



# Education and Sustainable Development Goals in the Commonwealth and Beyond: Shifting the Discourse

Report of The Ramphal Institute Symposium  
in association with Education International

London, United Kingdom

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**THE RAMPHAL INSTITUTE**  
SOCIETIES | ECONOMIES | ENVIRONMENT | GOVERNANCE



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## Executive Summary

The Ramphal Institute in association with Education International, the global federation of teacher unions, convened a symposium to discuss and explore the unique challenges and needs of developing and industrialised nations of the Commonwealth in relation to the Sustainable Development Goals, with a focus on education. The symposium sought to advance the mission of the Ramphal Institute, Education International, and its affiliates with a view towards informing the development of accessible, equitable, quality education across the Commonwealth. The Symposium was hosted by the National Union of Teachers at its London headquarters of from 26<sup>th</sup> – 27<sup>th</sup> April 2016 (See Appendix A for full programme).

With the aim of exploring and discussing the unique challenges and needs of the developing and industrialised nations of the Commonwealth within the context of the Sustainable Development Goals and particularly the education goal, the symposium brought together representatives of government, civil society and the academic community to support the further development of equitable, quality education across the Commonwealth (See Appendix B for list of attendees). The 17 Sustainable Development Goals (SDGs) were adopted by United Nations Member States at the United Nations Sustainable Development Summit in New York in September 2015. Goal 4 (SDG 4), which was the focus of the symposium, is to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*; it has seven targets and three means of implementation (See Appendix C).

## Opening of The Symposium

Edwin Laurent, Director of the Ramphal Institute, welcomed symposium delegates and acknowledged sincere appreciation to the hosts, the National Union of Teachers and Education International, for their generosity and support for the symposium. In introducing the work of the Ramphal Institute, Mr Laurent explained that the institute bears the name of Sir Shridath Ramphal and continues his pioneering and courageous struggle for development and global justice. The Ramphal Institute undertakes research and knowledge-sharing to inform policy debate and public opinion that can help make international and national policy, and regulatory environments, more conducive to sustainable development. Its ability to do that has been greatly enhanced by collaboration with King's College London from where the Ramphal Institute operates, although it is legally distinct and academically independent. During the preparation of the Sustainable Development Goals in 2015, the institute had, via Education International, contributed to the consultation document of the UNESCO Technical Advisory Group on the Education Indicators. Whilst the institute is not an intergovernmental organisation that can take direct action, it can be a catalyst.

The Ramphal Institute recognises that the comprehensive 17 UN-agreed Sustainable Development Goals, including their associated targets and indicators, constitute a policy framework for the direction of international efforts to advance economic and social development, and environmental sustainability. To be successful, Mr Laurent argued, 'it is imperative that countries are able to devise and implement appropriate and informed policies and adequately manage their commitments. This poses a particular challenge for many, especially Least Developed Countries (LDCs) and the Small Island Developing States (SIDS) that have limited institutional and other capabilities. They will need external support if they are to make sufficient progress and benefit from the SDG programme'.

As Mr. Laurent highlighted, Sustainable Development Goal 4 – *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* – is unique among the 17 SDGs. As he stated, 'In developing countries, education transforms lives; it is the route to a better future for the individual, but also the wider society. Better educated populations are essential if these countries are to be able to address the other 16 goals and successfully tackle their development challenges. SDG 4 is an enabler'.

In recent years, as Mr Laurent observed, some institutions have shifted focus and resources away from education, even if it is vitally important to developing country members, and called for their re-engagement. In conclusion, Mr Laurent expressed his hope that the outcomes of this symposium, the first major event of the Ramphal Institute in its work on education and the SDGs, would inform and guide its future work programme.

Following opening remarks by the Director of the Ramphal Institute, brief messages of introduction were given by: Ms Christine Blower, General Secretary of the National Union of Teachers and Coordinator of the Commonwealth Teachers Grouping; Professor Jonathan Grant, Director of the Policy Institute and Assistant Principal for Strategy at King's College London; Ms Karen Ford-Warner, Registrar of the University of West Indies; and Dr David Edwards, Deputy General Secretary of Education International.

Christine Blower, General Secretary of the National Union of Teachers (NUT) and Coordinator of the Commonwealth Teachers Grouping, underlined the role of teacher unions in shifting the discourse and expressed concern about the state of education in many Commonwealth countries. Education is recognized as a human right and a public good, but privatisation is becoming more common, jeopardising the fairness and the sustainability of education systems, and leading to the very poorest being charged for education, in the worst cases. As Ms Blower put it, education is the enabler for everything that individuals and societies seek to achieve and must, therefore, be a priority in the implementation of the SDGs. Domestically, the NUT is striving for the implementation of curricula that allow all students to become active citizens.

Professor Jonathan Grant, Director of the Policy Institute and Assistant Principal for Strategy at King's College London, applauded the many universities represented at the event, and focused in his presentation on the role of academia in supporting SDG implementation. The Policy Institute aims to facilitate exchange and synergies, as well as to ensure that academic work reaches society and informs policy-making, which contributes to successful SDG implementation. While reaffirming the importance of education, and particularly quality education, he called for an unpacking of the meaning of *quality* education.

Ms Karen Ford-Warner, Registrar of the University of West Indies, also underlined the role of universities and the academic community, and framed the role of the University of West Indies as advancing the debate and anticipating action. This includes finding new and better ways to take issues around the Sustainable Development Agenda to the broader public. She highlighted the Consortium on Youth Work Development as a vehicle for sharing resources and supporting partnerships and collaboration, as well as developing skills and competences, to contribute to a more sustainable and conscious society.

Dr David Edwards, Deputy General Secretary of Education International (EI), welcomed the opportunity to think strategically about how to make the SDGs meaningful across countries. He noted while sustainable development is a global agenda, support also has to be provided to national-level priorities and ambitions. Dr Edwards also identified a great need for a multiplicity and diversity of research and evidence on how to implement, monitor, and track the SDGs. He reiterated the commitment of EI, and the teaching profession, to bring alternative perspectives and discourses.

Dr Edwards also highlighted that the timing of symposium coincided with Global Action Week, which is a civil society initiative to draw attention to education and challenges still faced. In 2016, the focus is on the financing of education. He identified a paradox: world leaders have adopted an agenda with an unprecedented level of ambition, yet financing commitments have yet to be seen. Raging debates about national priorities, in particular the question of privatisation in the area of education, were also noted.

