adult citizenship*
- 4. Eliminate illiteracy and innumeracy amongst those under 50 years old*





## Commonwealth's 6 Proposed Targets

5. *Reduce and seek to eliminate disparities in participation in education at school level linked to wealth, location, special needs, age, gender and social group and ensure all children have equal educational opportunities and reduce gaps in measured outcomes*
6. *Provide adequate infrastructure for learning according to national norms for buildings, basic services, safety, learning materials, and learning infrastructure within appropriate distances of households.*

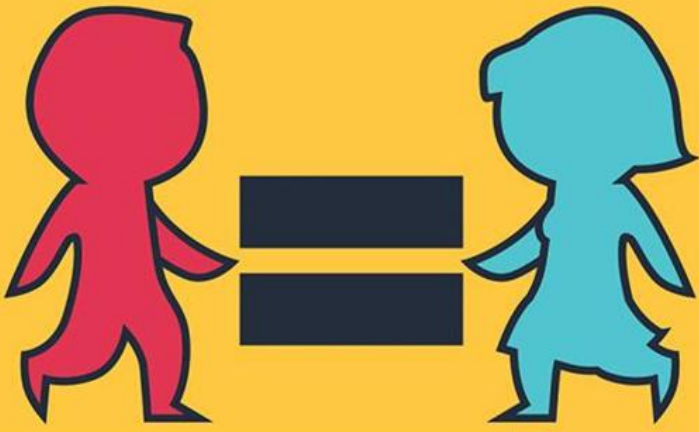




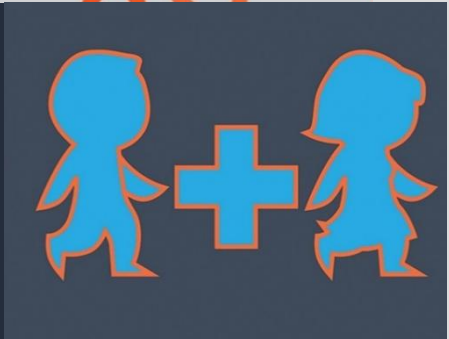
## Cross-cutting themes

to be addressed by all education goals:

- a) **Education in Emergencies** – Conflict and disaster risk reduction integrated into national education sector plans;
- b) **Migration** – All migrants of school-age or who are education professionals recorded in monitoring of education goals by the host country to inform policy formulation;
- c) **Gender** – All reporting and evaluation of the development goals disaggregated by sex and analysed through a gender lens; and
- d) **Education for Sustainable Development** – Education for sustainable development mainstreamed in all education policies, teacher and school leader preparation, and curricula.



# The 10 Education Targets





Goal 4

# 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





Goal 4

# 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







Goal 4

# Target 4.3

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





Goal 4

# Target 4.4

By 2030,  
substantially  
increase the  
number of youth  
and adults who have  
relevant skills,  
including technical  
and vocational  
skills, for  
employment, decent  
jobs and  
entrepreneurship