Following the brief, introductory remarks, Dr Christopher Berry, Head of Profession for Education at the Department for International Development (DFID), officially opened the symposium and made a presentation highlighting key challenges and trends in education internationally, as well as success factors and stories.

Dr Berry reiterated the importance of education as a key ingredient for countries 'to become more prosperous, fair, and equal. Education not only creates human capital, it also contributes to better health, less crime, and better civic engagement'. Citing recent studies, he pointed out that half the reduction in deaths of children under 5 years old, over the last four decades, can be attributed to basic education for girls (King & Winthrop, 2015); girls who have no education are three times more likely than those with secondary or higher education to marry by the age of 18 years old (UNFPA, 2012). Dr Berry added that education could contribute substantially to poverty reduction and support pathways for more inclusive growth in priority countries. He also acknowledged that quality education (e.g. learning) impacts other critical outcomes, and reminded delegates that we need to target investment in education carefully, depending on the context in which we are working.

In providing an overview of education internationally, Dr Berry recognised the progress made on access and parity before 2015, when countries were striving to reach the Millennium Development Goals (MDGs), and welcomed the SDGs broadening the scope of addressing education, spanning early childhood to tertiary education. Despite the big push to achieve the MDGs, he added, 121 million children and adolescents are not in school, and the number is growing due in particular to conflict. He also noted the stronger focus on improving quality. Challenges were also highlighted, including insufficient funding, weak coordination of actors working in the sector, and lack of readiness among countries to measure and report on SDGs.

Dr Berry highlighted aspects of the current, global learning crisis: 250 million children are not learning basic, foundational skills, even after spending four years in school, which will make it difficult for them to participate in a growing economy and improve their livelihoods, as well as those of their families. In low-income countries, only one in three adolescents finish lower secondary school, as compared to five in six adolescents in upper- and middle-income countries. In looking at standardised assessments, such as the OECD Programme for International Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), most developing countries are one to two country standard deviations behind OECD norms. Dr Berry pointed out that the learning crisis also extends to adults and lifelong learning. According to UNESCO, 757 million adults (two-thirds of whom are women) lack basic reading and writing skills.

As Dr Berry summarised, 'business as usual' will not deliver the level of learning improvement needed to achieve the sustainable development goals; staying in school longer has too little impact. He called for an acceleration of what children are learning every year, and a drive in global efforts to reduce the learning gap significantly by 2030.

Financing for education, Dr Berry argued, is in crisis. Official development assistance (ODA) spend on education is declining, especially in low-income countries (LICs). Furthermore, it is not meeting the greatest areas of need in low-income countries (LICs), low-middle-income countries (LMICs) and sub-Saharan Africa; only 30% of ODA reaches Africa, although almost 60% of out-of-school children reside there. DFID's commitment to the sector is also dropping. Whilst domestic educational financing is increasing in absolute terms, it is not increasing as a share of the national budget; population growth is putting a strain on per capita spending. Dr Berry added that we must not only consider the quantity of funding, but also consider ways in which

spending might be improved. What works, according to Dr Berry, is a three-pronged approach: (1) individualised, repeated teacher training; (2) accountability boosting interventions, i.e. incentives; and (3) teaching to student learning levels.

First, he recommended pedagogical interventions, which match teaching to an individual student's level and need. These might come in the form of teacher-led interventions, such as formative assessment, targeted instruction, or both. An example highlighted was the Early Grade Reading Assessment (EGRA) program in Liberia; students take a diagnostic exam, which evaluates their reading levels, and teachers are trained to continually assess student progress. Tracking could be another strategy, which is being used in a programme in Kenya to stream students into classes based on ability. This creates an opportunity for teachers to tailor their teaching according to the appropriate level. An evaluation of tracking showed an increased in student test scores in both language and mathematics, and student performance. Another programme in India assessed students' basic language skills at the beginning of the year, and then set aside a portion of the school day to teach kids according to ability level, which improved oral and written test scores. Computer-assisted learning (CAL) programs could also be used to adapt to the student's learning level, with the caveat that training teachers and users how to use the technology is essential. Also, the technology should be integrated into the classroom instruction in practice.

Second, Dr Berry recommended individualised teacher training, which is repeated and reinforced, and often associated with a specific method or task. As Dr Berry pointed out, a programme in India provided storybooks and flashcards, as well as teacher training on how to use them. This approach raised literacy scores, whereas a similar intervention without the teacher training had no effect.

The third recommendation was accountability-boosting interventions, such as teacher performance or attendance incentives. There is, however, lots of variation. Dr Barry added that it is important to think about how to best design incentives to maximise learning and minimise strategic responses. Another strategy is to use contract teachers to supplement civil service teachers, which has been used in Kenya. In India, community teachers were hired to provide remedial education to students who were falling behind. This strategy, however, requires a large pool of people who are educated and provide relatively cheap labour.

In conclusion, Dr Barry called for a number of practices to be stopped, which included: institutionalised and costly formal pre-service training; sanctions to improve teacher attendance; and splitting education levels based on age. He also argued for the continuation of tackling inequality early; support for measurement of learning outcomes with national assessments; and research, particularly on technology to transform learning. This includes the development of more sophisticated methods to study teaching.



## Symposium Day One

### Session 1: Rich World vs. Poor World: Sustainable Development Goals through the Education Lens

In Session One, chaired by Dr Kim Ochs, presentations were made by Professor Emeritus Brian Street of King's College London, Dr John Kakule of the African Caribbean Pacific Secretariat (ACP), and Ms Samidha Garg of the Commonwealth Teachers Grouping and National Union of Teachers.

The lead presentation for Session One was prepared by Professor Emeritus Brian Street of King's College, entitled 'Literacy and Development: Ethnographic Perspectives', which was read by the session chair in his absence. Looking at teaching and learning literacy as a social practice, Professor Street placed literacy at the centre of the education challenges of the world. He first referred to the shift in UNESCO's policy, as identified by researcher Ulrike Henimann, as 'innovative approaches to literacy and adult learning are being analysed, promoted and disseminated through publications and the Effective Literacy and Numeracy Database' (<http://www.unesco.org/uil/litbase>), which is housed by the UNESCO Institute for Lifelong Learning (UIL).

Professor Street argued there is an urgent need for a greater understanding of literacy as a social practice, in contrast to the mainstream view considering literacy to be a universal technical skill, best learned through the basics, such as rules of grammar. He defined literacy as 'not just a set of uniform "technical skills" to be imparted to those lacking them... but rather that there are multiple literacies in communities and that literacy practices are socially embedded'. Professor Street examined Literacy as Social Practice (LSP), considering the larger social and societal context, and examining cultural and contextual understandings of literacy and approaches to knowledge. He argued that this approach allows for a recognition of the contested meanings and practices, as well as recognition of the ideological nature and relations of power that shape local meanings of literacy. Professor Street quoted Alan Rogers who said, 'whilst there is an individual cognitive component to learning... there is always a social element... Without the social interaction, the cognitive would not take place; and the form that the cognitive process takes is shaped by the "situated activity" of which it is a part'.

Professor Street posed an 'ideological' model of literacy, and argued in his paper that:

literacy not only varies with social context and with cultural norms and discourses (regarding, for instance, identity, gender, and belief) – what might be termed a 'social' model – but that its uses and meaning are always embedded in relations of power – which is why I use the term 'ideological'... it always involves contests over meaning, definitions and boundaries, and struggles for control of the literacy agenda.

In order to address the 'social practices', Street argued that an ethnographic perspective can be helpful.

As Professor Street pointed out, the target for adult education had largely been ignored within the Education for All (EFA) implementation and MDGs, and noted the 757 million illiterate adults

in the world. Citing the work of Alan Rogers, Street pointed out that the interest in 'lifelong learning', which is reflected in the SDGs, has brought attention to 'informal learning', which takes places outside formal education, training programmes, and non-formal educational environments. Rogers, however, noted the prioritisation of children in discussions around the both the formulation and implementation of SDG4, but acknowledged the inclusion of some adult learning targets (See Appendix 3).

In his discussion of a number of conferences and meetings, as well as the work of several scholars, Professor Street posed several questions for consideration at the symposium:

How can we avoid this discourse being rhetorical?

Can such a lifelong learning/education (LLL/E) agenda, which covers both SDG4 and the other learning targets, be operationalised and its learning outcomes measured?

He also called for more refined attention to the definitions and terminology around the SDGs, including in policy statements, and a need for clearer conceptualisation of the terms.

The first discussant, Dr John Kakule of the African Caribbean Pacific Secretariat (ACP), focused his remarks on issues of skills development and capacity-building, which are critical for developing knowledge economies and responding to changing demands of the labour market. Higher levels of education, he acknowledged, help improve livelihoods and gender equality, and reduce marginalisation. Dr Kakule highlighted the great diversity within the membership of ACP, with some countries still focused on improving access to primary education, whilst others prioritise vocational education and training. Issues of access, quality, and financing, as well as the inclusion of the poorest and most vulnerable, remain shared concerns and priorities. Dr Kakule noted many ACP countries have had to make accommodations for a large influx of students at different levels, despite the low capacity of some institutions and severe shortage of qualified teachers. A growing prevalence of private schools in many countries was also acknowledged. Dr Kakule identified as priorities for the ACP student mobility, cooperation in higher education, and south-south cooperation. He considered the many students from ACP countries studying abroad to be both a blessing and a curse, as some of the most qualified people emigrate from their home countries.

The second discussant, Ms Samidha Garg of the Commonwealth Teachers Grouping and National Union of Teachers, expressed concern about Commonwealth education policy-making failing to involve teachers, despite the Commonwealth Teachers Grouping (CTG) and their regular forum. She highlighted the CTG's concern about the reduced capacity of the education sector within the Commonwealth Secretariat, making it difficult for the CTG to implement its mandate.

Ms Garg welcomed Sustainable Development Goal 4, the stand-alone goal on quality education, which she believed would bring many opportunities for further development of education in the Commonwealth. She underlined that education is a human right and a public good, and cautioned against privatisation as the biggest threat to the achievement of the SDGs and its commitment to free quality education for all. Ms Garg noted the evidence of the detrimental

effects of privatisation on the right to education, as well the support of the Department for International Development given to private actors in the global south, including in Ghana, Kenya, and Uganda.

## **Discussion and Deliberations**

The presentations made in Session One were followed by questions, answers, and a discussion amongst all of the delegates in which the following issues were raised:

### **Financing, privatisation, and private sector participation**

The lack of sufficient and sustainable financing was highlighted as the main obstacle to the successful implementation of the SDGs. Education was acknowledged as a public good that should be financed from national budgets; it was broadly felt that governments fail to invest in education and deliver on their promises. Some symposium delegates highlighted that over time the private sector has become a more influential actor in education. Some comments reflected a stance that the privatisation of education threatens the equity and quality of education systems. Concern was raised about the SDGs promoting privatisation across goals and targets. A call for structures was made, as well as one for an environment that ensures education and health remain public goods.

### **National-level implementation**

Some delegates acknowledged that taking the SDGs to the national level would involve working with governments and supporting the development of national plans. As some put it, in addition to looking at the national level, it would also be important to look at the regional and inter-regional levels for partnerships and support mechanisms. Some delegates noted governments could have significant freedom to interpret and implement the SDGs as they wish, but also highlighted the important role of civil society to advocate a rights-based approach.

### **Learning for children, and for all**

The following question was raised: are the SDGs about children's learning, or about everyone having a right to education and lifelong learning? Some symposium delegates expressed their concern that adult education would be deprioritised within the implementation of the SDGs. Citing a statistic from Professor Street's presentation, six times as many adults as youths lack literacy training. Reflections were also shared about the rise of standardised curricula and testing, as well as the general push for quick fixes and results, which were acknowledged as threats to viewing literacy as a social practice.

## **Session 2: Teachers, their Mobility, Migration and the Sustainable Development Goals**

In Session Two, chaired by Dr Sadhana Manik, presentations were made by Dr David Edwards, Deputy General Secretary of Education International, Associate Professor Erlend Eidsvik of Bergen University College, and Mr Patrick Taran, President of Global Migration Policy Associates.

First, Lead Presenter Dr David Edwards, Deputy General Secretary of Education International, presented the teachers' perspective on the new education agenda, as well as the strengths and weaknesses of the agenda. Whilst welcoming commitments to educational equity and quality at all levels, free primary and secondary education, safe learning environments, and qualified teachers, Dr Edwards first reviewed the goals and targets proposed by Commonwealth Ministers of Education for the post-2015 agenda, which were:

Principle 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.

Principle Goal 2: Post-basic education expanded strategically to meet needs for knowledge and skills relates to employment and livelihoods.

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

Target 1: Reduce and seek to eliminate early childhood under-nutrition and avoidable childhood disease, and universalise access to community-based Early Childhood Education / Development (ECE/D) and pre-school below age six years.