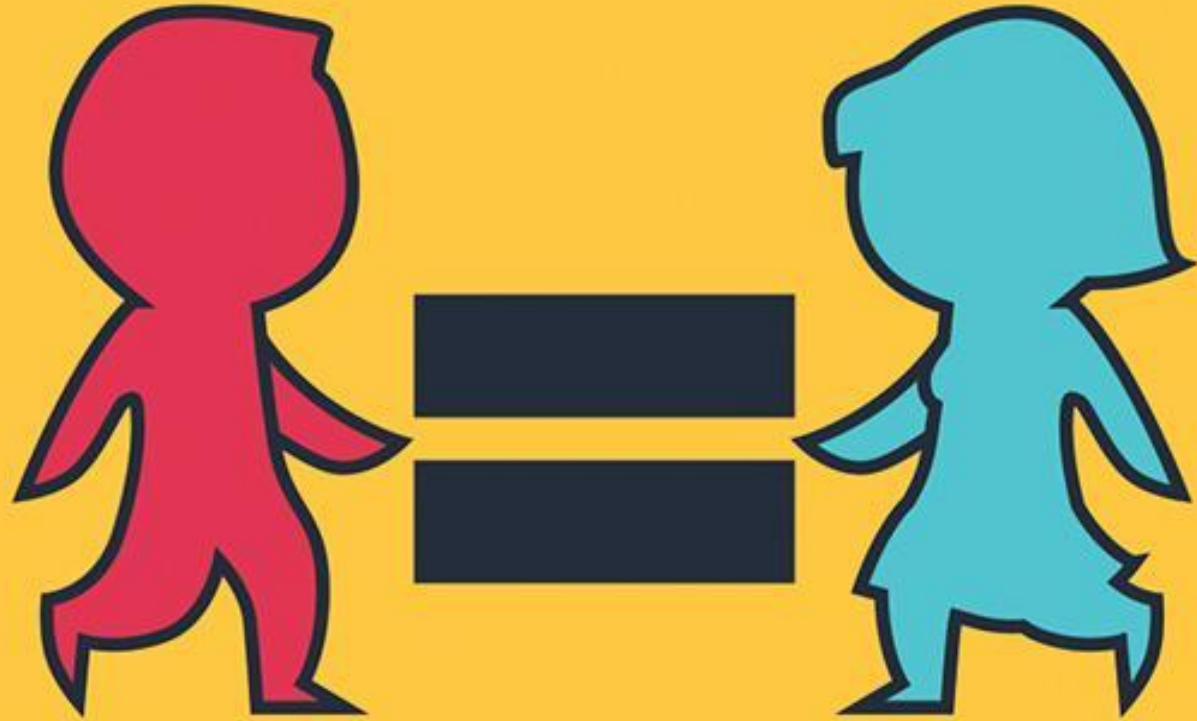




Goal 4

# 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







Goal 4

## Target 4.6

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

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## Goal 4

# Target 4.7

By 2030, ensure that all learners acquire the 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





Goal 4

## Target 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**





## Goal 4

# Target 4.b

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries







Goal 4

## Target 4.c

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States





# The Pecuniary Paradox

**The most ambitious education agenda:**

- **Free**
- **Universal**
- **Rights-based**
- **ECE through to tertiary**

**and no complementary financing mechanism**



# The Privilege Paradox

**Rising inequality and  
pay-as-you-go education  
and “ensuring inclusive  
and equitable quality  
education for all”**





# The Planetary Paradox

**The world we want  
- education for sustainable  
development, human  
rights, global citizenship,  
culture and wellbeing -  
and narrow, standardized  
curricula and testing.**



# The Planetary Paradox

**A broad agenda is accompanied by a global indicator framework with one single indicator per target.**

***Completion of free primary and secondary education will be measured through disaggregated testing of literacy and numeracy in the early grades, end of primary and lower secondary.***



# The Professional Paradox

**The push towards easily measurable outcomes coupled with uncertain resources and increased accountability reforms and target 4.c on significantly increasing % of qualified and trained teachers.**

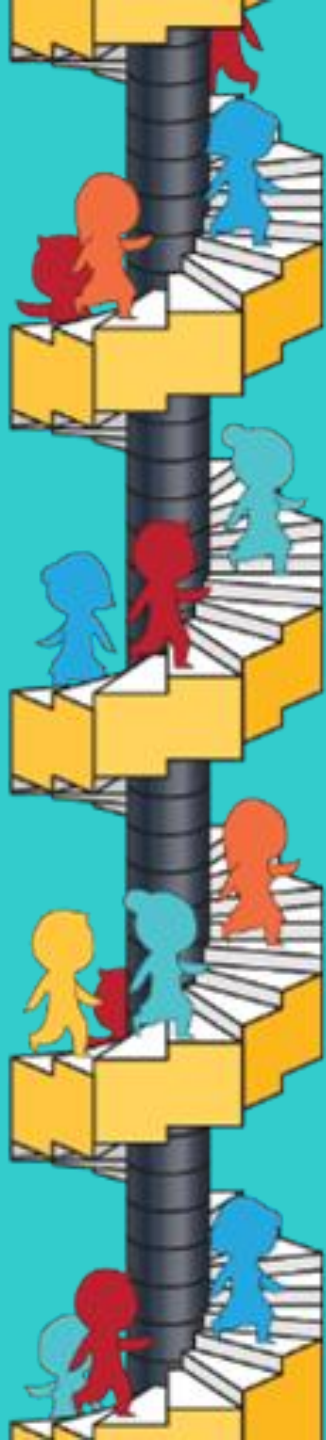


# What are the implications of Education 2030 for migrant teachers and students?

## Europe: education as a tool for the economic integration of migrants

This report, published on 31 March 2016, focuses on the role of education in supporting the economic integration of migrants. The report compares the educational attainment of first and second generation immigrants with native students in Europe. Summarizing empirical evidence, this report shows...

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