Target 2: Universalise an 'expanded vision of access' to a full cycle of a minimum of nine 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.

Target 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.

Target 4: Eliminate illiteracy and innumeracy amongst those under 50 years old.

Target 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.

Target 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.

After reviewing the education targets for Sustainable Development Goal 4 (See Appendix 3), Dr Edwards, identified four paradoxes that risk undermining the agenda.

(1) The Pecuniary Paradox, which was identified as the most ambitious education agenda of all time – free, universal, rights-based quality education from early childhood through to tertiary – has no complementary financing mechanism. On the contrary, the majority of the world’s countries are expected to cut public spending allocated to education in 2016.

(2) The Privilege Paradox, which is the rising inequality in education across the world and different forms of pay-as-you-go offerings in education, whilst the agenda promises ‘ensuring inclusive and equitable quality education’. There are great gaps in the quality of education between the most privileged and the least privileged.

(3) The Planetary Paradox, which is that whilst the new education agenda champions education for sustainable development, human rights, global citizenship, culture, and wellbeing, many education systems opt for narrow, standardised curricula and testing. The broad global agenda is accompanied by a narrow set of indicators; there is one single indicator per target. For example, as Dr Edwards put it, ‘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’.

(4) The Professional Paradox, which is that whilst the agenda commits to qualified and trained teachers, their professional autonomy is undermined by a push for easily measurable outcomes, accountability reforms, and often poor working conditions, leading to many teachers leaving the profession within the first few years.

In his conclusion, Dr Edwards raised the question, ‘What are the implications of Education 2030 for migrant teachers and students?’ and highlighted the Education International portal Migrant Teachers’ Rights (<http://www.migrantteachersrights.org>).

The first discussant, Associate Professor Erlend Eidsvik of Bergen University College, pointed out another problematic paradox: the emphasis on economic growth and industrialisation – the old modernisation paradigm – in discussing an agenda for sustainable development. By drawing on post-development theory and its understanding of development as a strategy of cultural and social domination, he highlighted the need to scrutinise where decisions are being made, with particular emphasis on the increasing power of technocrats, donor agencies, and the private sector.

Professor Eidsvik challenged the post-ideological politics of consensus, where knowledge and research are used to create an understanding of consensual best practice in policy. Paradoxically, he argued, the SDGs simultaneously emphasise global convergence and national/local divergence. The MDGs were criticised for failing to recognize cultural relevance in education, but while the SDGs suggest there is a *pluriverse*, the proposed indicator framework actively excludes this concept. In other words, the agenda’s emphasis on quality calls for a push for global assessments of quality. Professor Eidsvik cautioned against PISA for Development becoming the vehicle for implementing SDG4. As he put it, global assessments influence curricula, teaching, and learning in national contexts, frame education systems, and make it easy to identify a global-level ‘best practice’. This approach fits the trend of growing new public management in education, which Professor Eidsvik identifies as one of the push factors for teacher migration, impacting salaries and status, working conditions, and job security.

The second discussant, Mr Patrick Taran, President of Global Migration Policy Associates, provided a different perspective by looking at the broader issues surrounding migration and development. As Mr Taran put it, 'internationalised skills and labour mobility' make up 90 % of all migration today, with migrants constituting 20 % of the workforce in many countries, including Australia and the US. The context is a global shortage of highly skilled, as well as technical and vocational workers, with the majority of countries struggling with low or inexistent population growth.

Mr Taran argued that addressing migration is key to the sustainable development agenda; more than 40 of the targets across 14 of the SDGs have a migration dimension. He added that successful implementation requires a rights-based, holistic, and multidisciplinary approach, whereby all migrants are recognised as rights-holding human beings and actors in an inclusive and participatory process. States have to ensure decent work and labour rights, and prioritise education and training.

## **Discussion and Deliberations**

The presentations made in Session Two were followed by questions, answers, and a discussion among all of the delegates in which the following issues were raised:

### **Shortage of trained and qualified teachers**

Delegates discussed: How can the teacher targets be reached given the shortages of trained and qualified teachers faced across the globe? UNESCO estimates a shortage of 27 million primary school teachers, but the figures change if other levels and sectors are taken into account. For example, there are urgent shortages within early childhood education as well as in subjects like science, technology, engineering and mathematics. Overcoming the shortage, delegates discussed, requires supporting and training the unqualified within the system, while at the same time training a new generation of teachers and school leaders. Concerns were raised about the teacher target numbers implicitly encouraging countries to introduce short-term teacher training of poorer quality.

### **Teacher migration**

The Commonwealth Teacher Recruitment Protocol, adopted by Commonwealth member states in 2004, helped put teacher migration on the agenda in the beginning of the 2000's, but symposium delegates expressed concerns that it has since fallen off the radar, and that there is a need to revive the discussion on ethical recruitment standards. The teacher target within the SDGs pushes countries to recruit more teachers, which is likely to also result in cross-national recruitment. The globalised pattern of teacher migration is challenging for source countries, for which it is not sustainable to invest in educating a workforce that could ultimately leave to work abroad. At the same time, migrant teachers might be offered lower salaries and poorer working conditions in positions abroad, and temporary contracts.

At the same time, the internationalisation of teacher training is pushed by individual interest among the students, professional interest from staff, and institutional interest from universities needing an international profile and reputation. While different exchange programmes might be

enriching for teachers, and give them a brief insight into other systems, such exchanges might also reinforce inequality.

Delegates identified numerous interconnections between SDG4 and other SDGs, such as SDG8 on decent work and SDG10 on reducing inequality within and between countries, were stressed. It was suggested that addressing migration and education could be a possible area for the Ramphal Institute to focus on in the future, within the context of SDG implementation. Many other cross-cutting themes and priorities are being covered by dedicated organisations/structures, but there seems to be a gap in addressing migration and education.

### **Poor working conditions of teachers at home and abroad**

Delegates discussed the shortage of trained and qualified teachers has been made worse by the number of teachers choosing to leave the profession within the first few years. This is often a direct consequence of deteriorating professional status and working conditions, coupled with a lack of professional autonomy and support, and increased pressure to ensure that students perform well on standardised tests. Migrant teachers are often found in particularly vulnerable situations. Delegates argued that the SDG target for teachers cannot be addressed only in terms of recruiting qualified teachers, but must be approached more holistically as a matter of supporting the profession.

## **Session 3: Gender Issues in Education for Sustainable Development**

In Session Three, chaired by Dr Casmir Chanda, presentations were made by Dr Leith Dunn, Head of Institute for Gender and Development Studies at the University of the West Indies, and H.E. Guy Hewitt, Barbados High Commissioner to London and former advisor on gender and development to the Commonwealth Secretariat.

Lead Presenter Dr Leith Dunn placed achieving gender equality as a central aim of the sustainable development agenda. After presenting some of the key theories on gender and development, as well as feminist development perspectives, Dr Dunn defined gender equity and gender equality, citing the work of Leo-Rhynie (1999). Gender equity, she explained, refers to the 'quality of the provisions made and the measures implemented to ensure fairness and impartiality in the life chances of men and women'. Gender equality, however, is the uniformity of the provisions made for men and women, in terms of in quantity, value, and intensity.

As Dr Dunn remarked, while great progress has been made in terms of increased awareness and legislation and policies at both national and global level, remaining challenges include patriarchal, educational leadership structures; a female-dominated teaching profession; gender-blind policies, curriculum, and teacher training; gender differences in participation and outcomes; and gender biases in the 'hidden curriculum'.

Responding to these challenges, she argued, requires the full mainstreaming of gender equality across SDG goals and targets, as well as increased efforts to ensure policy coherence. This includes investing in research and data collection to identify differential needs and to fill education gaps. However, these measures must be underpinned by improved access and quality. Dr Dunn called for multi-sectoral partnerships to strengthen quality public education, including technical and vocational education and training, the integration of ICTs and

accommodation of special learning needs and disabilities, and greater support for adult learners and lifelong learning.

Dr Dunn also recommended building awareness of the SDGs and gender to change harmful attitudes, values, and practices, and developing more multi-sectoral partnerships. She highlighted the need to address curricula, integrating gender and SDG principles, as well as to build capacity of educators, trainers, and managers. She stressed the need to develop entrepreneurs and support innovation to shift away from job seeking to job creation. Related to these recommendations is the need to encourage students to become active and conscious world citizens; hence, Dr Dunn suggested education for gender equality and sustainable development be integrated in teaching methods and materials. The recruitment of male teachers should be considered as a Special Temporary Measure.

In the discussant's presentation, H.E. Guy Hewitt, Barbados High Commissioner to London and former advisor on gender and development to the Commonwealth Secretariat, talked about the education of girls and women as a means to their full participation and decision-making in economic and political life.

H.E. Hewitt identified a number of challenges for the education of girls and women, starting with the dominance of the patriarchy, particularly through the perpetuation of a gendered control of resources and division of labour. He also noted a mismatch between perceived costs and benefits of schooling; many girls are enrolled in low-quality schooling, where they focus on reading, writing, and arithmetic, but cognitive skills are not developed.

The process of decolonisation through independence raised a number of issues around gender, race, and class in the Caribbean region, and the law on compulsory education until the age of 16 was one of the key measures adopted. While there has been great progress, and the majority of university graduates in the region now are female, huge inequality still persists and men continue to reap the benefits of work and accumulate wealth.

H.E. Hewitt underlined the importance of raising awareness of the extent to which everybody, both men and women, benefit from gender equality.

## **Discussion and Deliberations**

The presentations made in Session Three were followed by questions, answers, and a discussion among all of the delegates in which the following issues were raised:

### **The role of education in challenging stereotypes**

Delegates discussed the meaning of gender equality in education, which must not be seen only as a matter of educating girls; attitudes and the system should be challenged and changed so that not only gender-appropriate behaviour is rewarded. Fundamentally, lives and societies should be transformed, allowing individuals to explore new and alternative skill sets. Making gender-sensitive curricula, teacher training, and teaching and learning materials is key. By collecting data and disaggregating it by gender, and analysing who benefits, policies and programmes could be made more responsive to diverse needs.



The global education reform movement was seen as a backlash in terms of gender equality, as teaching to the test and a narrowing of the curriculum endangers gender equality. Some delegates expressed concern that privatisation, and particularly so-called low fee private schools, have a negative impact on gender equality, as families tend to prioritise the education of boys.

### **Gender equality and decent work**

The lack of gender equality can also be seen at the workplace, with female teachers often encountering particular problems and challenges. The Decent Work Agenda of the International Labour Organisation (ILO) – with its four strategic pillars of full and productive employment, rights at work, social protection, and the promotion of social dialogue – was identified as important for promoting gender equality. Delegates discussed the challenges women face in the context of labour migration; despite degrees and qualifications, they often become low-skilled workers in their new destination country.

### **Role of the Commonwealth**

There was a call to the Commonwealth Secretariat to increase its resources allocated to education, given that some of the countries with the highest rates of out-of-school children, and girls in particular, are in the Commonwealth. Delegates acknowledged that everyone has the right to go to school, and more work is needed to combat the notion that girls should not be educated. It was noted that the last Commonwealth Plan of Action for Gender Equality (2005) expired in 2015, and that there would be a need for a renewed commitment and action plan.

## **Session 4: Online Education – Issues for Sustainable Development Goal 4**

In her introductory remarks, session chair Dr Roli Degazon-Johnson noted that whilst the MDG education agenda made no explicit reference to virtual, distance, or online education, the new education goal SDG4, in addressing equitable inclusive quality education and promoting lifelong learning must embrace different forms of virtual, distance, and online education. These should be considered means through which quality can be enhanced and new and/or marginalised groups reached, particularly in tertiary and adult education. Presentations in Session Four were made by Dr Kim Ochs, Ramphal Institute Advisor and Doctoral Faculty at American College of Education, Ms Karen Ford-Warner, Open Campus Registrar of the University of the West Indies (UWI), and Ms Laura Maloney, Instructional Leader with Florida Virtual School.

In the lead presentation of the session, Dr Ochs, Ramphal Institute Advisor and Doctoral Faculty at American College of Education, highlighted the significant digital divide between advanced economies - where 87% of adults have internet access 68% own a smart phone - and emerging / developing economies – where only 58% of adults have internet access and 37% own a smartphone, according to 2015 data from the Pew Research Centre. She then introduced different types of online learning, including course-level and programme-level definitions. Online learning can be public or private, free or subject to tuition fees, delivered wholly or in part via the internet, with a great diversity of teaching and learning methods and materials. In

many countries it remains a rather novel concept and practice, which means that policy-makers have yet to agree on mechanisms for regulation and quality assurance.

Referring to the work of Richter (2010), Dr Ochs provided an overview of the context of e-Learning, which reflected interconnections across multiple dimensions – legal issues, culture, security, infrastructure, financing, culture, and politics, among others. Through this lens of online learning, she argued, we could reaffirm remarks made earlier in the day by several presenters: education is an enabler to make certain the other sustainable development goals are achieved. Dr Ochs suggested that these contextual dimensions of online learning could be divided into four categories – personal, societal (community relations), environmental, and ideological, and that this same lens could be applied to the SDGs. She noted that the majority of the SDGs acknowledged the role of technology in helping to achieve the targets, which could include online education.

Referring to the work of Bjørke (2011), UNESCO, and Paulo Freire, Dr Ochs provided an overview of some of the pedagogical principles that will be essential to achieve SDG4, as well as the other interconnected goals. On a global level, this includes a shift away from ‘copy, cram and reproduce (CCR) pedagogy’ (Bjørke, 2011), ‘banking pedagogy’ (Freire, 2010), and sage-on-the-stage teaching styles to learner-centric, collaborative, and ‘learning by doing’ approaches. Essential features of this new pedagogy are critical reflection, systemic thinking, collaborative learning, and participatory learning. Online courses and e-books, in particular, could address the need for curricula and learning materials that are contextually relevant and up-to-date.

Dr Ochs also highlighted different examples of virtual, distance and online education being used to reach communities and groups that otherwise might be excluded from education, such as Massive Online Open Courses (MOOCs), Kiron, the refugee university in Berlin, Germany, and Hole-in-the-wall projects that have been used in India. In conclusion, she reiterated that taking a learner-centric approach in online education requires considering not only formal education, but also informal, non-formal, and informal-illegal (Sturzenhecker) dimensions of education, acknowledging the role of social media, YouTube, and mobile technologies that are currently being used as learning tools.

The first discussant, Karen Ford-Warner, Open Campus Registrar of the University of the West Indies (UWI), shared an example of a community approach to online and distance education. She first provided an overview of the Caribbean context, where unemployment remains a concern and youth unemployment in 2015 was among the highest in the world. She highlighted the need for an educated and flexible workforce, as well as human capital development in the region.

Ms Ford-Warner provided background information on the University of the West Indies (UWI), which was incorporated by Royal Charter as an independent, autonomous institution granting its own degrees. UWI is the most longstanding higher education provider in the Commonwealth Caribbean, and is one of only two regional higher education institutions in the world; the other is the University of the South Pacific. UWI has three physical campuses located in Jamaica, Barbados, and Trinidad and Tobago. UWI serves 17 English-speaking countries and territories, of which 16 (excluding Guyana) fall into the “high human development” category of the 2015 UN

Human Development Report, ranging from the Bahamas at #55 to Belize at #101. UWI Open Campus, which was formed in 2008, currently has 44 site locations.

The Open Campus has three models of learning: (1) economic model, which is totally asynchronous and requires no real-time interactions; (2) mixed model, which includes some synchronous interactions through web-based interaction; and (3) blended learning, which includes both online and face-to-face physical interactions with tutors and on-site support. As Ms Ford-Warner explained, having an educated workforce is a priority for the region, and the Open Campus of the University of the West Indies was established to increase the range, expand the scope and improve access to the university programmes, and to serve the rural and underserved communities of the region.

Whilst the demand for online education and pay-as-you-go courses has risen due to the economic crisis and there is a large number of foreign providers in the region, internet access and usage remains low in the region. Ms Ford-Warner recommended improving internet access, introducing online programmes at the secondary level to foster digital literacy and prepare students for higher education, and conducting prior learning assessments of students to provide a route for rapid progress.

The second discussant, Ms Laura Maloney, Instructional Leader with Florida Virtual School, provided an overview of the Florida Virtual School (FLVS), which is a fully-accredited, state-wide public school district offering more than 150 free courses to students, spanning Kindergarten to the end of secondary education in the US state of Florida. Included in the district are courses taught by certified teachers. Launched in 1996 as a pilot school, FLVS aims to deliver a high quality, technology-based education that provides the skills and knowledge students need for success. To date FLVS students have completed more than 2.4 million semester enrolments. The mission of FLVS is to deliver high quality technology-based education and they offer both full-time and part-time courses from kindergarten to 12<sup>th</sup> grade. As Ms Maloney described, students include public, private, or charter school students in need of one or more supplemental courses, student athletes, homebound students, or students living in military or international environments. Enrolment is rolling across 12 months, and courses are available 24 hours a day. Students can enrol in either part-time or full-time programs.

The global arm of FLVS has provided courseware, training, and expertise to online and blended learning programs across the US and in 65 countries. Services include content licensing, and custom learning programs, digital learning labs, and professional development. Solutions are provided to all 67 Florida districts, which include virtual learning labs where students work on virtual courses in a lab setting with facilitators monitoring and managing the classroom. Blended learning communities are also provided, where virtual teachers provide the instruction and facilitators who are certified teachers provide direct instruction. FLVS also offers a school franchising option whereby districts use FLVS courses and provide teacher training, but use their own teachers to teach the material. Ms Maloney also mentioned her planned doctoral research to explore the digital learning lab of FLVS to look at the impact of face-to-face time spent with teachers on course completion.

## **Discussion and Deliberations**

The presentations were followed by a questions, answers and discussion, where the following issues were raised and discussed:

### **Curriculum, content, and quality of online courses**

Many questions were asked about the curriculum and content of online courses, including who prepares the materials. Delegates expressed that it was important to ensure that quality standards are met and that qualifications are equal to those from other education institutions. The need to train and prepare teachers, tutors and students for the different forms of e-learning was also underlined.

### **Governance, costs and accessibility**

Participants problematised the diversity of providers, and expressed concerns about the financing models of different forms of virtual, distance, and online. Questions were asked about funding models, and relationships that private offerings might have with the state system.

Different forms of pay-as-you-go-education are framed as affordable and, therefore, more accessible. Delegates asked, however, is this really the case? Many students appreciate being able to take a couple of courses at the time, but how common is it that people drop out because of difficulties in paying for the rest of the degree?

Concerns were also raised about the equity dimension; who has access to these programmes, and how do they fare in comparison with the kinds of education that higher quintile students enjoy?

### **The role of teachers online**

Virtual, distance, and online education raises many questions about the role of teachers. While opening up new opportunities in terms of methods and forms of engagement, symposium delegates stressed the importance of professional freedom of teachers as a prerequisite for quality education. In higher education, some expressed the idea that teachers should have academic freedom and the right to copyright and own the work they have produced.

Fears were also expressed about virtual, distance, and online education opening up for a so-called 'cheaper teacher' scenario, i.e. a further deterioration of working conditions and casualisation of academic staff. Delegates reiterated rights and decent working conditions of teachers should be ensured and respected.

## Symposium Day Two

### **Session 1. Exploring Options for the Future: Towards a collaborative strategy to advance Education and the SDGs within and beyond the Commonwealth**

At the beginning of the day two, which was chaired by Dr. Degazon-Johnson, conference delegates recalled the conclusions of the UN Summit on Sustainable Development; in particular, they highlighted the need for stakeholder partnerships that mobilise and share resources for SDG attainment, as well as capacity-building for developing countries and the availability of timely and reliable data. Symposium delegates discussed the synergies and coherence with existing and ongoing projects and programmes focussed on the SDGs and education, and suggested a general mapping exercise of who is doing what.

Looking towards the future and a collaborative strategy, the expectations of symposium delegates were discussed, which centred around the following:

- Exploring ways of working together and new partnerships;
- Getting a better overview of the lay of the land and understanding of where we can add value;
- Connecting best practice to support national level implementation;
- Working further on gender mainstreaming;
- Exploring new perspectives, examining the blind spots and highlighting tensions and contradictions within the SDGs;
- Integrating the SDGs into what we are already doing; and
- Looking at interventions to improve capacity at all levels of an education system.

Director Edwin Laurent presented future plans for the Ramphal Institute, which include pursuing two key objectives:

Assist developing countries; particularly the least developed and the smallest to obtain information on, and understanding of, the content, commitments and operations of all the SDGs. This will strengthen their capacity to devise and successfully pursue appropriate policy reform and adopt regulatory measures that will enhance their ability to benefit from the SDGs.

Help advance international knowledge and understanding of the needs and interests of SIDS and LDCs and identify changes to international policy and regulation needed to support implementation of the SDGs in a way that benefits these countries.

Plans are envisaged as a partnership with King's College London, and the proposed focus would be on Sustainable Development Goals 2, 3, 4, 5, 8, 11, 13, and 17.

It was suggested that the Ramphal Institute explore issues cutting across goals and targets, such as education for sustainable development (SDGs 4, 12 and 13), teachers (SDGs 4 and 8), or labour migration in health and education (SDGs 3, 4, 8, and 10). Traditionally there has been a tendency to compartmentalise issues, but the SDGs aim to represent a shift towards a more

integrated approach to sustainable – social, economic and environmental – development. A question for further consideration is: How can the Ramphal Institute look across the individual SDGs and foster synergies?

SDG 10, which addresses reducing inequality within and among countries, was proposed as another area of focus. The notion of reducing inequality among countries is radical in the international development context, and the question becomes: who is the implementing agency at a global level? Delegates identified a great need to unpack the meaning of this goal, and identify policy measures and financing sources required to achieve it. There are many obvious inter-linkages and synergies between SDGs 10 and 4; inequality and inequity within education is among the principal challenges across the world, in rich as well as poor countries.

### **Summaries of the sessions of the first day and concluding discussion**

In turn, chairs of the day one sessions each presented a summary of their sessions, which was followed by a discussion and identification of future actions.

#### **Session One: Rich world vs. poor world**

- Delegates acknowledged lifelong learning and the importance of acknowledging and prioritising adult education
- Competency-based approach to literacy; education crucial to all societies
- Concerns were expressed about the growing trend toward privatisation of and in education (such as the emergence of so-called low-fee private schools), and its potentially detrimental impact on SDG 4 and the right to education.
- Partnerships include and should include the private sector. As an example, in the Caribbean, the private sector plays a role in the ECE sector, but the state regulates provision and teacher training.
- There is a necessity for governments to analyse its impact on the right to education, and quality and equity of education system as a whole.
- Education is a human right; least privileged children should have access to education of the same quality as the most privileged.
- Innovative financing mechanisms could be explored, such as social impact bonds, and benefit corporations that provide alternatives to both traditional non-profit and for-profit models.
- When governments are not able to provide the resources needed, universities are pushed to engage in more business-like ways. Private sector institutions take on private sector ideas, which may have a profound effect on the knowledge that is being created.
- The poor quality of public higher education in many countries becomes an incentive for the private sector.
- Define and clarify key concepts such as quality and equity; also revisit nomenclature.

#### **Areas of future work include:**

- Conduct a mapping exercise of private-sector involvement, along two dimensions: (1) Rights-based primary and secondary education; (2) Affordable higher education.

- As a first step, Education International will be approached to possibly take on the lead in this initiative. Dr Armstrong expressed an interest in the topic, and would like to be involved.
- Re-examine the role of the state in providing social needs in society
- Ramphal Institute will establish an education link on its website, which would provide a venue for dissemination and discussion.

### **Session Two: Teachers, their mobility, migration and the sustainable development goals**

- The aim of increasing the supply of qualified teachers is important, but might be undermined if the newly qualified teachers end up being ‘poached’ by (developed) countries.
- There is a need to revisit the current discourse on teacher mobility and migration. The Commonwealth Teacher Recruitment Protocol is not being enforced, and people and nation states are unaware of its existence.
- It is important to map and identify the flows of sending and receiving countries today. Obtaining statistics on teacher shortages is also key.
- The rights and working conditions of migrant teachers should also be explored.
- Refugees and their rights to education and work, as well as education in crisis and emergencies, are new and emerging priority areas of work.

#### **Areas of future work include:**

- Participants proposed a new project on a rights-based approach to teacher migration, which will include the Ramphal Institute, Global Migration Policy Associates, and Education International.
- Conduct further research on migrant teachers’ rights.

### **Session Three: Gender issues in education for sustainable development**

- Explore gender and privatisation and their impact on education.
- Discuss the willingness of men and women to take up roles that pushed traditional gender boundaries
- A radical shift is needed, including more inclusion of men in early childhood education
- Build awareness about gender and environmental sustainability.
- There is a need for state-wide participation to explore links between gender and sustainability.
- Increase opportunity for gender sensitivity and gender mainstreaming in education.
- Educate students to create opportunities for the green economies and impact livelihoods, particularly in the context of environmental challenges.
- Empower students to gain skills to obtain jobs.
- Promote gender equity and decent work principles reflected in work places.
- Revisit the nomenclature used in discussion – advocate a shift towards discussing gender justice, rather than gender equity.
- Consumer behaviour needs to be changed, which includes changing the content of curricula and exploring new approaches using ICTs.
- Give people tools to challenge certain expectations.

**Areas of future work include:**

- Partnerships in research and ongoing activities, which might include improving access to girl's education and addressing the gap between primary and secondary school.
- Propose a gender ministry in Commonwealth countries
- Revisit the last framework for gender implementation, which was the Commonwealth Plan of Action of Gender Equality in 2005.

**Session Four: Online education – issues for Sustainable Development Goal 4**

- Delegates expressed general concerns about values and ethics in the quality and content of curricula used in online education.
- A proposal was made to create a global working group on the exploration of ethics in online education and the quality of content. Selected conference delegates expressed their interest in continuing discussions. Others will identify their colleagues to explore interest in potentially joining.  
The Commonwealth of Learning could potentially be a valuable resource to work going forward, which might be facilitated by the Ramphal Institute and its advisors.

**Concluding Summary**

Over a two-day period in April 2016, the Ramphal Institute, London U.K. in collaboration with Education International, Brussels, Belgium convened academics, teacher unions, government, and civil society representatives from across the globe to explore and arrive at strategies on how best to advance Sustainable Development Goal (SDG) 4 specifically in relation to poor, vulnerable, and developing countries. Presentation themes and discussions ranged from the funding inequities currently evident between rich and poor countries globally, to teachers and their mobility out of the profession and to the 'greener pastures' of industrialised countries. Gender and its impact on educational opportunities and outcomes was examined alongside on-line, virtual, and distance education, and the opportunity that such modes of education can play in the achievement of the Education SDG. Recommendations spanned all thematic areas and stressed the need for closer examination of current moves to privatise education globally, the adoption of a rights-based approach to teacher migration, a new framework for addressing gender in education, the need for a continued drive to improve girl's access to education, and the creation of a global working group to explore values and ethics in the quality and content of online education.



## Appendices

### 1. Symposium Programme

#### Symposium – Day One

Tuesday, 26th April 2016

9:00 – 9:30 am	<b>Registration</b>
9:30 – 10:15 am	<b>Opening of the Symposium</b> Chair: <b>Mr Edwin Laurent, OBE, SLC, CMG</b> , Director, The Ramphal Institute, United Kingdom  <b>Brief Messages:</b>  Professor Jonathan Grant, Director of the Policy Institute and Assistant Principal for Strategy, King’s College London, United Kingdom  Ms Karen Ford-Warner, Registrar, Open Campus, University of the West Indies, Jamaica  Dr David Edwards, Deputy General Secretary, Education International, Belgium  Ms Christine Blower, General Secretary, National Union of Teachers, United Kingdom  <b>Opening:</b>  Dr Christopher Berry, Head of Profession for Education, Department for International Development (DFID), United Kingdom
10:15 – 11:30 am	<b>Session 1. Rich World vs. Poor World: Sustainable Development Goals through the Education Lens</b> <b>Chair:</b> Dr Kim Ochs, Education Consultant and Doctoral Faculty, American College of Education, USA  <b>Lead Speaker:</b> Professor Brian Street, Professor Emeritus, King’s College, London, United Kingdom  <b>Key Discussant:</b> Dr John Kakule, African Caribbean Pacific (ACP) Secretariat. Belgium  <b>Key Discussant:</b> Ms Samidha Garg, Commonwealth Teachers Grouping, NUT, United Kingdom  Discussion and deliberations
11:30 – 11:45 am	Coffee Break

- 11:45 – 1:00 pm      **Session 2. Teachers, their Mobility, Migration and the Sustainable Development Goals**  
**Chair:** Dr Sadhana Manik, Senior Lecturer, University of KwaZulu-Natal, South Africa
- Lead Speaker:** Dr David Edwards, Deputy General Secretary, Education International, Belgium
- Key Discussant:** Professor Erlend Eidsvik, Associate Professor, Bergen University College, Norway
- Key Discussant:** Mr Patrick Taran, President, Global Migration Policy Associates, Switzerland
- Discussion and deliberations
- 1:00 – 2:00 pm      Luncheon
- 2:00 – 3:15 pm      **Session 3. Gender Issues in Education for Sustainable Development**  
**Chair:** Dr Casmir Chanda, Education and Gender Consultant, United Kingdom
- Lead Speaker:** Dr Leith Dunn, Head of the Institute for Gender and Development Studies, University of the West Indies, Mona Campus, Jamaica
- Key Discussant:** His Excellency Reverend Guy Hewitt, Barbados High Commissioner to London, Former Adviser, Gender and Development, Commonwealth Secretariat, United Kingdom
- Discussion and deliberations
- 3:15 – 3:30 pm      Tea
- 3:30 – 4:45 pm      **Session 4. Online Education – Issues for Sustainable Development Goal 4**  
**Chair:** Dr Roli Degazon-Johnson, Organization Consultant and Trustee, The Ramphal Institute, United Kingdom
- Lead Speaker:** Dr Kim Ochs, Education Consultant and Doctoral Faculty, American College of Education, USA
- Key Discussant:** Ms Karen Ford-Warner, Open Campus Registrar, University of the West Indies, Jamaica
- Key Discussant:** Ms Laura Maloney, Instructional Leader with Florida Virtual School, USA
- Discussion and deliberations

5:00 – 6:00 pm Drinks Reception, hosted by the National Union of Teachers

## **Symposium – Day Two**

**Wednesday, 27th April 2016**

9:30 – 12:00 pm **Session. Exploring Options for the Future: Actions, strategies and approaches towards a collaborative strategy to advance Education and the SDGs within and beyond the Commonwealth**

**Chairs (in rotation):** Dr Roli Degazon-Johnson, Dr Kim Ochs, Dr Sadhana Manik, and Dr Casmir Chanda

**Lead Presenter:** Edwin Laurent, OBE, SLC, CMG, Director, The Ramphal Institute, United Kingdom

All participants are invited. Representatives of universities and academic institutions, teacher organisations, and NGOs willing to collaborate with The Ramphal Institute’s programme are specially invited to participate.

The closing session will be a plenary in which Discussion Group outputs are shared with all. The group discussion will aim to review and refine actions, plans, and proposals generated from Day One discussion into a comprehensive strategy for The Ramphal Institute to take forward in collaboration with partners.

Conclusion of Symposium

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### 3. Sustainable Development Goal 4

*What are the targets for SDG 4?*

Goal 4. Ensure inclusive and equitable quality education and promote lifelong 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 and quality technical, vocational and tertiary education, including university
- **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
- **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 a substantial proportion of adults, both men and women, achieve literacy and numeracy
- **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
- **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, 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
- **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